IMPACTS OF PARENTAL SUPPORT ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ISLAMABAD

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Abstract: Parental support is considered to be one of the strongest factors in student academic success as demonstrated by the literature of sociology of education. This study examines the impacts of parental support on academic performance of students in Islamabad. Supportive parents keep check and balance on their children and provide a guiding mechanism for their academic matters. Child’s academic performance assisted through regular monitoring, consistent meetings with child and check directly all the matters of school and class improves the academic performance. This study was conducted under a quantitative research design with a sample size of 60 respondents was limited to different schools of Islamabad. Simple random sampling technique was employed for the data collection. Field data was coded in SPSS and Chi Square test was applied to check the association between two: Parental support and Academic performance of students. Results of the present research highlighted that there is a significant association among parental support and student’s academic progress. Students showed higher academic performance whose parents were more supportive and involved in academic activities as compared to those whose parents were less supportive.

Key Words: Parental support, Academic achievement, Sociology, Education

INTRODUCTION
Parental support plays pivotal role in schooling of a child and one of the most powerful factors in a child’s education which is positively related to their academic performance. Parental support is used to observe its impact on the academic performance of students; it is closely associated with financial, emotional and educational support provided by parents and other family members at home. Academic performance is therefore not merely based on the educational processes within school, it depends no less on the circumstances that young live in, on the encouragement and support teenage receive at home, the atmosphere in the peer group, and lifestyles of adolescents in different places (Pong, et al. 2005). Academic support is defined as the provision of the facilities needed by the child and the resources needed for their socialization. Emotional support in the form of encouragement and assistance in homework of the child is also a part of academic support (Birch and Ladd 1996).

Numerous studies have been conducted which explain that educational performance of child widely depend on outside factors (Sheldon and Epstein2005). Parental education has repeatedly been shown to be an important factor in the educational performance of children and adolescents (Davis-Kean 2005). Academic achievement is a tenacious topic of interest within the research community because researchers have found it to be a gauge of students’ adjustment to school and their future success (Rao, et al. 2000). Different researchers have concluded that students performance is closely interlinked with different factors which affect the performance in a positive or negative way, these factors can be behavioral, psychological, and social. It was found that children and youngsters who perform well academically, experience positive schooling develop social capability, and engage in pro-social behavior and establish good relationships with parents, teachers and peers (Masten, et al. 1995).
When parental encouragement and student performance in school settings have been studied, other factors have been associated with academic performance and achievement among youth. These factors include motivation (Alfaro, et al. 2006), goal orientation (Dupeyrat and Marine 2005) and self-efficacy (Bandura 1997). The engagement of parents in educational activities and some financial matters significantly affect the educational development of the student. If the parents don’t take part in their children’s educational matters the students don’t perform well. There are many researches which have investigated that participation of parents in their educational matters is utmost important (Bergsten 1998). Many researchers have resulted that if the parents take part in their children’s educational activities on regular basis, it enhances the performance of the children (Driessen, et al. 2005). Poor performance is significantly interlinked with some factors like; constituent mishandling, felony, and psychological issues (Driessen, et al. 2005). Parental involvement in school related matters of children is utmost important. Parent’s involvement may comprise regular meetings with the instructors, guiding mechanism for all school matters, and interaction with the child, to check the mark sheets of the student on regular basis. If the parents maintain this the child performs well in their academics. The parents always think about the future of the children and make planning for their education; they are one step forward and anxious about the coming stage of their child. When the child is at primary level, parents think about hid secondary level and when he is at secondary level Parents gradually alarm for his further education (Catsambis and Garland 1997).

There is a strong correlation between the monitoring of children and the progress in children’s education. Evidences are found for a low contribution of researchers in this area, the existing research work indicates that there are some reasons for parents to take part in their child’s educational matters. The research explores the effects of support from the parents and the performance of the child.

**METHODOLOGY**

The research was conducted to inquire the impacts of educational support from the parents and its effects on academic performance of secondary school students. So, the universe for the present study was limited to the schools of Islamabad. Population selection in social research is a little bit tricky. The researcher selected the children of 9th grade specifically for the reason as they have a much better mental capacity than that of lower grade students. For data collection from schools of Islamabad both males and females were selected and the justification to select the students of this grade was that, these students have more understanding capacity than that of lower grade students. The researcher employed the simple random sampling technique and lottery draw method was used in selection of schools. On this basis two schools were chosen. Both the genders were selected on equal basis, so one school from each gender was selected one from male side and other one from female side. After reviewing the literature, a Questionnaire was designed. Closed ended questions were included in the questionnaire about personal information. The data was then analyzed through SPSS. The Chi-square test was applied to test the significance of the association between the independent variable (level of parental involvement in their children’s academic activities) and the dependent variable (level of children’s academic achievement).

**RESULTS AND DISCUSSION**

<table>
<thead>
<tr>
<th>Parental encouragement to attain good grades</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>46</td>
<td>76.7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11</td>
<td>8.3</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Above results demonstrates parental encouragement to attain good grades in studies. (76.7%) responded that their parents often encourage them to attain good grades in studies. Least of them (8.3%) responded that their parents sometimes encourage them to attain good grades in studies while some of them (5%) responded that their parents never encourage them to attain good grades. Parental encouragement had a positive impact on the academic outcomes. Students whose parents encouraged them had better academic results.
compared to those whose parents don’t encourage them. The importance of the home environment and parental encouragement in the educational performance of the children is thus undeniable. The results of a study confirmed that parental encouragement and supportive home environment laid positive influence on educational achievement of the black students (Codjoe 2007).

HYPOTHESIS OF THE STUDY

The present segment of the study consists of hypothetical testing. Two variables are used for the hypothesis, the engagement of the parents and the performance of the students. The hypothesis used in this study was as: higher the involvement of parents, higher will be the performance of students.

Table. 2: Association between Parental Attitude regarding Supportive and Performance of Students

<table>
<thead>
<tr>
<th>Attitude of parents regarding supportive</th>
<th>Categorizing performance by students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>25</td>
</tr>
</tbody>
</table>

P value = 10932a df = 3 Asymp sig (2 sided)=0.012

The Chi-Square results revealed the findings that when the test was applied on sample consisting 60 students comprising both male and female in order to find out the relationship between supportive attitude of parents and its effect on the academic performance of students. The calculated value of chi-square was 10.932 with 3 degrees of freedom. Calculated as the p-value (.012) was less than 0.05. So we rejected the null hypothesis and concluded that supportive attitude of parents and academic performances of students are dependent. The calculated value showed that there is a considerable relationship between the two variables. Thus the above hypothesis is confirmed. From the above findings, it is summarized that the supportive attitude of the parents is found to be positively associated with the academic performance of students. Students who come from the families where parents were more supportive towards their education perform academically well as compared to those students whose parents didn’t show any involvement. The home background and parental attitude to school activities and education generally are some of the strongest and most persistent in determining a child’s interest and his consequent attitudes to education.

CONCLUSION

The results of the present research indicated that the engagement of parents in children activities related to education is linked with the performance of the children. Students with a greater extent of monitoring and supportive mechanism from their parents perform well in their academic activities in comparison with those whose parental involvement is less supportive. The study has also revealed that educated parents monitor their children’s activities properly and this leads towards better performance of children.

REFERENCES


Catsambis, Sophia, and Janet E. Garland 1997 Parental Involvement in Student’s Education During Middle School and High School. Center for Research on the Education of Students Placed At Risk.


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