



A Study of Relationship between Parent's Involvement and Student's Success at Secondary Level

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ABSTRACT:

Finding the link between parental participation and secondary school student accomplishment was the main objective of the current study. The population of the study consisted of all the parents of pupils attending secondary schools in Punjab. 287 parents were randomly selected from the target population using a simple sample approach. The study's questionnaire was adjusted to include dimensions like attitude and behavior and has a reliability index of .87. It is based on parental engagement. The researcher independently gathered all of the data for this study from original sources. A modified survey approach was used to obtain quantitative data in order to establish a linear relationship between parental involvement and adolescents' academic success. The researcher looked at the data gathered using multiple regressions and Pearson Correlation. Alpha's value was 0.05. The results of the study showed a significant relationship between parental involvement and secondary school success for pupils.

Keywords: Parents involvement, student's success, academic achievement

INTRODUCTION

Everyone has the inherent right to pursue education, but in today's environment of academic competition, students must contend with a number of challenges. Many definitions of parental participation are in use today as a result of scholars concentrating on various aspects of it. For instance, Epstein & Sheldon (2019) and Choi et al. (2015) investigate parental engagement from different perspectives. Parents with education are typically more responsible, gracious, and well-behaved than parents without education. The first of these involves parental participation that occurs at home. Here, laying the foundation and encouraging the critical application of what was learned in class. The second group includes parental involvement in educational activities. This form of interaction is conversing with the instructor and taking part in instructional activities (Choi et al., 2015 Epstein & Sheldon, 2019). In contrast to Epstein and Sheldon's (2019) list of external variables, Ali et al. (2021) put the student's socioeconomic level as one of the in-school impacts. Instances of the classroom environment and instructional techniques are also included. While Amin et al. (2021) examines an impact on learning that takes place inside the classroom as a result of the teaching methods, Hill, Witherspoon, and Bartz (2018) evaluate one form of external variable.

Objectives of the Study

- To determine how parents' socioeconomic position affects their children's academic performance.
- To determine the relationship between students' academic achievement and their parents' education
- To ascertain how parental income affects their children's academic success.
- To determine how the parent's job affects the academic success of the child.
- To determine how much parental participation affects students' achievement

Research Questions

- What specific components of socioeconomic position (income, education level, occupation, etc.) most significantly impact a child's academic performance?
- What is the strength of the correlation between parental educational attainment and a child's academic success across different stages of education?
- How do economic fluctuations or changes in parental income levels over time impact a child's academic performance?
- What role does parental occupation play in shaping a child's academic performance and educational aspirations?

- What specific forms of parental involvement (helping with homework, attending school events, communication with teachers) exhibit the strongest correlation with academic achievement?

LITERATURE REVIEW

According to earlier study, a variety of factors, such as family participation, the function of counselors, student aptitudes, and socioeconomic status, have an important impact on whether a student is interested in continuing higher education (Alhamuddin & Zebua, 2021). We'll look at the connections between these four factors and how they influence high school students in Jhang City's willingness to continue their education. Outside-of-school factors are at least as crucial to students' achievement as inside-of-school elements because kids spend most of their time outside of school and little time inside of it. When they are not at school, students interact with their friends and families. As a result, it is anticipated that it will discuss the student's family, parental involvement in his or her schooling, and academic performance. The link between parents' involvement in their children's education and their academic achievement will be the study's main focus (Batool & Raiz, 2019).

Since the research concentrated on various aspects of parental participation, there are multiple definitions of parental involvement. For instance, Epstein & Sheldon (2019) and Choi et al. (2015) both take a dual-perspective approach to parental participation. The first of these is parental participation, which occurs at home. Here, supplying the required assistance and laying the groundwork for putting what was learnt in class to use at home. Parental involvement at the educational level is the second type. This kind of involvement is conversing with the instructor and participating in instructional activities (Choi et al. 2015 Epstein & Sheldon, 2019). The Sustainable Development targets (SDGs) of the United Nations include specific targets for education with the intention of guaranteeing quality education that is inclusive and fair and fostering opportunities for lifelong learning for everyone. Bruns et al. (2019), Chankseliani & McCowan (2021), and Kopnina (2020) all agree that education is crucial for fostering economic growth, eliminating inequality, and attaining sustainable development.

Another SDG that must be accomplished is to ensure that education is inclusive, equitable, and of high quality. Globally, the value of education is recognized, but achieving the SDGs remains extremely difficult. A few of these issues include a lack of suitable infrastructure, a shortage of teachers with the necessary qualifications, inadequate funding for education, and restricted access to education in outlying and rural areas (Kopnina, 2020). Inequality in society and the economy is still a major impediment to education, especially for those who are already marginalized, such as girls, children with disabilities, and those who hail from low-income families. Many international organizations, notably the United Nations Educational, Scientific, and Cultural Organization (UNESCO), have created programs to improve access to education and promote top-notch education for everyone in response to these difficulties. Among these activities are campaigns in behalf of teacher preparation programs, infrastructure upgrades, and more funding for education. The years spent in high school are crucial because they provide the groundwork for one's future professional decisions and personal development. Therefore, it is critical that high school students are inspired to continue their study after graduation (Qudsi et al., 2020).

The initial step in online learning is often preparation, which is followed by preparatory, core, closure, and strengthening activities. Preparatory and auxiliary work is done on an as-needed basis while other operations are planned (Zebua & Sunarti, 2020). Online learning is an option for students who like to learn in a traditional classroom setting with their teacher. This is due to the fact that teachers are unable to preserve moral or affective norms in these contexts during online learning, and that technology cannot directly perform the role of the teacher in these situations. (Zebua & Sunarti, 2020)

Parental participation, according to Avnet et al. (2019), is described as involvement in activities including attending parent-teacher conferences, supervising homework, and taking part in school events. Studies (Fan & Chen, 2001; Henderson & Mapp, 2002) have shown that parental involvement improves students' academic performance, motivation, and attendance at school. Researchers found that parental involvement in the form of talking with teachers and overseeing homework had a significant positive impact on pupils' academic success (Avnet et al., 2019; Fabris et al., 2022). Supporting students' intellectual and psychological growth is a key responsibility of school counselors. Counselors can help students with career exploration, personal growth, and academic planning. School counseling falls into one of four categories: academic, professional, personal/social, or community involvement, according to the American School Counselor Association (ASCA) (Gul et al., 2021). Study after study demonstrates that students who receive counseling services perform better academically, have stronger social skills, and behave better all around. According to numerous studies (Angel Valdés-Cuervo et al., 2020) and surveys, parental participation has a significant favorable effect on students' academic success. A study on the connection between parental participation and high school students' drive to complete their education in Jhang City has not yet been conducted. In order to encourage children to continue their education after high school, parental engagement is a factor that needs to be looked into.

Role of Counselor:

Counselors play an important role in the academic and personal development of students. The American School Counselor Association (ASCA) has identified four school counseling domains: academic, career, personal/social, and community engagement (Gul et al., 2021)

Parental involvement:

It has been identified as an important factor in predicting student achievement (Pluhar et al., 2019). Studies have shown that parental involvement can positively affect students' academic performance, motivation, and attitudes toward learning (Kusaeri et al., 2018). In the context of high school students in Jhang City, it is important to examine the impact of parental involvement on their interest in continuing their studies.

Socioeconomic Status Socioeconomic status:

Socioeconomic status (SES) is an important factor influencing educational outcomes. Students from low SES families are at a disadvantage compared to their counterparts from high SES families. Low SES students are more likely to experience academic difficulties, lower academic achievement, and lower interest in continuing education (Kusaeri et al., 2018, Tazouti & Jarlegan, 2019) (SES) has also been identified as an important factor in predicting student success. Students from lower SES backgrounds often face greater barriers to academic success, such as limited access to resources and educational opportunities (Kusaeri et al., 2018, Tazouti & Jarlegan, 2019). However, studies have shown that parental involvement can serve as a protective factor for students from lower SES backgrounds, positively influencing their academic achievement and motivation (Sarwar et al., 2023). Therefore, it is important to examine the impact of SES on the interest in continuing studies in Jhang City. The literature shows that parental involvement, the role of counselors, student abilities, and socioeconomic status all play an important role in determining a student's interest in continuing studies. In the context of high school students in Jhang City, it is important to examine the relationship between these four factors and their impact on the interest in continuing their studies. More research is needed to better understand this relationship and to identify strategies to promote interest in continuing studies among high school students in Jhang City.

METHODOLOGY

Data for the study were gathered from March 2020 to July 2020. Studies completed previous to 2004 were either published during that period or tied to specific types of family participation; therefore, it is also taken into account that the research examined in the study was published between 2004 and July 2020. Data were collected for the study between March 2020 and July 2020. Studies that were completed before 2004 either had a specific focus on a certain type of family interaction or were published between 2004 and July 2020 as a result, it is also taken into consideration that the research examined in the study were published during those times. The responsibility of funding a child's education, which is a fundamental right, falls on the shoulders of the parents. Parents must engage in their children's extracurricular and academic activities in order to support their achievement. Raising students' intellectual achievement is made easier by effective parenting. In order to gauge parental involvement and examine the link between student achievement and parental involvement at the secondary level of education, the researcher conducted a study while keeping in mind the importance of education and the part that parents play in ensuring that their children succeed.

The "research design" in a study is the overall strategy and plan developed for its execution. In other words, it is a technique for integrating several study components. It should also go without saying that the study's design is carefully chosen before the research challenge is taken into account (Manik & Artha, 2023). The study utilized a quantitative methodology and was co-relational in character. The relationship between parental participation and student achievement at the secondary level was investigated using co-relational research. Co-related research collects information to determine whether and how much there is correlations between two or more quantitative variables. The dependent variable in this study was student achievement, whereas the independent variable was parental participation. The study's population consisted of parents of secondary school students in Punjab, Pakistan. A sample of 287 parents was chosen in order to determine the study's target group. Naturally, the simple random sampling approach was used to choose this sample. The researcher modified a parental involvement-based assessment to incorporate the attitude and behavioral characteristics of Budzianowski et al. (2018). One hundred reliability indices, Primary sources were used by the researcher to gather the information. To obtain this information, the researcher employed a quantitative survey methodology. Additionally, it should be noted that the researcher herself gathered this data from the representative sample. Using multiple regressions and Pearson correlation, it was found that there is a linear relationship between student accomplishment and parental involvement after the raw data was gathered using SPSS.

Table: 1: Qualification of respondent

Gender	<i>f</i>	%
Male	124	43.21
Female	163	56.79
Academic Qualification		
Matric	91	31.71
Intermediate	77	26.82
Graduation	69	24.04
Master	37	12.89
M. Phil	13	4.54
Total	287	100

According to the findings, 124 respondents—or 43.21% of the total—were male, making up 43.21% of the total while 163 respondents, or 56.79%, were female. In contrast, 91.31.71 percent of respondents were parents of matriculating students, as compared to 77.26.82 percent of respondents who were intermediate students, 69.24.04 percent of respondents who were graduates, 37.12.89 percent of respondents who were master's students, and 13.45 percent of respondents who were M. Phil. It was found that all responders, who listed matriculation after their names, were mostly female.

Table 2. Correlation

Variables	Attitude	Behavior	S. Success
Attitude	1		
Behavior	.687(**)	1	
Students' Success	.456(**)	.739(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

It was found that 124 respondents, or 43.21% of the total, were male and 163 respondents, or 56.79%, were female. In contrast, 91, 31.71% of respondents were the parents of matriculating students, whereas 77, 26.82% of intermediate students, 69, 24.04% of graduates, 37, 12.89% of master's students, and 13, 4.54% of M. Phil. students were respondents. The bulk of respondents, who were all female and listed matriculation after their names, were discovered.

Table3.ANOVA (b)

Model	SSQ	D f	MSq	F	Sig.	
Students' success	Regression	91.897	2	46.87	238.71	.000(a)
		38.094	19	.191		
		129.04	191			

Table 4. Direct effect

Model		B	SE	Beta	t	Sig.	R2
Students' success	(Constant)	-.009	.178		-.051	.959	
	Attitudes	.682	.068	.539	10.007	.000**	.68
	Behavior	.296	.067	.463	6.415	.000**	

Significance level= *<.05, **<.02

According to the evidence, the independent variable pupils' achievement accounts for the variance, $F(2, 189) = 238, P.05$, and $R^2 = .68$ explained in the dependent variable parent engagement. It was discovered that behavior had a statistically significant effect with recoded beta value ($=.463, P>.02$), whereas attitude had a statistically significant effect with recoded beta value ($=.539, P>.02$).

FINDINGS

According to the study's findings, parents' levels of participation don't really affect how smart and skilled their kids are. Although both the GT group and the non-GT group reported similar levels of parental involvement, the GT group's mean level was marginally greater. According to the research, brilliant children who have parents who are interested in and supportive of their education report having a better attitude towards school and a stronger sense of self. The outcomes of this study suggest that the assumption would apply to non-gifted students as well, despite the probability that their claim is accurate given the lack of contrast in the effects of parental participation levels on GT and non-GT students. Nevertheless, 72% of poll respondents were GT parents. Only 28% of participants were parents of non-GT pupils, though. The demographics of the participants can be to blame for the lack of change. According to alternative study results, there is a difference in the academic achievement of GT and non-GT kids. The average scores in each group were different by more than 10 points.

CONCLUSIONS

Last but not least, it was found that there was a significant difference in the results between parents who were male and female. Although there is a significant association between parental involvement and the success of secondary school pupils, parental participation is positively related to children's achievement. Children require parental involvement and assistance to lead fulfilling lives. Parents are better than anybody else in encouraging optimism and self-assurance in their children. Without a question, parents are the ones that want the best for their kids. It is also impossible to dispute their importance and worth because they are the ones that support their kids' accomplishment. Parents provide assistance to their kids in many different ways. Their kids mature into better persons as a result of their constant support. Additionally, their assistance equitably promotes the moral development of the parents' offspring (Jana Straková et al., 2018). The development of children's abilities and skills—which are crucial for learning processes—is greatly influenced by parents. When parents don't care about their children's academic endeavors, children's struggle in the school. Simply expressed, a good parenting approach is one that promotes positive behavior and attitude.

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