




Exploring Variances in Parental Support: Gender Roles and Grade Levels in Elementary School

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Abstract. This research aimed to examine the relationship between gender and class level with parental support for elementary school/madrasah ibtiadiyah students. Data were collected using a questionnaire distributed to 150 students and were analyzed using Dummy Variable Regression with SPSS 27. The results of the dummy variable regression test indicated that there was no significant association between gender and parental support, with a value of $t=0.141$ and $Sig.=0.888$. However, other data results indicated that there was a significant association between grade level and parental support, with a value of $t=2.052$ and $Sig.=0.043$. Parental support included informative, emotional, instrumental, assessment, financial, and spiritual support. Of the six types of parental support, assessment support had a very strong relationship with a value of $t=5.648$ and $Sig.<0.001$. Therefore, this study concluded that parental support was not influenced by gender but was influenced by grade level. The results of this study suggested that parents-maintained gender equality by continuing to provide support to their children regardless of gender. Another suggestion for future researchers was that there needed to be special treatment for children so that support for low-class and high-class students could be equal.

Keywords: Gender, Grade Level, Parental Support, Primary Education.

1 Introduction

Education is a dynamic realm that continually undergoes transformation, with elementary school serving as the foundational stage where a child's academic journey commences. Within this critical phase, parental support emerges as a pivotal factor influencing a child's educational experience [1,2]. This research embarks on a comprehensive exploration of the variances in parental support, delving into the intricate interplay of gender roles and grade levels within elementary school settings. By unraveling these complexities, we aim to contribute nuanced insights that can inform educational practices, policy development, and parental engagement strategies.

The significance of parental involvement in a child's education has been widely acknowledged, shaping their academic achievement, socioemotional development, and

overall well-being [3]. In recent years, the role of gender in parental support has garnered increasing attention, prompting an examination of how societal expectations and norms influence parental engagement [4,5]. Additionally, the progression through different grade levels introduces a dynamic dimension, as the educational needs and expectations evolve. This study seeks to bridge gaps in existing knowledge by examining how gender roles and grade levels intersect to shape parental support structures.

As we navigate this exploration, it is crucial to recognize the diverse and evolving nature of family structures and roles. Contemporary families exhibit a range of dynamics, challenging traditional stereotypes and emphasizing the need for research that reflects these complexities [6,7]. The holistic understanding of parental support encompasses various dimensions, including informative, emotional, instrumental, assessment, financial, and spiritual support. Each of these facets contributes uniquely to a child's holistic development, and thus, demands a nuanced examination to comprehend the multifaceted nature of parental involvement [8,9].

By employing a robust methodology involving the distribution of questionnaires to 150 elementary school students, this study aims to gather comprehensive data. The subsequent analysis, conducted using Dummy Variable Regression with SPSS 27, seeks to unveil patterns, associations, and significant insights regarding the relationship between gender roles, grade levels, and parental support. This research does not solely seek to uncover disparities but endeavors to identify potential areas for intervention and improvement within the educational landscape.

The primary focus of this investigation is to understand whether and how gender influences the extent and nature of parental support. Simultaneously, the examination of grade levels aims to elucidate the evolving dynamics of parental involvement as children progress through elementary school [10–12]. Through a meticulous exploration of these variables, we aspire to contribute to the ongoing dialogue on gender equity, family dynamics, and educational policies that foster inclusive and supportive learning environments.

As we embark on this scholarly endeavor, the outcomes of this research promise to extend beyond the academic realm. The implications derived from this exploration are anticipated to guide educators, policymakers, and parents in their collective efforts to enhance the quality of elementary education. By fostering a deeper understanding of the variances in parental support influenced by gender roles and grade levels, we aspire to contribute to the creation of educational environments that empower every child to reach their full potential.

2 Method

2.1 Sample

The data for this study originated from the parents of students at MI An Nuur Cahaya Umat Sleman in the year 2023. The survey was conducted in selected classes, specifically in grades 1, 3, 4, and 5, using a purposive sampling approach. Parental support data were collected through questionnaires from parents willing to provide responses.

This strategy resulted in a sample size of 105 student guardians. The sample was evenly distributed by gender and class category.

2.2 Procedures

Parents of students completed a survey consisting of 25 questions. Research staff ensured the confidentiality and anonymity of respondents. The survey was designed to collect data on various forms of parental support for their children. As a result, the measures in the questionnaire often included single indicators or modifications to existing measurement scales that fit the needs of the group. Items in the survey were not specifically designed to assess student achievement. For this study, we selected items designed to measure various forms of parental support for their children.

2.3 Measures

Parental support is assessed with 25 items designed to reflect parents' perceptions of their children. Sample items include "I monitor and accompany my child in performing religious practices such as prayer and recitation of the Quran at home." Response options range from never to often, with scores being totaled to create individual scores. This summary score demonstrates good internal consistency with Cronbach's alpha statistics above 0.70 for parent respondents.

3 Results and Discussion

3.1 Results

Correlation Gender with Parental Support

The findings from the regression analysis employing dummy variables to assess the relationship between gender and parental support reveal that no statistically significant relationship exists between parental support and the gender of the students. This lack of significance is evident from the calculated p-value of 0.888, suggesting that any observed differences in parental support between male and female students may likely be due to random variation rather than a meaningful gender-related trend. Additionally, the associated t-value of 0.141 further supports the notion of a non-significant relationship, as it falls within a range consistent with the absence of a meaningful effect.

In further examining the results, it is crucial to emphasize that the non-significant relationship between gender and parental support does not imply a lack of importance or impact of gender in other contexts. It simply suggests that, within the scope of this specific analysis, gender does not emerge as a significant predictor of variance in parental support levels.

These findings underscore the complexity of factors influencing parental support and highlight the need for nuanced exploration beyond gender distinctions to better understand the dynamics of support within the studied population. Further research could delve into additional variables and contextual factors that may contribute to variations in parental support among students.

Correlation Grade Level with Parental Support

The outcomes derived from the regression analysis incorporating dummy variables to assess the connection between grade levels and parental support reveal a statistically significant relationship between these two variables. The significance value of 0.043 indicates that there is a meaningful association between the students' grade levels and the levels of support they receive from their parents. This statistical significance is further supported by the t-value of 2.052, which falls beyond the threshold for significance, reinforcing the conclusion that grade levels play a role in influencing parental support.

Upon delving into a more detailed examination of the data, it becomes apparent that not all forms of parental support contribute equally to this significant relationship. Of the six types of parental support examined, evaluative support emerges as having the most substantial impact. The significance value for evaluative support is reported as <0.001 , denoting an extremely low probability that the observed relationship is due to chance. The associated t-value of 5.648 further underscores the strength of this relationship, surpassing the typical thresholds for statistical significance and indicating a robust and meaningful connection between grade levels and evaluative parental support.

These findings open avenues for deeper exploration into the specific dynamics of evaluative parental support in correlation with grade levels. Understanding the nuances of this relationship can have implications for educational interventions and support strategies tailored to different grade levels. As such, these results contribute valuable insights to the broader understanding of how parental support varies across educational contexts and underscore the importance of considering specific dimensions of support in future research and educational practices.

3.2 Discussion

The findings from the regression analysis, assessing the relationship between gender and parental support using dummy variables, reveal a lack of statistical significance in this particular context. The significance value of 0.888 suggests that any observed differences in parental support between male and female students are likely due to random chance rather than a systematic gender-related pattern. The t-value of 0.141 further supports this conclusion, as it falls within a range consistent with the absence of a meaningful effect.

This non-significant relationship between gender and parental support prompts a discussion on the nuanced nature of familial dynamics. While this study did not detect a statistically significant difference, it is important to recognize that gender may influence family interactions in various ways that may not be fully captured by the variables included in this analysis. Factors such as cultural context, individual family dynamics, and societal expectations may contribute to variations in parental support that extend beyond the scope of gender alone.

Additionally, the absence of statistical significance does not diminish the importance of gender considerations in family dynamics [13,14]. It simply implies that, within the parameters of this specific analysis, gender did not emerge as a robust predictor of variations in parental support. Future research could delve deeper into these dynamics,

considering additional factors that might contribute to a more comprehensive understanding of how gender intersects with familial relationships.

The results of the regression analysis, employing dummy variables to explore the association between grade levels and parental support, unveil a statistically significant relationship between these two variables. The significance value of 0.043 indicates that the students' grade levels play a role in influencing the levels of parental support they receive. This finding is further corroborated by the t-value of 2.052, surpassing the threshold for statistical significance, reinforcing the conclusion that there is a meaningful connection between grade levels and parental support.

Upon conducting a more in-depth analysis, it becomes apparent that not all forms of parental support contribute equally to this significant relationship. Among the six types of parental support examined, evaluative support stands out with the most robust association. The extremely low significance value (<0.001) indicates a highly improbable chance of the observed relationship occurring randomly. The associated t-value of 5.648 reinforces the strength of this relationship, exceeding conventional thresholds for statistical significance and pointing to a substantial and meaningful connection between grade levels and evaluative parental support [8].

This significant relationship between grade levels and evaluative support opens avenues for discussions on the potential implications for educational interventions. Understanding that evaluative support plays a pivotal role at different stages of education could inform targeted strategies to enhance this form of parental involvement. Moreover, these findings emphasize the importance of considering specific dimensions of parental support in educational research and practice, as they vary in their impact across different contexts. Future studies could explore the intricate dynamics of evaluative support and its potential influence on academic outcomes and overall well-being.

4 Conclusion

Conclusion, the study yielded valuable insights into the dynamics of parental support concerning both gender and grade levels. The first finding indicated that, overall, there were no significant differences in parental support between male and female students. However, an interesting nuance emerged as the data suggested that, on average, parental support was slightly higher for female students.

The second finding highlighted a notable correlation between grade levels and parental support, revealing variations in support levels across different classes. This underscores the importance of considering the unique experiences and needs of students at distinct stages of their academic journey.

It is crucial to emphasize that these correlations do not imply causation. Other influential factors, such as cultural contexts, family values, and individual experiences, may contribute to the observed patterns. While these findings provide valuable initial insights, further in-depth research is warranted to unravel the multifaceted factors that underlie the relationships between gender, grade levels, and parental support. Such comprehensive exploration will contribute to a more nuanced understanding of the intricate dynamics shaping the support networks within the educational environment.

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