

Impact of Parental Involvement on Academic Performance of Students

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Abstract

The present study was undertaken to examine the relationship between parental involvement and academic performance of students at higher secondary classes. Two research questions and two hypotheses were developed. For this study sequential explanatory mixed method design was used. Population was students of higher secondary classes studying in Karachi. Quota sampling was used because population was comprised three group of students including arts, commerce and science. Two hundred students of higher secondary classes studying arts, commerce and science and two senior faculty members were chosen as sample of the study from a women college working in Karachi. In depth interview was conducted with the ample faculty members to collect data. A questionnaire was developed for data collection from sample students. Questionnaire was comprising two sections. Section one was meant to collect demographic information. Section two was based on four point rating scale comprising twenty statements for the chosen variables. Data collected for the study analyzed by using descriptive statistics, and Anova. On the basis of the results of the study it was concluded that two factors of parental involvement i.e. Moral and financial do affect academic performance of students of higher secondary classes. It is recommended that the parents should spend time with their children and do discuss their academics at home. Parents should have frequent interaction with teachers and management of institutions in order to know that how they can add more towards academic betterment of their children. Government should take measures to encourage capable children of less affluent class specially to have quality addition to manpower of the country.

Keywords: Parental Involvement, Academic Performance.

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Introduction

Human beings are bestowed with numerous distinctive powers and abilities. Education aim to develop them for the progress of society (Jelilov, Aleshinloye, & Önder, 2016). It is a pursuit with unlimited effects on all aspects of a society (Kayani, Akbar, Faisal, Kayani, & Ghuman, 2017).

Parents, teachers, students, administrators, community groups and media are key stakeholders in any education system (Martinez, 2015). Home is the first school for an individual and parents are first teachers (Chandra, 2013).

(Barnes, 2018) reported that education, societal standing and ethnic background of parents do not influence their involvement in the academics of their children.

Being the major mentors and the primary source of exposing children to social settings parents should play a leading and supportive role in their academic endeavor (Amponsah, Milledzi, Twum Ampofo, & Gyambrah, 2018).

(Shahzadi & Ahmad, 2011) described academic performance of student as an evident demonstration of comprehension and competence which is usually measured through examinations or assessments.

Parental involvement is found as one of the crucial factor in academic performance of students in numerous studies (Griffith, 1996).

(Amponsah et al., 2018) in their study found positive relationship between parental involvement and academic performance of students.

Parental involvement is found as a strong determinant for academic performance of high school students. Wish for self-autonomy of t adolescents does not imply that they do not want to get them involved in their academic activities. Learners whose parents are actively involved in their academics display better behaviors and academic outcomes (Vijaya, 2016).

Different researchers have defined parental role in education in differently may because the needs and circumstances vary from country to country (Lemmer, 2012).

“Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child’s learning; (b) parents are encouraged to be actively involved in their child’s education at school; and (c) parents are full partners in their child’s education and are included, as appropriate, in decision

making and on advisory committees to assist in the education of their child” (School).

(Barnes, 2018) reported that there are no specific effective parental involvement strategies, rather it is a widespread phenomenon.

Attending parent teacher meetings, participation in extracurricular activities, observing grades scored, assisting in completing homework, imparting moral values and motivating the children are various aspects of parental involvement in the academic performance of students (Martinez, 2015).

The entire education system revolves around the academic performance of learners. It is used to measure the effectiveness of an education system. It is not only the educational institutions who expect high expectations from their students in this regard but parents also do have high hopes. Because it is generally believed that high academic performance leads to bright future and greater career options (Venkatesha Murthy & Kulshrestha, 1999).

Generally academic performance is assumed to be knowledge acquired and marks given by teachers after assessing that understanding. But from educational perspective it is a goal of developing an individual intellectually by teachers or educational institutions during a particular time period. This process of knowledge acquisition is to be gauged by continuous evaluations or examinations (Venkatesha Murthy & Kulshrestha, 1999).

The capacity in terms of intellect, environmental settings and personal traits of an are the factors which influence academic performance of learners.(Narad & Abdullah, 2016).

(Jackson, 2009) found that parents of children studying in higher secondary classes think that they are grownups. So parents remain not much concerned as they were at their elementary and middle classes. Children are older in higher secondary classes but not so mature to manage all their responsibilities. Parental guidance is still required.

(Antoine, 2015) in a study noted a trend of declining parental involvement as students move to higher classes. Factors behind this tendency are increased liberty of children with growing age, lack of time management by parents and parental perception regarding maturity level of their children.

(Gwija, 2016) in a study found that complete involvement of parents is hindered by factors including no precise school policy to ensure parental involvement, lack of regular meetings with parents, non-availability of parents at home, parents working conditions and distance of home and school.

Significance

This study will help the management and the teachers of institutions conducting higher secondary classes taken as a subject of the study to assess the degree up to which parental involvement is affecting the academic performance of their students and what measures can be undertaken. Findings of the study may also be useful for education authorities to develop strategies for addressing the issue in order to have positivity in academic performance of students. This study will also guide future research on the topic.

Objectives

The main objective of this study is to identify impact of parental involvement on academic performance of students of higher secondary classes. This study will also aim

1. To study the impact of Moral involvement of parents on academic performance of students
2. To study the impact of financial involvement of parents on academic performance of students.

Hypotheses and Research Questions

The study will address the following research questions:

What is the role of Moral involvement of parents in academic performance of students?

H₁ Moral involvement of parents affect academic performance of student

How does financial involvement of Parents influence academic performance of students?

H₂ Financial involvement of Parents influence academic performance of students.

Methodology

Sequential explanatory mixed method design was used. Parental Involvement was the independent variable and academic performance was the dependent variable. Sample of the study was class XI and XII students in three faculties Arts, Science and commerce of a private college working in Karachi. The population is not homogeneous Quota sampling was used because population was comprised three group of students including arts, commerce and science. Sample size was 200 students chosen from all three faculties. In depth interviews with two senior most faculty members were conducted.

Survey questionnaire was adapted from instruments used in studies by (Amponsah et al., 2018; Ghazi, Ali, Saqib, & Hukamdad, 2010; Magouirk, 2015; Williams, 2013). Survey instrument had had two sections. Section A to collect demographic information and section B had statements relating to variables. Section B had 4 point measurement scale Strongly Agree (SA), Agree (A), Disagree ((DA) and strongly Disagree (SDA). SPSS was used to analyze the data collected for drawing conclusions regarding acceptance or rejection of hypotheses of the study.

Data Analysis

Reliability Test – Table 1

The alpha coefficient for the Twenty items of this study is 0.824 , signifying that the items have moderately high internal consistency.

The results of inter correlation of sub scales, inter item correlation and alpha coefficient signify that the instrument is valid and reliable for the measuring the responses of the sample selected for this study.

Descriptive Outcomes

Research Question # 1. What is the role of Moral involvement of parents in academic performance of students?

Table 2 shows that majority of the students agreed that their parents do support morally which positively affect their academic performance.

Research Question # 2. How does financial involvement of Parents influence academic performance of students?

Table 3 shows that majority of the students agreed financial involvement of their parents makes them to perform better academically.

Data for responses on parental involvement and students' academic performance

Table 4 shows that academic performance of students get improved because of parental involvement in their academic activities.

Hypotheses Testing

Table 5 shows that the value of **F** is 75.582 and p value < .05. The model is acceptable and best fits between predictors and dependent variable.

Conclusion

Literature prove that parental involvement do significantly affect academic performance of learners. The parental involvement in academic performance of students fosters the abilities and enhanced the self-esteem of students which positively improve them academically. (CLEOPHAS, 2014).

(Vijayalakshmi & Muniappan, 2016) also found that academic achievement of children is directly influenced by parental involvement.

(Mahuro & Hungi, 2016) revealed in a study that parental involvement play major role in improved academic performance of children and in order to get maximum educational advantages it is essential not to leave learning process only on teacher-student relationship rather effective involvement of parents should be added to the this relationship.

This study aimed to study the relationship between parental involvement and academic performance of higher secondary students. For the purpose research model and hypotheses were developed.

First hypothesis was to test the relationship among moral involvement of parents and academic performance of students. Different factors including checking of studies , discussion of social life of college, frequent contact with teachers, not involving children in family disputes and encouragement for participating in co-curricular activities by parents. Data collected proved that moral involvement of parents do have positive relationship with academic performance.

Second hypothesis was to examine association among financial involvement and academic performance. Factors used were no discussion of financial problems, bearing college expenses, provision of pocket money, giving gifts and cash prizes and provision of health facilities to their children. Data collected proved positive impact of financial involvement of parents on academic performance of students.

In depth interviews were conducted with two senior faculty members of the same college to verify the evidences collected from survey questionnaire filled by students. They revealed that parents attitude towards academics of their kids does vary. But it is noticed that if parents who are responsive to school, interactive with teachers their children perform academically better rather than those who do not bother to come and meet teachers. Parental interest in academics also develops positive behavior among students and they do not create disciplinary problems in institutions. It is noticed that unnecessary criticism of parents develop defiance in them in case they are contacted to discuss declining academic performance of their children. This multiply the problems rather to solve them. It is also found that students with low academic records usually do not have atmosphere at home to discuss their social activities with parents, in many instances parents do not even know the class and faculty they studied in. Material cash prize mostly brings no noticeable positive effect on students' academics rather it is observed that it may develop materialistic approach in them. Parental encouragement for participation in co-curricular activities results in increasing positive impact not only on the academics but the wholesome personality of the students. It is observed students who used to be a part of family disputes do not concentrate on their studies as compare to those students who do know their family disputes but are told by parents that they are not supposed to be a part of it and they have to show respect their relationships. Students who know their financial boundaries no matter that their parents are affluent or not perform better than those who are used to get money as and when

required.

Recommendations

Following is recommended on the basis of findings of this study:

1. Parents should discuss with their children about their academics at home.
2. Parents should encourage their children to participate in co-curricular activities. They learn new skills and many of them afterwards adds to their learning abilities.
3. Positive reinforcement like cash prizes and gifts should not be given frequently rather parents' verbal appreciation is more beneficial for children. Too much material appreciation may make them use to of doing everything just for getting material benefits rather to enhance their cognitive skills.
4. Parents should give money for entertainment expenses also but within certain limits ensuring that their self-esteem must not be hurt. All demands of children should not be fulfilled.
5. Management of institutions should arrange events for parents so they can interact with each other, teachers and school management freely. This will help them to understand the academic needs of their children.
6. Management of institutions should have a feedback system to collect data from parents and students regarding academic environment. This will assist the management to develop a conducive learning environment.
7. Affiliating education boards should introduce schemes like awarding merit scholarships other than position holders.
8. Government should introduce merit based financial schemes, provide study material at reduced prices to students. It will assist capable but non affluent children to continue their studies.
9. An association can be established by government at different levels including the parents, teachers and management of educational institutions as its members.
10. Media should launch awareness programs highlighting the significance of parental role in academic success of their children no matter at what level of studies they are.

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Conceptual Model

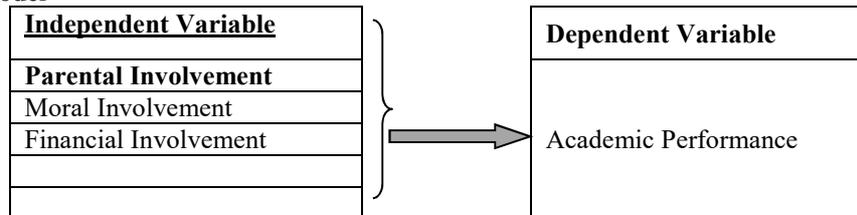


TABLE 1

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.824	20

TABLE 2

	Statements	(SA)		(A)		(DA)		(SDA)	
		#	%	#	%	#	%	#	%
1	My parents daily check my studies at home.	33	16.5	90	45.0	58	29.0	19	9.5
2	My parents regularly discuss my social activities at college with me.	77	38.5	92	46.0	22	11.0	9	4.5
3	My parents frequently contact teachers to discuss my studies.	10	5.0	61	30.5	93	46.5	36	18.0
4	My parents do not involve me in family disputes.	60	30.0	62	31.0	43	21.5	35	17.5
5	My parents encourage me to participate in co-curricular activities at college.	107	53.5	72	36.0	17	8.5	4	2.0

TABLE 3

	Statements	(SA)		(A)		(DA)		(SDA)	
		#	%	#	%	#	%	#	%
6	My Parents never discuss financial problems with me.	58	29.0	65	32.5	50	25.0	27	13.5
7	My parents pay all my college expenses always in time.	160	80.0	38	19.0	2	1.0	-	-
8	My parents do give pocket money for entertainment.	117	58.5	55	27.5	19	9.5	9	4.5
9	My parents do give me cash prize or Gift for good academic results at college.	111	55.5	62	31.0	20	10.0	7	3.5
10	My parents make health care facilities available immediately if I feel unwell.	155	77.5	38	19.0	6	3.0	1	0.5

TABLE 4

	Statements	(SA)		(A)		(DA)		(SDA)	
		#	%	#	%	#	%	#	%
11	Daily check of my studies at home keep my academic performance high.	50	25.0	100	50.0	41	20.5	9	4.5
12	Regular discussion of my social activities at college with my parents improves my academic performance.	66	33.0	87	43.5	42	21.0	5	2.5
13	Regular contact of my parents with teachers makes my academic performance better and rewarding.	26	13.0	82	41.0	75	37.5	17	8.5
14	No involvement in family disputes ensures my better academic performance.	69	34.5	85	42.5	35	17.5	11	5.5
15	Encouragement of my parents to participate in co-curricular activities is helpful in my academic performance.	94	47.0	87	43.5	17	8.5	2	1.0
16	No discussion of financial problems with me by my parents keeps my academic performance steady.	74	37.0	74	37.0	36	18.0	16	8.0
17	Payment of all college expenses in time by my parents keeps my academic performance satisfactory.	119	59.5	63	31.5	13	6.5	5	2.5
18	Receiving pocket money for entertainment from my parents makes me to show better academic performance.	88	44.0	77	38.5	30	15.0	5	2.5
19	Cash prize or gift by my parents for good academic results at college improves my academic performance.	90	45.0	84	42.0	22	11.0	4	2.0
20	Health care facilities provided by my parents makes it possible for me to show improved academic performance.	119	59.5	74	37.0	6	3.0	1	0.5

TABLE 5

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.855	2	8.428	75.582	.000 ^b
	Residual	21.966	197	.112		
	Total	38.821	199			

a. Dependent Variable: TOTAL ACADEMIC PERFORMANCE

b. Predictors: (Constant), TOTAL FINANCIAL INVOLVEMENT, TOTAL MORAL INVOLVEMENT