



**RESEARCH PAPER**

**Parents' Involvement Versus Children's Academic Achievement: A Correlational Study of Secondary School Level in Dera Ghazi Khan**

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**ABSTRACT**

The main objective of the study was to investigate the correlation between academic achievement of secondary-level students' and parents' involvement. A simple random sampling technique was used, 420 government girls' secondary school students selected from 10th grade. The academic performance of the students was assessed based on the results of three subject tests, while data on parents' involvement was gathered through a questionnaire. The findings indicated an adequate, noteworthy, and effective correlation between the academic achievement of the children and their parents' involvement. Research indicates that children may struggle academically and fall short of their educational objectives without support in academic pursuits and parental encouragement. In light of these conclusions, the research suggests the implementation of regularly scheduled Parent-Teacher Association meetings throughout the academic year.

**KEYWORDS** Academic Achievement, Parents Involvement, Secondary Schools

**Introduction**

For years, researchers have focused on examining the connection between children's academic success and parents' involvement. Due to its potential to enhance parents' support for their children's academic goals, this study holds significance. Notably, leading meta-analyses in the area consistently reveal statistically substantial associations among parents' involvement and academic achievement (Hill & Tyson, 2012). Active parental participation in children's education is believed to foster their emotional, social, and academic development, as indicated by Green et al. (2007).

With the help of this research, the youth, who are the future of the nation, will be able to contribute positively to the development of their countries by applying the knowledge gained currently to enhance their personal futures. Learning about the primary challenges that children are encountering may be valuable for parents and educators. In children's education, the level of parental engagement significantly influences the academic accomplishments of young individuals. Children must be socialised by their families in order to be ready for positive roles in society. Parental participation in school is likely to lead to children achieving academic success and developing into responsible, productive members of the community.

In the opinion of Henderson and Mapp (2002), parental engagement is linked to enhanced academic performance in mathematics and language, improved behaviour, enrollment in more challenging programmes, reduced dropout rates, increased academic persistence, superior social skills, higher attendance, and better school adaptation. The insights derived from conducting this study have the potential to be advantageous for students, parents, and educators. Parents may become more actively involved in their child's

education if they are aware of the effects that their engagement and learning activities have on their child's learning potential and career. The findings can be applied to formulate school programmes related to homework, parental involvement in school activities, and decision-making.

### **Literature Review**

In a sample of 17,212 children across 992 schools, Schulting et al. (2005) investigated the correlation between academic achievement and parental school involvement. Parental participation in their child's education was shown to be a strong predictor of children's math performance and reading ( $b = 0.89$ ), according to the study, which also demonstrated a substantial predictive link. On the other hand, Moroni et al. (2015) approached parental participation as a multifaceted method to explore its connection with academic achievement through homework, considering both quantity and quality. Their research revealed a negative association.

As per a recent investigation by Ambachew et al. (2018), a robust correlation exists between the academic performance of students and parental involvement. Studying "children's academic outcome," Hamilton (2014) discovered that children from stable households exhibit noticeably better academic performance compared to those from dysfunctional households. Various studies have identified favourable, negative, and even no correlations between student achievement and parents' involvement (Fan & Chen, 2001). Notably, Stright and Yeo (2013) observed that parents' involvement in school activities had an adverse predictive effect on academic success.

Apart from the apparent disparities in parental engagement based on ethnicity and milieu, significant distinctions in child-rearing techniques and the domestic setting have been discovered to impact children's education and growth (Pels & Nijsten, 2017). Wright and Wallinga (2015) found that there was not a substantial connection between school involvement activities, such as step forward at the school and maintaining communication with the child's instructor, and the educational outcomes that resulted from them. According to the study by Jeynes et al. (2012) have shown that initiatives aimed at boosting the participation of parents in learning are good for educational institutions, children, and households.

In academic literature, parental anticipations and hopes are sometimes cited jointly, or used interchangeably. When taken as a whole, these ideas show how much parents want their child to succeed academically in present and in the future. Parental involvement is a characteristic that has been found to be widespread in numerous studies and has been repeatedly associated with positive results in academic achievement (for instance, see, Phillipson et al., 2012; Gubbins & Otero, 2016). It is commonly accepted that early parental involvement with children helps them develop their social abilities and personalities. From a young age, every child looks up to and aspires to emulate their parents as role models. Parents have a great opportunity to shape their children's personality at this time. Children's academic performance is substantially impacted by the extent of parents' involvement (Kocayörük et al., 2016).

A study about "the impact of home environment on student's academic achievement in public schools" was finished by Musili (2015). The study was conducted in Kenya's Kitui West County. The research was descriptive in nature. The study examined 144 students from the entire population of 1440 students, 8 principals from 8 out of 28 public secondary schools, and 8 PTA chairmen from the 8 chosen schools. The target population for the study included every administrator, student, and parent from the 28 secondary schools in Kitui West Sub County, Kitui County. Questionnaires were used during data collection. According

to the study's findings, a student's academic progress was significantly impacted by the student's.

There are often substantial connections between academic success and parental participation, according to the findings of well-known meta-analyses in the area (Hill & Tyson, 2009). The quantity and impact of five types of parental involvement at school and in the home were investigated by Lee and Bowen (2006). Even after taking demographic factors into account, their study showed that these factors jointly explained 9% of the difference in math's performance and reading. Interestingly, with a beta value of 0.23, they determined that the most important predictor of academic achievement was the parents' goals for their children's education. The education of the parents has a big impact on the success of the children. A mother who has finished her education will be better able to educate her children. In this perspective, family income is a crucial instrument (Abuya et al., 2013).

### Hypothesis

H01: There is no significant difference between the academic achievement of the students whose parents are involved and whose parents are not involved.

### Material and Methods

The researchers approach for describing, explaining and predicting a certain event is known as methodology. A quantitative descriptive research approach and a correlation coefficient were used to investigate the connection between parents' involvement and academic achievement of secondary school students' in Tehsil Dera Ghazi Khan. In order to conduct the questionnaire in the sample school, permission was requested from the relevant head teacher, concerned principal and concerned education department officials. Each randomly chosen student from the Government Girls Secondary Schools in Tehsil Dera Ghazi Khan had their information directly gathered by the researcher.

### Population

Population comprised government girls' secondary schools students from Tehsil Dera Ghazi Khan; twenty government girls' secondary schools were included. The study populations consisted of 800 female students who enrolled in 10<sup>th</sup> grade. The researcher got this information from the CEO office in Dera Ghazi Khan.

**Table 1**  
**Strength of Schools and Students**

<b>School Type</b>	<b>Number of Schools</b>	<b>Female Students (10<sup>th</sup> Grade)</b>
Government Girls Secondary Schools	20	800

### Sample

A simple random sampling technique was used for this study, 420 students were selected who enrolled in 10<sup>th</sup> grade as a representative sample from the entire population. The appropriateness of the sample size was verified by referencing the Krejcie and Morgan (1970) research advisor table.

**Table 2**  
**Sample**

<b>Sample Group</b>	<b>Number of Participants</b>
Female students	420

## Research Instrument

A self developed questionnaire ( Parents Involvement Scale) was developed for parents and for academic achievements of students three multiple-choice question (MCQ) tests in the subject of Urdu, Math's, and English were developed for 10<sup>th</sup> grade students. Parental participation information was gathered via a questionnaire and female students academic performance was assessed using a test that covered three secondary subjects. The indicator looks at parents' opinions toward their children's education and how successful they perceive their children to be academically.

## Validity and Reliability

The content validity of the instrument was ensured after considering the opinions of the experts in the field of education and the research supervisor. Finally, some elements were changed, others were dropped, and some new ones were added to the research instrument based on the supervisor and experts' opinions. The reliability of the instrument was 0.84 after pilot testing, which was found good.

The research project should take ethical considerations into account before, during, and after. The researcher made an effort to keep data collection tools free of things that respondents might find embarrassing or upsetting. At no point in the study process were the names of the subjects revealed, and they won't be in the future either.

The intensity of the parents involvement scale on the basis of levels and Mean score was ordered in the following Table in order to generalize the results of the study properly.

**Table 3**  
**Level of Effectiveness on Parents Involvement (LEPI)**

Satisfactory Point	Level
1-1.99	Lowest
2-2.49	Lower
2.50-2.99	Low
3-3.49	Satisfactory
3.50-3.99	High
4-4.49	Higher

## Achievement Score

The students' achievement ratings for the tenth grade were gathered. Three important subjects—Mathematics, English, and Urdu, —were divided into MCQ-type tests to gauge pupils' academic progress. A class instructor oversaw the test's administration. The test's findings were used to confirm the pupils' accomplishment scores.

## Results and Discussion

Using descriptive statistics, the respondents' questionnaire was assessed. SPSS version 20.0 (Statistical Package for Social Science) was used to analyze the data. This data study included a number of techniques, including mean, percentage, standard deviation, Z test, and correlation coefficient.

**Table 4**  
**Academic achievement score of students' regarding parents' involvement**

Level	Number of students'	Satisfactory level
Higher	130	4.00-4.49
Satisfactory	80	3.00-3.49
Lower	210	2.00-2.49

Above table shows that students whose parents are involved in their studies have 130% range at a higher level of acceptance There are some parents' who sometimes involved in their children education and sometimes they are not involved in the range of 80% and they come at the satisfactory level of acceptance. Non parents' involvement is in the 210% range and at the lower level of acceptance.

**Table 5**  
**Correlation Coefficient**

Variables	'r'
Parents Involvement scale	+ 0.23**
Academic Achievement	

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

Table revealed that positive moderate relationship found between parents Involvement scale and academic achievement. It is concluded that parents Involvement, positively associated with academic achievement.

**Table 6**  
**Analysis of Parent's Involvement Questionnaire**

Sr.#	Statements	Mean
1	The parents attend parent-teacher meeting to know about their children's performance	3.49
2	Your parent encourages you so that you perform well	3.03
3	Parents education influence the children school related development	3.32
4	My parents talk to me about my future schooling	3.00
5	Parents involvement is important for children's academic achievement	3.50
6	Parents support and education both are necessary for children future	3.10
7	I talk with my parents about my teachers teaching method	3.16
8	Parents visit their children class teacher constantly	3.88
9	Your parents help you for better results	3.78
10	Your parent encourages you so that you perform well	3.03
11	Parents help me while studying difficult lesson at home	3.10
12	Your parents discuss about emotional and academic needs	3.23
13	Parents attend school functions with you	3.38
14	Your parents accompany you to extracurricular classes	3.15
15	Casual contacts of parents and teacher helpful for the children's achievement	3.20
16	Your parents spend time just talking to you	3.06
17	My parents punish me if I get low marks	3.09
18	Your parents go to bookstore or library with you	3.19
19	Your parents regularly check your diary	3.27
20	Your parents discuss social issues with you	3.12
21	Parents provide rewards for better achievement	3.46
22	Your parents discuss with you how well you are doing at school	3.79
	<b>Combine Mean</b>	<b>3.29</b>

A satisfactory degree of parent participation's influence on students' academic achievement was indicated by the collective mean value of 3.29 for parental involvement.

**Table 7**  
**Testing Hypothesis**

	Parents Involvement	Non Parents Involvement
Mean	74.16	71.18
Standard deviation	10.53	10.14
Sample	195	225

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Z-test

2.95

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**H01:** The null hypothesis, "There is no significant difference between the academic achievement of the students whose parents are involved and whose parents are not involved," are rejected.

### **Conclusion**

Students' responses served as the basis for the assessment of parental participation. The results led to the conclusion that a positive and robust correlation exists between parents' engagement and their children's academic success. The study's results indicate that beneficial consequences are observed when parents take an active role in their children's education, both in school and at home. Children gain a great deal when their parents are actively involved, as they receive direction and assistance across all facets of their education. Conversely, children whose parents don't encourage them in their educational pursuits often exhibit reduced interest in class and encounter difficulties to make up lost time, facing challenges across various aspects of their lives.

The present research findings align with Adeyemo's (2007) investigation, titled "Parental engagement and interest in educational setting as determinants of academic self-worth among newly enrolled secondary school pupils in Oyo Country." Adeyemo's research revealed a robust and clear correlation between parental participation in school events and educational achievement in secondary school. Furthermore, the significant influence of home-based parental involvement on children's academic performance was highlighted in the 2021 study by F. Zhang et al.

### **Recommendations**

The study's findings and conclusions were generated the following recommendations:

- 1) Educational institutions should assist parents in fostering favorable home environments that are conducive to their children's development and growth.
- 2) Parents should participate in parent-teacher conferences, as they contribute to improved student development and academic performance.
- 3) Parents should oversee their children's advancements and address any challenges they may encounter.
- 4) Parents should politely inform their children that they will not feel afraid to discuss their school-related issues with them.

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