Relationship between Parents Involvement and Student's Success at Secondary School Level

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Abstract:
The gap between developing and developed countries is a gap of education. This current research thesis aims to elaborate the effect of parent involvement on student's success in educational institutions. Education is a fundamental right of all the children. In order to implement the parents are also involve to enhance the qualities of the child and become them successful. The study based on analyze literature and providing guideline to researchers on how to find out the most important parent involvement dimensions for educational process of the child. In this study, the dependent variable is student success that measured by the independent variable parent involvement. The population was the parents of the secondary school students from Punjab, Pakistan. For the delimitation of the population 287parents of the secondary school students selected as sample of this study. Simple random sampling technique adopted for data collection by survey method. Data was collected through questionnaire comprise on 5 point Likert scale (1. Strongly disagree to 5. Disagree) format. The findings of the study revealed that there was significance between parenting and the success of students at secondary school level.

Keywords: *Parent Involvement; Student's Success, Secondary Level*

I. INTRODUCTION

In modern age of competition, the students are facing many problems during their study and feeling trouble to get the maximum grade in the examination. Education is a fundamental right for every person and essential for the development of society. The educated parents are more civilized and well disciplined than uneducated persons. The parents are the most responsible to develop their children to make the successful person in the society especially in academic field (Jisha, 2016). Teachers are the builder of a nation but parent's involvement is a productive source for the development of the children. Economic and environmental issues mostly affect the parent's involvement on the success of their children (Nayereh, Parishani, Parisa&Nilforoosha. (2014). In the age of mental confliction the parents cannot perform their responsibilities to became the successful person of their child and help him in the academic field(Alegre, 2012).). The continuous effort of the parents with the student in every aspect of life is more productive (Khaleque, Rohner&Rahman, 2011). In the failure of academic field the student has changed his behavior and at last involved in the negative activities. The student of this victim deprived from the true morality of life(Mattar, J.W (2017). A number of studies have done and lay stress on the paren involvement on the success of the students but the results are not yet suitable. Olowodunoye and Titus (2011) that the students give maximum response for getting the high grade in academic due to the positive attitude and behavior of the parents towards their children.

II. LITERATURE REVIEW

The gap between developing and developed countries is a gap of education. This study determine the correlation between parent involvement and student's success in educational institutions.

Education is a fundamental right of all the children. In order to implement the parents are also involve to enhance the qualities of the child and become them successful. The thesis is based on analyze literature and providing guideline to researchers on how to find out the most important parent involvement dimensions for educational process of the child. In this study the dependent variable is overall student success that is measured by the overall success of the students and the independent variable is parent involvement at secondary level. The parents play a vital role for the success of their child in the field of curricular and extra-curricular activities. Due to the economic problem the parents cannot give proper time to their child for the enhancement of their hidden qualities. The question is why the parents of modern era cannot become the role model for their child.

Partnership orientation emphasizes the importance of parents-school cooperation in education and socialization of children, respecting cultural differences among children and families, the importance of different perspectives on creating a positive studying climate. In the partnership approach there is a clear and mutual cooperation between school and parents and a mutual contribution to children's achievements, frequent communication, creating a positive atmosphere in upbringing and mutual appreciation. The roles are clear and supportive, parenting goals are determined mutually, working plans are done together and the roles of every member are accepted. As one of the most represented ones it is definitely the concept by Epstein (Epstein & Sanders, 2002) in case of the following dimensions: (a) parenting as the primary responsibility of the family (assist families with parenting skills and support children as students at each age and grade level), (b) communicating as the primary responsibility of the school (establish effective school-to-home and home-to-school communication directed towards school programs and student progress), (c) parents' volunteering in school (organizing schedules to involve parents as volunteers to support school and students), (d) learning at home as part of the involvement in school activities (involve families with their children in learning activities at home, including homework and other curriculum-related activities), (e) decision making as a type of participation and leading (include parents in school decisions, developing parent leaders and representatives), (f) collaborating with a local community (organize resources and services in accordance with mutual needs of family, school and community).

III. PARENTS' INVOLVEMENT

Parent's involvement in the curricular and co-curricular activities with the students enhances the inner and outer personality of the students. Due to the parents involvement the student feel confident and relax. In the result they get highest marks in the school. According to Gould, (1999), the students gives positive response if the parents are fully involve in the academic activities. Henderson, (cited in Gould, 1999p.2) stated that the parents involve in the success of the students in many ways like as, helping in academic achievement, help him in the daily homework assignment, involve in the teacher and parents meeting, Guide the students attitude, behavior, decision making and morality. Other dimensions which also involve with the students success are social and economic position of the parents.(Devancy, Ellwood, & Love; Lewit, Terman, & Behrman, cited in Desimone, 1999).Gest, Hartigan.Lord, Wildavsky, and Marcus, (2000)Zellman and Waterman (1998).

The parents attitude and behavior direct impact of the attitudes and behavior of the students and help the students like a productive outcome. Parents

involvement give the fruitful result if the parents are not fully involved with the students in achieving the maximum objective so that the drop out ratio of the students increase automatically. When students feel hesitation in their subjects then parents help the students with better way and he gives maximum outcome.(Goals 2000: Educate America Act, 1994).Emotion and psychological also are the main factor which affect the abilities of the students. Due to the parents involvement the students easily overcome on the factors. The purpose of this study was to find whether a correlation exists between parent and student success at secondary level. Students always do well when parents are fully involved with their activities directly.(Anne T. Henderson Author of The Evidence Continues to Grow). According to Johnston (1998p.192), the policies are made on the executive level in different countries of the world on parent involvement. The united states Department of Education has mandated, By the year 2000, all the schools are necessary to get involve the parents in the school activities. (Goals2000: Education America Act, 1994).

Many studies conducted by Steinberg and associates showed that in adolescence there are three specific components of authority that contribute to a healthy psychological development and school success: parental acceptance or warmth, behavioral supervision, strictness and psychological granting of autonomy or democracy. In his study Steinberg established that authoritative parenting is in high correlation with students' academic performance, although there was an exception: for adolescents who came from African-American families where there was no correlation between the authoritative parenting and the students' academic performance, which implies that authority is not a good predictor of academic achievement in African-American families. These results imply that culture plays very important role between the parenting styles of the parents and the academic achievement of the adolescents. According to the results of the research by Matejevic (Matejevic & Stojkovic, 2012) it was stated that there is low, but statistically significant correlation between the democratic parenting style of a mother and a very good success of adolescents in school (r=0.283, r<0.05) and between the democratic parenting style of a mother and excellent school success of adolescents (r=0.248, r<0.01), which confirms that the authoritative parenting style is directly connected to better school performance. Taking into consideration that the given results refer only to the parenting style of a mother, it can be stated that probably the contribution of mothers in school achievements of adolescents are more adequate and more present.

A. School trust

Ideally, parents and teachers work together to support the development and achievement of students (Adams, Forsyth, & Mitchell, 2009). Trust in the parent-teacher relationship is defined as confidence that the other party or parties in the relationship will behave in ways that ultimately lead to the growth and ability of the student (Clarke, Sheridan, & Woods, 2010; Goddard, 2003). Relational trust develops over time, through repeated interactions between individuals (Adams et al., 2009; Clarke et al., 2010) and is viewed as a critical element in parent-teacher relationships (Clarke et al., 2010). Relational trust is a product of interpersonal interactions in which parents develop beliefs about "facets of trustworthiness: [that include] openness, honesty, benevolence, reliability, and competence" in teachers, principals, and schools as institutions (Adams & Forsyth, 2013, p. 3). Relational trust between parents and teachers is associated with a range of positive school outcomes, including increased involvement by parents (Dunsmuir, Fredrickson, & Lang, 2004; Santiago, Garbacz,

Beattie, & Moore, 2016) and student performance (Adams & Christenson, 2000; Forsyth, Adams, & Barnes, 2004; Froiland & Davison, 2013; Goddard et al., 2001).
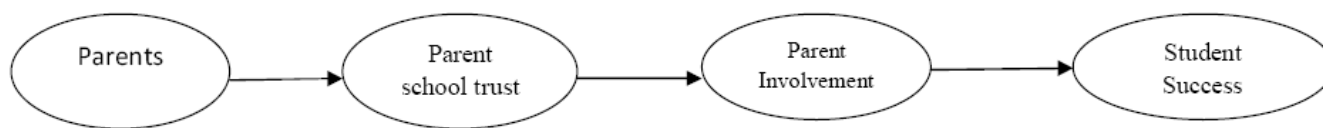

Fig. 1. Conceptual model.

B. Student's Success

Success means to get maximum grade according to the mental satisfaction. Every person does work hard to achieve his objective. Student success is mostly related to the obtaining test marks and grade. According to Wherry (no date), Students success in the modern time is also relates with the drop out ration of the students. The drop out ratio increase when the students not become successful to get their maximum objectives and feel hesitation Johnston (1998) which families are get involved with their children and school community get maximum scores and grades.The students cannot make successful when the parents are not fully involved in their activities. They feel lack of confidence and inspiration; as a result they bunk from the educational activities and become unsuccessful person of the society.A positive language of the parents towards their children is a great source of getting success. A negative language creates problem for the student's success. (p.193). WherryPsychological factors also affect the student's success.

If the parents are more confident the studentslso perform better to achieve their goal with more confidence. The student's success is a predictor of parent's involvement. The benefits of the success are the most important factor for the success of the students. Benefits, objectives, future career and personality are really a source of success. If the parents are involved in the guidance for achieving the objectives then students can easily get their success.(MOEC, 1999, Wherry.Deslande, Royer, Turcotte, and Bertrand (1997).Parent's expectations are also an important source of success. If parents have positive expectations from their children the students also perform the best accrding to their expectations.Velez& jones,1997).Planning, communicationand guidance play a vital role for the success of the students in every aspect of their lives.This monitoring behavior clears the vigorous concepts of the students.

C. Standards for parent involvement

The National PTA (1997) has adopted Epstein`s (1995) six standards for parent and family involvement programs.

i. Communicating –Communication between parents and school community
ii.Parenting – parents support to the student's to enhance their skills
iii. Student Learning – assisting student learning.
iv. Volunteering – school community welcome to the parents in different programmers.
v.Decision making–Helping student's in decision making.
vi. Collaborating– Strengthen school and other members of the family and society.

Teaching parents the importance of encouraging success Intervention (Rodick&Henggeler, cited by Bowen, 1999).School encourages the parents in different activities to participate for the development of the students.(Deslandes et al, 1997).Parents are the role model for the students.(Epstein, 2000, p.4). Cooperation among teachers and parents is a great source to encourage the students for the betterment of high scores (Dodd, 1995). Involvement of the parents is an important point to motivate and inspire the students,Though these are valid questions they are unimportant to this study. Zellman and Waterman,(1998) state that: the dream cannot die if the parents involved in the learning activities with the students with better manners. Build the relationship; create the friendship environment, participation in different curricular and different co-curricular activities are a real source of success.

D. Parenting styles and academic achievement of students

According to Baumrind, the authoritative parenting style is characterized by parents who encourage verbal communication and a child's initiative and they also make conclusions together. Authoritative parents recognize their rights as older persons, but also a special interest of the child, they recognize current qualities of a child but also set standards for future behaviour. They use their common sense but also power in order to accomplish their goals. Their decisions are neither based on mutual agreement, nor solely on child's wishes, but they do not consider themselves as perfect or not subject to mistakes. Authoritative style is characterized by a relatively high but reasonable control combined with rationalism adequate for a child's age. Strategies of authoritative parents, according to Baumrind (Baumrind, Thompson, 2002) include: 1) scaffolding of children's competence, including children's social competence, through shared activity and

conversations; 2) reliance on persuasion rather than on coercion; 3) monitoring of offspring and use of contingent reinforcement; 4) consistency with the "minimum sufficient principle" and when it is necessary to use pressure to gain the respect of children; 5) instantiation of the ethical principle of reciprocity and 6) involvement and engaged participation in a child's life.

IV. PROBLEM STATEMENTS

Education is a fundamental right for all the people throughout the world. it is also the responsibilities of the parents to get involved in the curricular and extracurricular activities of their child for their better success. The effective parenting plays a vital role for the enhancement of the academic grades of the students. In the age of globalization the parents are busy in different kinds of activities to make themselves successful in society but not concentrate for the betterment of their Childs' academic achievement.

V. RESEARCH QUESTIONS

i. What is the level of parents involvement on students' success?
ii. Is there significance difference in scores of male and female teacher's about factors of parents' involvement?
iii. Is there significance effect of parents' involvement factors on students' success at secondary level?

VI. METHODOLOGY

In this study the independent variable is parent involvement and dependent variable is student's success at higher secondary level. The study adopted from parent's involvement dimensions. The study is

quantitative in its nature and survey method used. The population is comprised the parents of the registered students of private educational institutions at secondary level. The parents of secondary school students in Punjab, Pakistan were the population of the study. For the delimitation of the population 287 parents were selected as sample of the study and simple random sampling technique was adopted for data collection. The parenting questionnaire was adopted from (Buri, 1991) with .87 reliability index. The dimensions are included in independent variable are attitude and behavior. Questionnaire was used for data collection and 5 pointsLikert scales format was used for questionnaire. It was completed by the parents independently. SPSS, Version-24 software was used for analysis.Descriptive and inferential statistics was used for data analysisi.e. Mean and Standard Deviation, independent sample t-test, ANOVA, Pearson Correlation and Multiple Regression analysis.

VII. FINDINGS

Qualification of respondent

GENDER	F	%
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

It found that (124, 43.21%) respondents were male and (163, 56.79%) were female respondents. Whereas, (91, 31.71%) respondents were Matric(77, 26.82%) Intermediate, (69, 24.04%) Graduate, (37, 12.89%) Master and (13, 4.54%) M. Phil. It concluded that majority of the respondents were female and having matric qualification.

Descriptive analysis

Factors	N	M	SD
Attitude	287	3.97	1.14
Behavior	287	3.54	1.22

OVERALL MEAN= (M= 3.75, SD= 1.18)

Mean of the statements regarding parents' involvement promoted by the parents of students at secondary level was ranging from M= (3.54 to 3.97), SD= (1.14 to1.22) and total (M=3.75, SD= 1.18).

The scale 1. Strongly disagree to 5. Strongly agree was used, the mean was greater than 3.0 shows that the respondents were agree regarding the statements.

Independent Sample t-test

Factors	Father		Mother		
	M	SD	M	SD	Sig.
Attitude	3.05	.78	3.47	.93	.03*
Behavior	3.63	.69	3.83	.76	.00**
Total	3.34	.73	3.65	.84	.01**

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

Independent sample t-test was conducted between male and female parents. There was a significance difference in attitude because mothers score was greater (M= 3.47, SD= .93) than fathers (M= 3.05, SD= .78), whereas, there was also significance difference found in behavior because mothers score was greater (M= 3.83, SD= .76) than fathers (M= 3.63, SD= .69) and there was also significance difference found in parenting because mothers score was greater (M= 3.65, SD= .84) than fathers (M= 3.34, SD= .73).

ANOVA

Variables		Sum Sq	df	MS	F	Sig.
Attitude	Between Groups	7.69	4	8.41	12.97	.01**
	Within Groups	17.06	146	.31		
Behavior	Between Groups	9.57	4	11.32	9.86	.00**
	Within Groups	14.63	146	7.31		

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

It found that a one-way between-group analysis of variance was conducted to explore the relationship between parent involvement and student's success among students at secondary level, measured by using parent involvement were divided into groups according to the academic qualification (Group 1: Matric; Group 2: Intermediate; Group 3: Graduation; Group 4: Master and Group 5: M. Phil).

There is a statistical significance difference found at the p <.05 level in scores for the gender groups: F(4, 146)= f= 12.97, 9.86, P<.05. There was significance difference found among group variance.

Correlation

Variables		Attitude	Behavior	S. Success
Attitude	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	287		
Behavior	Pearson Correlation	.687(**)	1	
	Sig. (2-tailed)	.000		
	N	287	287	
Students' Success	Pearson Correlation	.698(**)	.739(**)	1
	Sig. (2-tailed)	.000	.000	
	N	287	287	287

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

Pearson correlation conducted to determine the relationship between parents' involvement and students' success the statistical result found that attitudes and students' success have moderate positive relationship with (r= .698, sig=.00), behavior and students' success have strong positive relationship with (r= .739, sig=.00).

ANOVA (b)

Model		SSQ	df	MSq	F	Sig.
Students' success	Regression	91.897	2	46.87	238.71	.000(a)
	Residual	38.094	189	.191		
	Total	129.04	191			

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*

It is indicated that variance, $F_{(2, 189)} = 238$, P<.05 and $R2= .68$ explained in dependent variable parent involvement is due to independent variable students' success. It found that attitude had a statistically significant effect with recoded beta value ($\beta =.539$, P>.02) while behavior had statistically significant effect with recoded beta value ($\beta =.463$, P<.02).

VIII. CONCLUSION

It was concluded that there was a significance difference found between the score of males and females parents. The parents' involvement and students' success positively associated between each other whereas, the parents' involvement has positive effect on the success of the secondary school students. The role of parents is important in our lives their importance, worth and value cannot be deny. They are only well-wisher in the entire world. Other relation are important but not as our parents important. They morally, physically, verbally financially and emotionally support their children (Jisha, 2016).

A good parenting style influenced number of factors such as personality development, emotional maturity social interaction (Mattar, 2017). The parents play an important role for the enhancement of ability in learning process. Responsibilities of the parents sometime not included in formal activities, which cause of unsatisfactory performance of the students. An effective parental style is a key to success for the whole educational process of the students especially at secondary level. This study is beneficiary for parents and educationists that they have keep in mind the importance of emotional intelligence of students during the curricular and extracurricular activities. This study is also useful to policy makers for taking the steps that are helpful for the students.

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