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RESEARCH PAPER

Influence of Parents on Moral and Personality Development of Students under the Lenses of Their Academic Achievement

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ABSTRACT

The study aims to investigate the extent to which parental involvement affect moral and personality development along with their children' academic achievement. The research design includes quantitative method and data were collected through questionnaires covering responses of elementary students, their teachers. Students of 8th grade, teachers and head-teachers from Lahore city constituted the population of this study. Sample was drawn conveniently comprising of the subjects of this study as 24 head-teachers, 48 teachers and 360 students. Three Instruments at Five point Likert scale; Parenting Styles and Dimensions Questionnaire (PSDQ); Moral and Personality Development Questionnaire (MPDQ), and Academic Achievement Questionnaire (AAQ) were adopted for data collection. Alpha reliability of all these three questionnaire was 0.87, 0.75. & 0.81 respectively. Whereas, expert opinion was sought regarding validity. Descriptive statistics was applied. Correlation among variables found significant after applying Pearson Correlation Coefficient. The results reveal that parents who are involved in their child's education have a positive effect on their academic performance, as well as their personal and moral development. The study recommends that parents should be encouraged to participate in their child's education and schools should offer various opportunities for parental involvement to promote students' development and achievement.

| **KEYWORDS** | Academic Achievement, Moral Development, Parental Involvement, Personality Development |

Introduction

The development of children's education is greatly influenced by parental involvement. The primary responsibility of the parents is to facilitate their children's successful participation in the crucial developmental tasks that are necessary for their future success. When it comes to their children's mental, emotional, moral, and physical development as well as academic achievement (Lara and Saracosti, 2019), parents have a significant role.

Involvement of parents in their children's education is defined by LaBahn (1995) as the parents' active participation in, and commitment to, their children's school. He spoke on the issues and consequences that arise when parents aren't involved in their children's education. He also provided answers to these issues. Epstein (1995) defines "parentally involved" families as those that work to foster a positive atmosphere conducive to education in the home. Her definition of involved parents includes those who help their kids with schoolwork at home, volunteer their time at school, keep in touch with teachers, play an active role in educational decision-making, and work closely with teachers on a regular basis.

There is a correlation between parental involvement and parenting styles. Different cultures have different conceptions of what it means to raise children. Sociologists define parenting as the process of providing care for one's offspring. Psychologists define attachment as the bond between a parent and their offspring. From adolescence through

adulthood, parents are responsible for fostering their children's social, economical, physical, emotional, and cognitive development (Santos and Lopez, 2015).

The Latin root of English word "moral" is "MOS," which refers to established norms and procedures for accomplishing goals. When we talk about a child's "moral development," we mean the process through which he or she learns the right attitudes and social norms. The ability to tell the difference between good and wrong is crucial for a child's development and it is mostly up to the parents to instill this value in their offspring (Chauhan and Saxena, 2022).

It is the participation of parents in an effective and consistent manner. The interaction between parents and institutions is bidirectional. It encompasses the child's learning, development, and other activities associated with school by actively participating in the child's growth and development at home and in school, according to Jesse (1996).

According to Lotfabadi (2008), moral development is the result of a shared and complex interaction based on a person's innate nature, social context, experiences, the shift of inspiration, progress in moral judgments, and sentiments of humanity.

Parenting styles' are the consistent mindsets and actions of parents when interacting with and caring for their child. Baumrind (1966) categorized parental behavior into four categories: authoritative, authoritarian, permissive, & uninvolved. This categorization was based on two aspects that are orthogonal to one another: demandingness and responsiveness. Academic achievement measures the efficacy and effectiveness of a school, by Sattes (1985).

Literature Review

Morality, as defined by Turiel (2006), is a collection of guidelines for how one should behave in various social contexts. A person's experiences and actions toward moral concerns impact their development throughout the course of their lives. It's the way a kid learns to act and think about other people in the world. Cultural and societal norms provide the basis for these practices.

Lying, cheating, ethical reasoning, stealing, and dishonesty are identified as five important aspects vital to moral development by Dewangan and Saxena (2021).

There is a serious shift towards flagrant immorality in modern Pakistani culture. A lack of tolerance encourages immoral conduct, which in turn fosters a bad frame of mind, which leads to rudeness and disorder (Jillani, 2009). There has been an increase in the number of possibilities for teenagers to learn from and teach their peers, and there has also been an increase in the awareness and understanding of teachers and parents regarding the developmental requirements of adolescents. Violence, irresponsibility, and a lack of self-control are issues plaguing young people in many nations; Pakistan included (Borba, 2001).

Personality development is important at every stage of life. A person's personality includes their thoughts, outward appearance, defining traits, temperament, and mannerisms in social situations. It aids one in leaving a unique imprint on the world. It aids in the development of one's own sense of self. An individual's personality serves as a snapshot introduction. A powerful and beautiful personality develops from the sum of its parts, including the individual's own assertiveness, maturity, emotional intelligence, and physical vigor, as well as the support and supervision of the individual's parents. Future survival depends on it as well.

Support and engagement from parents has a significant, beneficial impact on children's development as individuals (Jeynes, 2012; Harris & Goodall, 2008). Parents are there for their children at every age and stage of development. Parents have a crucial influence in their children's development, according to Jhang & Lee (2018). A child's character may flourish with the right parental direction. Parenting and the process of child development are intertwined. A child's cognitive, problem-solving, and social abilities all benefit from nurturing parenting. It aids them in becoming better people overall.

Children learn about social interaction and conflict resolution through seeing their parents from an early age. Proper mental development, which is dependent on parenting styles, includes an attitude of recognizing and accepting setbacks, accepting them, and then moving on to success. The term "parenting style" is used to describe the overall approach a family takes in raising their children. Parenting styles reveal how adults respond to and place demands on their children (Jeynes, 2012).

Four distinct parenting styles are identified and defined by Baumrind (1991). A kid gets to choose his or her own path in life. When parents use this approach, their kids are given leeway in making life's decisions. Communicating openly with their parents allows them to share their perspectives and opinions (Benson, 2006).

By interfering with and manipulating the child's individuality, parental bonding, and freedom to express emotions, Hoskins (2014) claims that children under an authoritarian style have a low degree of autonomy and are under intense psychological and behavioral control. The majority of parents seem uninterested and contemptuous of their children's wants and needs. They want their children to act responsibly and to excel in school and any other endeavors they choose to pursue. Many parents have an unrealistic expectation of their children's performance.

Children raised under these parenting styles may initially do well, but over time they are more likely to struggle with adjustment issues, insecurity, defiance, anxiety, depression, aggression, anti-socialism, lack of self-confidence, etc. The parents are overprotective, and they make all the choices without consulting the children. They worry for their kids and want to do what's best for them, but this may really have a detrimental impact on their development as people. Children may make good choices while they are growing up, but it is harder as they get older. Nijhof and Engels (2007) found that children who had less early exploration chances become reckless as adults.

According to Johnson and Kelley (2011), parenting in a permissive style entails taking little to no interest in their children's activities. They continue to give their kids too much attention or pamper them too much, and they have little control over their behavior. Either the parents respect their children's autonomy in making choices, or they are skeptical of their own impact. Parental obligations on children are minimal at best. When given independence, children are often given the freedom to make choices that they are not developmentally capable of making on their own.

Permissive parents raise children that lack the morality and excellent discipline necessary to contribute well to society, according to Hoskins (2014). They are less conforming to society and obey no standards in their daily lives. It's common for children whose too loving parents give them too much freedom to grow up disobedient, rebellious, impulsive, dependent, demanding, lacking in tenacity, doing poorly in school, and hostile to society.

According to Pimental (2012), parents don't enforce regulations but do provide, choose, and keep an eye on their children's extracurricular activities. Anger, despair, difficulty making decisions, impatience, and antisocial conduct are all symptoms of parental neglect. Students whose parents exhibit these parenting styles tend to be well-behaved and academically successful. Because a child's parents are his or her first teachers and the home is first place of learning. Children learn the most from their parents because of the relationships they have with them.

According to Hill and Tyson (2009), one definition of parental involvement in education is the provision of academic goods and money to the students for the educational needs.

Parental involvement is strongly correlated with student achievement. Parents may set a good example for their children's conduct and school spirit by doing the same. According to Eurydice (1997), the involvement of parents is a two-way, multi-dimensional

concept that has been proved to positively affect children's intellectual and social development.

In most contexts, "parental involvement" refers to when parents take part in their children's educational activities. The method through which parents impact their child's academic success has been identified in the pragmatic literature as a consistent link between parental involvement and improved student performance. Amponash, Milledzi, Ampofo, & Gyambrah (2018) found that parental involvement was much greater in elementary and secondary education than in higher education.

The researcher set out to investigate and explore the effects of parental involvement on moral and personality development and academic achievement of elementary school students because the preceding discussion emphasizes the importance of parental involvement in effecting the development of children's moral and personality values and their academic performance.

Material and Methods

Research Design

Here in this study positivist approach was used because the objective perspective and the purpose of this approach is collection & analysis of collected data, and to provide constant results, while the perspective of phenomenological-approach is mostly subjective in its nature and it focuses on the meanings of experience and also on the social construct of these experiences. According to Cresswell (2003), the data is collected in numeric form in the quantitative research method by using the predefined instruments. In this method a small number of structured questions are used for the collection of data/information from the great number of the participants. The data is analyzed on statistical basis and the results/findings are generalizable due to its exactness and the clarity. On the contrary, the qualitative research deals with the in-depth investigation of the particular phenomenon. Unlike the quantitative approach, in this method the researcher gathers detailed and thorough information about the phenomenon from the limited number of participants. Moreover, the results of the qualitative research are not or rarely generalizable. Therefore, a quantitative method was used to perform the research since positivism is the appropriate theoretical framework. This study makes use of a quantitative, descriptive research approach.

According to Johnson and Christensen (2008), a research design is outline for the strategy/plan that is being used for answering questions of research. The study designs depend on research objectives of each research. The design for this research was Ex-Post Facto and Causal-Comparative. The Ex-post facto is an investigating strategy or plan in which analysis start after reality has occurred without the intervention from the researcher.

The primary goal of this research was to determine how parenting styles affect elementary school children's academic achievement, moral development, and personality. Parenting practices and parental involvement at home and at school were the independent factors in this study, whereas student academic achievement and moral development along with personality development were the dependent variables. In this investigation, the researcher did not control or manipulate the independent variables.

Population

Population of this study was all 8th graders of session 2022-23 of elementary schools of tehsil Lahore city. Moreover, teachers and head-teachers of all these were also comprised the population. Twenty four (24) elementary schools were selected conveniently.

Sample

Sample of the study was drawn out of the selected schools. Students, their teachers and head-teachers of the same school were the sample of the study. Therefore, respondents

of the study were 360 students, 48 teachers and 24 head-teachers. Scheme of sample was as you know always there is one head-teacher in a school therefore, 1x24=24, whereas, two teachers from each sample school were selected 2x24=48. Furthermore, 1 students were selected from each sample school 15x24=360.

Instrument

Instruments were adopted for this study after taking permission from the developers / authors. Three instruments were used naming as under;

Parenting Styles and Dimensions Questionnaire (PSDQ)

Moral and Personality Development Questionnaire (MPDQ)

Academic Achievement Questionnaire (AAQ)

All these three were at 5 point Likert scale ranging from 1-5 as strongly disagree, disagree, undecided, agree and strongly agree. An expert opinion was also sought from experts of the field to make sure validity of these instruments.

Afterwards piloting was conducted other than sample so as to find the reliability of the research tools. And the same was 0.87, 0.75. & 0.81 respectively.

Results and Discussion

Table 1
Correlation between Parental Involvement (Parenting Styles) and Students' Moral Development

		Parental Involvement	Moral Development
Parental Involvement	Pearson's Correlation	1	.336**
	Sig. (2-tailed)		<.001
Moral Development	Pearson's Correlation	.336**	1
	Sig. (2-tailed)	<.001	

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

Table depicts the relation between the parental involvement & moral development of elementary level students. A substantial positive relationship between the involvement of parents and moral growth was found in the correlation analysis. The involvement of parents and moral development has a Pearson correlation coefficient of 0.336, indicating a moderately positive association. This correlation was statistically significant because the p-value was smaller than 0.001. This finding revealed that in the observed population, there was a meaningful relationship between parental participation and moral growth. Students tend to have a greater level of moral development as parental involvement improves.

However, correlation does not imply causation, and there may be other factors that affect moral development. These findings emphasized the significance of parental involvement in promoting students' moral development. Parents that were actively involved and engaged in their children's life, providing advice and support, had a positive impact on their moral development.

Table 2
Correlation between Parental Involvement (Parenting Styles) and Students' Personality Development

	Parental Involvement	Personality Development

Parental Involvement	Pearson's Correlation	1	.197**
	Sig. (2-tailed)		<.001
Personality Development	Pearson's Correlation	.197**	1
	Sig. (2-tailed)	<.001	

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

In this table the correlational analysis demonstrates a substantial positive link between parental participation and elementary school pupils' personality development. Parental involvement and personality development had a Pearson correlation coefficient of 0.197, indicating a modest to moderately positive link. This correlation was statistically significant because the p-value was smaller than 0.001. This finding revealed that in the examined population, there was the significant relation among parental participation and personality development. Individuals tend to have a higher level of personality development as parental involvement increases.

It did not, however, imply any additional factors that may contribute to personality formation. These findings highlighted the importance of parental participation in influencing personality development. Parents that were actively engaged with their children, offered support, and created a pleasant and loving atmosphere influenced their children's personality development.

Table 3
Correlation among Parents Involvement (Home and School Level) and Student's Academic Achievement

		Parental Involvement At Home And School	Academic Achievement
Parental Involvement At Home And School	Pearson's Correlation	1	.141**
	Sig. (2-tailed)		.007
Academic Achievement	Pearson's Correlation	.141**	1
	Sig. (2-tailed)	.007	

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

In the table above a considerable positive link exists between parental participation and academic achievement, according to correlation analysis. Parental participation and academic achievement had a Pearson correlation coefficient of 0.141, showing a weak positive link. The p-value was less than 0.01, indicating that this correlation was statistically significant. This finding indicated that a significant relationship was there between the parental participation at home & school, and students' academic progress. Students tend to achieve somewhat higher levels of academic accomplishment as parental involvement increases. More research is needed to investigate the underlying mechanisms and factors that may contribute to link among the parental involvement and the academic achievement.

Discussion

On basis of the analyzed data this is evident that most respondents said that their parents were sensitive to their feelings and needs; however, some people said that their parents used corporal punishment as a disciplinary measure. The statement that parents beat their disobedient children caused a similar reaction. Respondents said that their parents encouraged them to talk about their difficulties and comforted them when they were sad.

Some respondents said that their parents yelled at them when they misbehaved, indicating a less desirable aspect of parental behavior. Support and gratitude of parents for the good work done, as well as warm and strong relationships with children were also positive points. Findings revealed a mix of positive and negative features of parental involvement, reflecting differences in parenting approaches and practices.

The data showed students' views on parental involvement in studies. Students reported high levels of parental involvement in a variety of areas, including setting academic expectations, emphasizing the benefits of the school, and expecting them to achieve the highest level of education. Parents were also believed to encourage students to set high academic goals and monitor their students' academic and school performance. According to the data, students saw their parents actively supporting their academic ambitions. However, there were small differences in perception, as indicated by standard deviations, suggesting that students perceive parental involvement differently in these dimensions. Overall, the evidence suggests that parental involvement in student learning is viewed positively.

Overall, the data revealed both positive and problematic aspects of children's moral development, such as sharing, following instructions, being accused of dishonesty, helping others, making deliberate decisions, and taking things that don't belong to them.

The data analysis revealed that the parental involvement had significant effects on child's moral development. The variability across groups was considerably different from the variability within groups, implying that moral development scores differed depending on the extent of parental participation. Correlation analysis revealed a significant positive relationship between parental involvement and moral growth. Parental involvement and moral development has a Pearson correlation coefficient of 0.336, indicating a moderately positive relationship. This correlation was statistically significant because the p-value was $0.001 < 0.05$.

The obtained data showed that students' opinions about the development of their own personality differed. They typically reported restlessness and difficulty sitting still, occasional outbursts of anger, a preference for isolation, and feelings of sadness or sadness. They also had difficulty concentrating and were easily distracted, distressed in unfamiliar circumstances, and had phobias. They also felt more connected to adults than their peers. On the positive side, the students noted that they performed the tasks purposefully and diligently.

Parental involvement was discovered to have significant effects on personality development of students. The variability between groups revealed variances in personality development scores among groups with varying levels of parental involvement. Parental involvement and personality development had a Pearson correlation coefficient of 0.197, indicating a modest to moderately positive relationship. This correlation was statistically significant because the p-value was less than 0.001. The finding indicated that a significant relationship is there between the parental involvement and personality development in study population. People tend to have higher levels of personality development as parents become more involved.

The study found that that parental involvement had significant impact on the children's academics progress at the elementary level. The between-groups variability was greater than the within-groups variability, showing that academic success scores differed between groups.

Parental involvement & the academic achievement had a Pearson's coefficient of 0.141, indicating a weak positive relationship. The p value was less than 0.01, indicating that this correlation was statistically significant. This finding indicated that there is significant relationship between the parental involvement at the home and at school and student achievement. Students tend to achieve somewhat higher levels of academic achievement as parents become more involved.

Conclusions

On basis of the aforementioned results conclusions have been drawn. Therefore, that it has been noticed that the modest involvement of the parents in many elements of their child's education. Parents interacted well with teachers because they responded positively to them and asked questions willingly. The parent meetings were received positively, which shows that parents are involved. However, there is room for improvement in areas such as attending parent-teacher conferences, volunteering at school events, and being actively involved in children's academic work at home.

Accordingly, there was the significant relationship between the parental involvement and moral growth in observed population. The participants tend to have higher levels of moral development as parental involvement improves. However, correlation does not mean causation, and there may be other factors that influence moral development. These findings emphasize importance of the parental involvement in promoting moral development of the students. Parents, who were actively involved in the children's lives, providing advice and support, had positive effects on their children's moral development.

However, this did not mean any additional factors that can contribute to the formation of personality. These findings emphasized the importance of parental involvement in influencing personality development. Parents, who were actively involved with their children, provided support, created a pleasant and loving atmosphere, and influenced the development of children's personality.

According to above findings, parental involvement is critical in molding children's moral growth, personality development, and intellectual accomplishment. The findings emphasize the need of active parental involvement in supporting and fostering children's overall development. Furthermore, the positive correlations between parental involvement and a variety of outcomes highlight the importance of developing strong relationships between parents and their children and creating a supportive home environment. These findings have significance for parents, teachers, and policymakers who want to recognize and promote importance of the parental participation in increasing child's scholastic and socio-emotional development.

Recommendations

Based on findings it is recommended that parents should be conscious of their parenting styles and comprehend the good and bad consequences of various parenting styles. A comparative research in the private and public sectors are needed. Future studies should take into account the link of other variables in diverse populations. Additional research should be conducted to investigate the specific mechanisms and the pathways by which parental involvement effects various aspects of children's development, as well as to identify other factors that may regulate or adequate these relationships. Parents ought to be urged to take an active role in the schooling of their children by setting high academic goals, providing support, resources, modeling good behavior and monitoring their progress. Investigate how cultural influences affect the relationships among parental participation and child outcomes. To understand the cultural distinctions and variations in the effect of parental participation on child development, compare and contrast the impacts of parental involvement across various contexts of culture. Conduct cross-cultural research to compare the effects of the parental involvement on children among different cultural, ethnic, and socioeconomic backgrounds. Determine cultural elements that could affect the significance and effectiveness of parental participation in a variety of populations.

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