



Investigating the Moderating Effect of Socio-Economic Status on the Relationship between Parental Engagement in Transition to School and Students Performance

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ARTICLE INFO	ABSTRACT
<p>Article history: Submitted 21.07.2023 Accepted 03.11.2023 Published 31.12.2023</p> <p>Volume No. 10 Issue No. II ISSN (Online) 2414-8512 ISSN (Print) 2311-293X DOI:</p> <p>Keywords: Transition, Socio-Economic Status (SES), Moderation Analysis, Parental Involvement</p>	<p><i>The objective of the current study is to determine how parental involvement in the transition to school affects students' academic achievement in Khyber Pakhtunkhwa. The goal was to investigate the diminishing character of socioeconomic position in the link between academic success and the start of school. For this study, a survey research approach was chosen. The 140 kindergarteners and their 140 parents made up the study's sample utilizing a random sampling procedure. Both the MCQ-based exam and the parental involvement questionnaires were employed, and their reliability was later validated. Data analysis was done after the data-gathering process. Parents with higher SES levels significantly influence their children achievement in school as compared to the parents with low SES. Following that, it was suggested that the government take the lead in offering stipends to students with low financial support for their studies. This action may provide kids with the tools they need for a smooth transition. The availability of resources and pupils' academic success are related. This action could boost students' performance in school.</i></p> 

Introduction

A person's degree of success in life is significantly influenced by the caliber of their education. The likelihood that people can control their quality of life is drastically decreased. The majority of people concur that an educated society promotes public richness, party-political integrity, and financial achievement. A person's socioeconomic status is partial to their level of teaching since it increases their capability to decide how good their life will be. It can support to promote democracy and local peace while also reducing poverty. The secret to progressing in life, landing a better career, and eventually succeeding in education. Since individuals with higher education have a better chance of finding a rewarding job, people spend the most on their education. To maintain stability and harmony in society, people are socialized via education. With education, young people are provided the resources they need to develop into tomorrow's leaders. Helping people understand themselves is one of education's primary goals. To fully engage in culture, donate to the creation of a shared personality, and preserve shared morals, students must possess the information and skills necessary (Idris et al., 2012).

A person's experience or course of action during a crucial or turning moment in their life is referred to as a transition. Changes to one's activities, positions, duties, interpersonal interactions, surroundings, and cultural norms may fall under this category. Transition is usually associated with adaptation in cognitive,

social, and emotional psychology as well as culture. Transitions may be seen as significant turning moments in the sociocultural education process where children alter their behavior in response to fresh understandings they acquire via social interaction with their surroundings. A transition, in the words of Dunlop, is a period in which one circumstance (such as a place, stage, or location) is changed into another. In the context of education, the term "transition" frequently refers to the process of moving from pre-school to school, or, in the occasion of this education, from a subordinated ranking to an upper ranking, with many adjustments and barriers to overcome in the process (Ramzan et al., 2021; Woodhead et al., 2008).

Some scholars have identified two forms of transition: horizontal transitions and vertical transitions. The horizontal transition was used to describe a shift of context in life that generally takes place a day or a week from now, such as going from school to home or spending the day in a classroom at school. Vertical evolution was used to describe a shift in the educational environment, such as going from kindergarten to preschool. The primary focus of this article is the adjustment to school. There is a vertical transition process from kindergarten to school, and the learning settings change (Petriwskyj, 2014).

A child's development in areas like cognitive, linguistic, and social abilities may be impacted by environmental and socioeconomic factors on parental engagement in their children's education. Numerous studies have ascertained the significance of parent participation and connection in the year-earlier arriving school (Bergsten, 1998; Hill, 2001; Raza et al., 2023; Wynn, 2002). A study found a link between higher academic achievement and parental participation in their children's education (Driessen et al., 2005; Fan, 2001; Hong & Ho, 2005). Disappointment in school has been associated with risky activities including drug addiction, criminality, and behavioral and emotional issues (Annunziata et al., 2006).

Scholars Darko-Asumadu and Sika-Bright (2021) examined how parents' socioeconomic circumstances affected the achievement of their children in abstract tasks. Using Walberg's model of educational manufacturing as a point of focus, the findings were centered on a review of 120 pupils accidentally selected from Kwaprow Schools and 10 and 5 consultations with parents and teachers, correspondingly. The research found a minimal correlation between parental educational attainment and their children's abstract success. Among other things, parents neglected to help their children with their academic assignments and failed to attend Parent-Teacher Association meetings. The parents' insufficient educational background was primarily to blame for this.

Literature Review

It is well known that moving from kindergarten to recognized schooling is a significant progressive landmark for children and their families, with suggestions for future academic achievement (e.g., Eckert et al., 2008). Children undergo a significant transformation in a variety of ways when they transfer from kindergarten packages that might be play-centered to more organized, educationally focused kindergarten classrooms, according to studies on kindergarten transition. The theoretical study also pressures that transitional involvements may influence children's abstract and social achievements in the future since early school involvements often influence subsequent school adjustment (Eckert et al., 2008). The preschool evolution has even been described as a "critical phase" vital for achievement in subsequent development (Rimm-Kaufman & Pianta, 2000).

Despite the lack of any overt threat factors, study shows that over half of normally rising children have some sort of kindergarten evolution difficulty. A broad, representative sample of kindergarten teachers across the US originate that 52% of students effectively evolve to kindergarten, 16% of new kindergarteners have extremely challenging issues, and 32% of children who are typically developing have moderate transition challenges (Rimm-Kaufman et al., 2000).

Additionally, more than one-third of the instructors stated that at minimum half of the kindergarten-age pupils in their classes had special needs. The problems that were most commonly reported to affect at minimum half of the received kindergarten students were a lack of theoretical abilities (36%), a disordered home atmosphere (35%), complications working self-sufficiently (34%), and trouble with subsequent directions (46%). These results suggest that instructors see incoming kindergarten students' social-behavioral transition and compliance in particular as a difficult and unsettling issue. Certain the dearth of longitudinal conclusion studies on this topic, it is unidentified to what degree some level of trouble during evolution is usual and does not foreshadow problems in the future (Eckert et al., 2008).

While the actual study on kindergarten evolution is few, academic literature contends that it is a crucial developing period (e.g., Pianta & Cox, 1999; Rimm-Kaufman & Pianta, 2000). During their assessment of the works, Eckert et al. (2008) only 7 observed research on kindergarten evolution for usually emerging children could be located. Three additional studies (Grace & Brandt, 2006; LoCasale-Crouchet al., 2008; McIntyre et al., 2007; Waheed et al., 2022). Since the completion of this study, 10 empirical papers give a lecture on kindergarten evolution in American schools for usually rising children have been published. Given that earlier

studies showed that typically rising children may have difficulties while starting school, more studies concentrating on kindergarten transition for usually rising students may be enlightening (Rimm-Kaufman et al., 2000).

Parental Engagement during Transition to School

Students have a huge shift in the initial year of kindergarten as they regulate to a fresh educational setting and express novel developing problems that request social, cognitive, and emotional abilities from both school and home (Cabrera, 2010). Higher cognitively developed students will possibly advantage more from classroom learning and display more sophisticated skills when they are here (Duncan et al., 2007). However, children's developmental processes who have a hard time transitioning to school are frustrating, resulting in difficulties in the classroom and disruptive behavior, which may increase the risk that children won't enjoy school in the long run (Gutman et al., 2003).

Numerous studies have found that parent involvement is crucial during the early school evolution, even if it has been demonstrated that Preschool programs of the highest caliber and school transition strategies boost kids' readiness for school (Schulting et al., 2005; Fantuzzo et al., 2004). The backing from society theory claims that (Cohen & Wills, 1985), participation of parents may be a powerful and accurate indicator of students' academic achievements and is an essential social tool that aids children in getting over various cognitive and developmental hurdles. According to the findings of cross-sectional studies, Positive child products, such as abstract performance and community and expressive growth, are associated with parental involvement (Cheung & Pomerantz, 2011; Lau et al., 2011; El Nokali et al., 2010). According to a theory, when parents and teachers work together to support children, there would be a smooth transition to school and improved adjustment to school, which are frequently measured regarding academic achievement (i.e., linguistic and cognitive ability) and involvement in school (Birch & Ladd, 1997).

Socio-Economic Status (SES)

Family members' social and economic standing is a reflection of and a barometer for socioeconomic status (SES). There is broad agreement that SES and children's academic development are strongly and consistently correlated. Though, there are discrepancies in the findings of the research (Bradley & Corwyn, 2002; Lareau, 2011). Numerous studies have revealed that factors related to a child's familial history account for a larger proportion of the diversity in their academic achievement than do those related to their schools (Reardon, 2011; Berkowitz et al., 2017; Lawson & Farah, 2017). From birth through adolescence, There is evidence linking SES with the academic success that holds for all racial groups (Caro et al., 2009; Kieffer, 2012; Ren & Xin, 2013; Waheed et al., 2022).

Moderating Role of SES

Parents' personal qualities, including their education, income, and line of work, are considered significant moderator factors. According to several long-term studies, children's abstract performance is inversely correlated with their parent's socioeconomic status (SES), and this relationship is held for children of all ages (Walker et al., 1994; Pungello et al., 1996). Though, a pair of meta-analyses showed that over time, this association deteriorated (White, 1982; Sirin, 2005).

Another essential moderator variable is the SES measurement technique. Scarr and Weinberg (1978) discovered that parental academic level may be just as analytical of children's academic success as other characteristics. Though, Mercy and Steelman (1982) because the mother's educational background was accomplished was a greater analyst compared to the father's although several SES variables the IQ scores of children could be predicted by (family income and parents' educational attainment). Different SES factors may have an impact on various areas of certain cognitive abilities or abstract success (Parcel & Menaghan, 1990). A list of status personalities planned by Warner et al. (1949) that consists of four proportions in the early stages of this study topic, much use was made of occupation, income, housing, and living region. The socioeconomic index (SEI) deliberated by Duncan (1961) founded on each occupation's salary and educational level, predicts SES. The three components of SES as defined by the Michigan State Department of Education are family income, parents' educational attainment, and parents' line of work; this concept has been broadly practiced in several studies (Gottfried, 1985; Hauser, 1994; Chen et al., 2018). To quantify family SES, the current study employed the education level, occupational status, and earnings level of the parents.

The Current Study

By using questionnaires for each variable, this survey measured the research variables. The three subcategories of parental participation in the transition to school are (i) distress for the transition, (ii) assistance with the development process, and (iii) execution of the kindergarten evolution program. These are the self-governing variables, and each subcategory's surveys are used to examine them. By using a self-administered MCQ exam, the academic performance of the students (dependent variable) was evaluated. The SES of the

parents, a moderate variable, was examined and assessed using statistical methods. The research defined the personal factors, which included gender, educational attainment, and parental income. The participants' backgrounds were evaluated since it is crucial to understand respondents' perceptions and pupils' academic achievement.

Research Objective

The following was the objective of the research;

- i. To examine the moderating role of socioeconomic status in the link between academic success and the start of school.

Research Hypothesis

H₀1: There is no significant moderating role of socio-economic status in explaining the relationship between parental engagement during transition and academic performance of students

Research Methodology

This study emphasized the significance of SES in explaining the connection between parental involvement in the kindergarten transition and kids' academic success. The goal was accomplished using the technique listed below.

Research Design

It was conducted using a quantitative survey research design. To highlight parent participation in the evolution of the school, this research employed survey techniques. In this article, two questionnaire components were described. First, tools that provide in-depth information on parents were used to develop the demographic profile (Darin-Mattsson et al., 2017). This research examined these characteristics by treating them as categorical variables. The SES of the parents was also included in these category factors. By describing the connection between independent and dependent variables, the moderating of SES was evaluated. A second survey on parental involvement was given out.

Population

The population of the research consisted of all the parents and their kids who had started kindergarten in KPK. The study also restricted itself to Peshawar, Nowshera, Mardan, and Swabi districts. As a result, 358 private schools with kindergarten transition programs hosted the study's participant group.

Sample and Sampling Technique

The sample size for this study included 140 students. Moreover, each child's 140 parents, male or female, made up the study's sample. When determining the sample size, the percentage of pupils and their parents from each district was balanced. Then, 35 parents and 35 pupils from each district were chosen. Simple random sampling techniques were used to pick the sample. A sample calculator, a free tool on Google's website, was used to choose the sample from the population. A sample calculator was used to calculate a sample size of 30% of kindergarten kids with a 95% confidence interval.

Research Instruments

The following survey tool was used in the current study;

Demographic Characteristics of Participants

The sample's complete demographic profile was developed. In the methods portion of the research report, demographic or study patient characteristics are frequently described as variables in the study design. In this study, the demographic profile of respondents includes information on their gender, parental employment status, income level, father's educational accomplishment, and mother's educational accomplishment.

Parental Engagement in Transition to School

The following sub scales were used to draw the picture of parental involvement during evolution to kindergarten.

Concerns for Transition to Kindergarten

Kindergarten entry: Family engagement and life familiarities serve as the inspiration for this resource (McIntyre et al., 2007). It was recommended to parents use this form to communicate their concerns about their children entering school. This tool consists of ten substances with four-point Likert rulers labeled "No concern, a few, some, and many concerns."

Help in Transition Planning

"The Transition to Kindergarten: Family Experiences and Involvement" was the foundation for the instrument (McIntyre et al., 2007). 13 items made up the scale, which covered information on transition preparation and the role that parents play in easing their children into kindergarten.

Implementation of Kindergarten Transition Program

This inquiry form was assumed from Allen (2017) who utilized this technique in her research to examine how well a transition program was implemented. IKTP is an 8-item questionnaire that measures how

well each school's transition program is being implemented.

Measuring the Academic Performance of Students

For kindergarteners who were making the transition to school, a self-administered exam was used to gauge children's academic achievement. To gauge their accomplishment, the pupils took an achievement exam. A subjective exam with 50 items was created. We choose to focus on English, Urdu, and math because these are the fundamental academic subjects covered in both public and private institutions. The test's 50 total numbers were distributed. Each sampled individual underwent the examination.

Validity and Reliability of Research Instruments

Each tool has been approved by the Department of Education's subject matter specialists at Abdul Wali Khan University in Mardan. Experts verified the veracity of the content. Additionally, recommendations and mistakes were taken into account appropriately. On respondents from the general population who were not sampled, the measures were pilot tested. A random sample of 30 parents and 30 kindergarten-bound kids was chosen for the pilot study. Split half test and Cronbach's alpha were used to gather and analyze the data.

Table1:

Instrument Reliability

					ReliabilityCoefficient α
S.No.	QuestionnaireName	Adoptedfrom	TestApplied	No.ofitems	
1	Concerns about the Kindergarten Transition	McIntyreetal.(2007)	CronbachAlpha	10	0.856
2	Assistance with Transition Planning	McIntyreetal.(2007)	SplitHalfTest	13	0.907
3	Kindergarten Transition Program implementation	Allen(2017)	CronbachAlpha	17	0.785
4	Test of Academic Achievement	Self-administered	SplitHalfTest	50	0.861

DataCollection

The final data-gathering process was taken into account. In this phase, the researcher personally visited the sampled individuals and gathered data on parental participation and the transition to school from parents and teachers with their permission.

Data Analysis and Findings

Following the data-gathering process, version 26 of SPSS (Statistical Package for Social Sciences) was used to enter the raw material. Considering the goals of the study, ThePROCESSbyHayes(2013)a sophisticated regression model was employed. With the help of this analysis, you may add a moderator variable and determine how it affects the dependent variable. In the current investigation, model 1 was employed. Model 1 suggested a single moderator because SES is the only moderator in this study.

The SES contained information on the parents' work positions, income levels, and educational backgrounds of the parents. By examining the median value of the data, these definite factors were identified and divided into two groups, i.e. Low SES and High SES. The aforementioned category factors were added to determine the median value. The information was then assessed in SPSS to investigate the value (median = 10). High SES was defined as a value of more than 10, and low SES was defined as a value of less than 10.

Table2

Summary of Modeling Simple Non-Intercepts

						P
R	R-sq	MSE	F	df1	df2	
0.9280	0.8612	16.4025	281.3268	3.0000	136.0000	0.000

The overview of the moderation analysis for the simple non-intercept model is presented in Table 2. The model's overall parameters are $R = 0.9280$, $F(3, 136) = 281.32$, $p 0.05$, and $R^2 = .86$. The independent and dependent variables' values showed clear signs of strong relationships.

Table3

Transition Scores and SES Interaction Model (Intercept)

	coefficient	SE	t	p-value	LLCI	ULCI
Constant	21.7838	0.9330	23.3477	0.000	19.9387	23.6289
TransitionScores	0.4308	0.0574	7.5005	0.000	0.3172	0.5443
Socio-economicStatus(SES)	4.1381	1.2559	3.2950	0.0013	1.6545	6.6216
Int_1	0.1725	0.0795	2.1708	0.0317	0.0154	0.3296

*Standarderror(SE),lowerlimitconfidenceinterval(LLCI),upperlimitconfidenceinterval(ULCI)

Using PROCESS, the straightforward moderator study was carried out. At p .05, the non-interaction model was assessed. Student academic performance served as the analysis's outcome variable. The analysis's predictor variable was parents' participation in the transition to school. According to the significant values of = 0.4308, SE = 0.0574, t(136) = 7.5005, p 0.05, and CI = 0.3172 to 0.5443, For each unit rises in evolutionmarks, we see a 0.4308-unit rise in student scores. We see a 4.1381-unit increase in student scores for every unit increase in SES. SES = 4.1381, SE = 1.2559, t(136) = 3.2950, p 0.05, and a confidence interval (CI) of 1.6545 to 6.6216 were used as the moderator variables in the analysis. The heterogeneity in parental participation in the transition to school was also effectively characterized by the interaction model, supporting moderation. p = 0.05, CI = 0.0154 to 0.3296, t(136) = 2.1708, = 0.1725, SE = 0.0795. This showed how parental involvement in the kindergarten transition and the academic achievement of students were related to SES. When SES is higher, the link appears to be stronger. Hence, the null hypothesis is rejected.

Table4

Transition score x Socioeconomic Status (SES) tests for interactions of the greatest order that are unconditional

	R2-chng	F	df1	df2	P
Int_1	0.0048	4.7124	1.0000	136.0000	0.0317

The unconditional interaction between the independent variable and moderator was shown in Table 4. Significant interaction was shown by the R2 change = 0.0048, F(1, 136) = 4.7124, and p 0.05 values.

The academic performance of students, which is primarily regulated by SES, is correlated with parental participation in the transition to school, as seen in the following graphs.

Graph no. 1

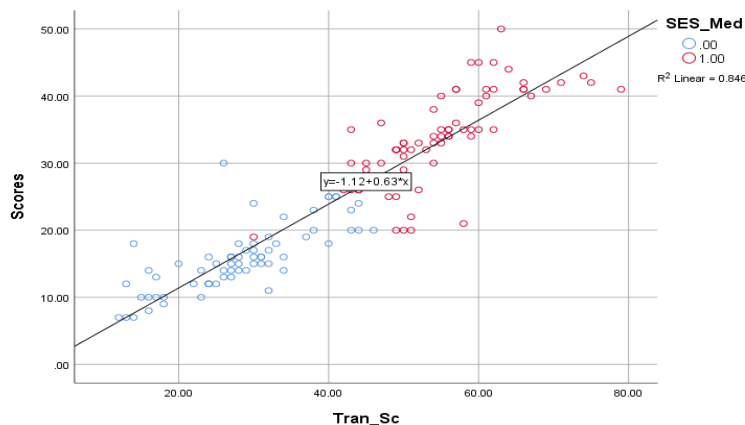


Figure1 Linear regression Scatterplot

As R2 = 0.846 demonstrated a significant connection between the independent and dependent variables, the dispersed plot of kindergarten students' academic scores and parental involvement scores

exhibited a straight line. Additionally, SES was split into two categories: low SES and high SES. According to the graph, pupils from low SES backgrounds scored less well than those from high SES backgrounds. It follows that having a high SES can have an impact on a student's academic achievement.

Graph no. 2

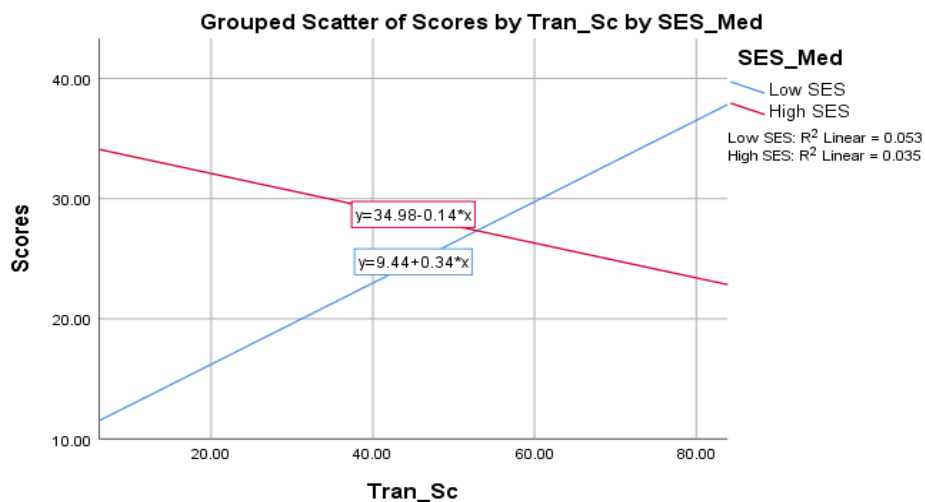


Figure2: Grouped Scatter of Dependent variable by an independent variable with SES

The association between parental participation in the evolution to school and children's abstract achievement was shown by the intercept line of the dispersed plot, which interacted with SES (the moderator). The overall moderation model was successful in illuminating how moderation impacted the research's independent and dependent variables as well as the significant interactions between the variables.

Conclusion and Discussion

Moderation analysis was used to investigate the function of SES. Conclusion: When compared to parents with low SES, parents with high SES had a substantial moderating influence on kindergarten readiness and kid performance. Parental attention and dedication are very important for the transition program's execution to be effective. Only by giving the kids the most resources imaginable is it conceivable. These materials have been made available to the kids by parents with high SES. Shahaieianetal.(2018) investigated the relationship over time between SES and pupils' cognitive ability. This study demonstrated the significance of SES as a factor influencing students' performance. Due to the availability of resources and facilities as well as more parental attention, children from high SES backgrounds have fared well. Whereas, Stull(2013) also studied the relationship between parental SES and students' accomplishment and discovered a significant link between SES and students' academic performance. The SES has been investigated and is now thought to be a significant role in students' performance. JarrettandCoba-Rodriguez(2018) low SES was investigated as a support factor for their kids during the transition phase. The study looked at whether Americans from low SES families have better family values and discovered a substantial influence on students' performance. However, in contrast to these findings, higher SES backgrounds kids had more resources and stronger family support, therefore they outperformed students from low SES families. LauandPower's (2018) examination of school adjustment about various family SES backgrounds and investigation of parental participation throughout the transition to primary school. According to the study, moms were more involved than dads when their kindergarten-aged children had poor cognitive skills. The results further emphasized the significance of the SES element in the transition to school. Students from high SES backgrounds have consistently displayed strong performance. Lau(2014) also the same conclusions, and this study emphasized giving students options for transition programs.

Recommendations

Taking into consideration the study's findings, the following suggestions were made;

- i. The parents of low SES children may be given the most possibilities for kindergarten transition for their children.
- ii. Teachers may play a valuable role in providing resources and information to families with low SES, such as raising awareness of transition programs and assisting families with the process of transitioning.
- iii. The government may decide to provide stipends to students with low financial support for their studies. This action may provide children with the tools they need for a smooth transition. The availability of

resources and pupils' academic success are related. This action could boost pupils' academic performance.

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