

Parental Involvement and Students' Academic Performance at Higher Secondary Level

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Abstract

At the higher secondary level, parental involvement continues to be a significant predictor of students' academic performance. This abstract explores the relationship between parental engagement and academic success among students in this educational stage. Research consistently highlights the positive impact of parental involvement on students' learning outcomes, with active parental participation being associated with higher grades, increased motivation, and better overall academic achievement. However, the level and nature of parental involvement may vary depending on cultural, socioeconomic, and individual factors. The population was comprised of all higher secondary level of Lahore district. The instrument was questionnaire. The results indicate that understanding the dynamics of parental involvement at the higher secondary level is crucial for educators, policymakers, and parents alike, as it can inform strategies to enhance student learning experiences and promote academic success.

Keywords: Parental involvement, Academic performance, Higher secondary level

Introduction

The transition to higher secondary education marks a critical juncture in a student's academic journey, where the demands of coursework intensify, and the pressures of future academic and career pathways loom large. At this pivotal stage, the role of parental involvement becomes increasingly significant in shaping students' academic performance and overall educational outcomes. This introduction explores the dynamic interplay between parental engagement and students' academic success at the higher secondary level, highlighting its multifaceted impact and implications for educational stakeholders.

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Higher secondary education represents a crucial phase of academic development, setting the stage for future pursuits in higher education or the workforce. During this period, students confront a myriad of academic challenges, ranging from complex subject matter to heightened expectations for performance and achievement. In navigating these challenges, the support and involvement of parents play a pivotal role in shaping students' attitudes, behaviors, and ultimately, their academic success (Wilder, 2023).

Research consistently underscores the positive correlation between parental involvement and students' academic performance at the higher secondary level. Active parental engagement, manifested through various forms such as monitoring homework, communicating with teachers, and providing academic guidance and support, has been associated with improved grades, enhanced motivation, and increased likelihood of academic persistence. Conversely, lack of parental involvement or disengagement may exacerbate academic disengagement, hinder progress, and contribute to underachievement among students. However, the nature and extent of parental involvement can vary significantly depending on a multitude of factors, including cultural norms, socioeconomic status, family structure, and parental educational background. Understanding these nuances is essential for comprehensively assessing the impact of parental involvement on students' academic outcomes and designing effective interventions to promote educational equity and excellence (Tan, Lyu, & Peng, 2020).

Against this backdrop, this exploration delves into the complex dynamics of parental involvement in the context of higher secondary education, examining its implications for students, parents, educators, and policymakers. By elucidating the multifaceted nature of parental engagement and its influence on academic performance, this inquiry aims to provide insights that inform evidence-based strategies for fostering constructive partnerships between home and school, thereby empowering students to thrive academically and realize their full potential (Hornby & Lafaele, 2011). As the educational landscape continues to evolve, the significance of parental involvement in higher secondary education cannot be overstated. Beyond its direct impact on academic performance, parental engagement serves as a cornerstone for holistic student development, encompassing social, emotional, and cognitive domains. At the higher secondary level, where adolescents navigate not only academic rigors but also personal and identity formation, the support and guidance of parents assume heightened importance in nurturing well-rounded individuals equipped for future success (Novianti & Garzia, 2020).

Moreover, the role of parents as key stakeholders in the educational process is increasingly recognized by educational institutions, policymakers, and researchers alike. Acknowledging the symbiotic relationship between home and school environments, efforts to foster meaningful collaboration and communication between parents and educators have gained momentum. Recognizing parents as partners in their children's education, rather than mere spectators, is foundational to creating inclusive, supportive learning communities that prioritize student well-being and academic achievement. In light of these considerations, exploring the intricacies of parental involvement at the higher secondary level offers valuable insights into effective strategies for promoting student success and fostering a culture of educational excellence. By examining the factors that shape parental engagement, including cultural norms, socioeconomic disparities, and institutional barriers, educators and policymakers can identify areas for targeted intervention and resource allocation to mitigate inequities and enhance educational outcomes for all students (Ribeiro, Cunha, Silva, Carvalho, & Vital, 2021).

Furthermore, as education systems adapt to meet the evolving needs and challenges of the 21st century, the role of parents in supporting students' academic endeavors becomes increasingly nuanced and multifaceted. From navigating remote learning environments to facilitating career exploration and college readiness, parental involvement extends beyond traditional realms of academic support to encompass broader facets of student development and preparation for an ever-changing world. In light of these considerations, this exploration seeks to delve into the nuanced dynamics of parental involvement in higher secondary education, elucidating its far-reaching implications for students, families, schools, and society at large. By fostering a deeper understanding of the complex interplay between parental engagement and academic performance, this inquiry aims to inform evidence-based practices and policy initiatives that empower students to thrive academically, socially, and personally, laying the foundation for lifelong success and fulfillment.

Objective

1. To examine the level of parental involvement of students.
2. To explore the academic performance of students.

Research Design and Methodology

The primary data source was utilized in the current investigation. All higher secondary schools and colleges, both public and private, made up the population. Out

of the 216 upper secondary schools and colleges, there are 79 public and 137 private higher secondary schools and colleges (Higher Education Department, 2022). A sizable sample of educators and students should be included in the study. The sample was gathered using a multi-step sampling method. First, the researcher used a stratified sampling technique to identify public and private strata. Next, using the cluster sampling technique, the researcher divided the entire population into five clusters or Tehsils. The sample consists of 600 pupils. Public and private higher secondary institutions and colleges provided samples. Questionnaires were used as the study's instrument. There was the use of descriptive statistics.

Data Analysis and Interpretation

Table 1

Percentage of Respondent's Parental Involvement

Statements	SA	A	O	D	S.D
	(%)	(%)	(%)	(%)	(%)
My father visits my school	107 (50.0)	42 (19.6)	16 (7.5)	14 (6.5)	35 (16.4)
My mother visits my school	62 (29)	45 (21)	40 (18.7)	34 (15.9)	33 (15.4)
My father attends meeting with teachers	122 (57)	21 (9.8)	21 (9.8)	17 (7.9)	33 (15.4)
My mother attends meeting with teachers	61 (28.5)	31 (14.5)	35 (16.4)	37 (17.3)	50 (23.4)
My father attends my annual result function	101 (47.2)	25 (11.7)	17 (7.9)	20 (9.3)	51 (23.8)
My father receives my mark sheet	76 (35.5)	24 (11.2)	30 (14)	23 (10.7)	61 (28.5)
My mother attends my annual result function	48 (22.4)	29 (13.6)	35 (16.4)	29 (13.6)	73 (34.1)
My mother receives my mark sheet	53 (24.8)	36 (16.8)	24 (11.2)	22 (10.3)	79 (36.9)

Table 1 presents the attendance of the respondents' parents at parent-teacher meeting. Data showed that according to statement no 1, father of the 50 percent of respondents never visits the school and 19.6 percent rarely visit the school and 7.5 percent of the respondents argued that their fathers occasionally visit the school. Data elaborated that 6.5 of the percent respondents' fathers frequently visit the school and 16.4 percent very frequently visit the school. Table 1 also presents that 29 percent of the respondent's mothers never visit the school while 21 percent mothers rarely visit the school and 18.7 percent of the respondents' declared that their mother occasionally visit the school. Data explained that 15.9 percent of the respondents' mothers frequently visit the school and 15.4 percent very frequently visit the school. According to table 1, the majority 57 percent fathers never attend the parent-teacher meeting while 9.8 percent rarely attend the meeting and 9.8 percent occasionally attend the parents' teacher meeting. Data explained that 7.9 percent fathers frequently and 15.4 percent fathers very frequently attend the meeting with teacher regarding school performance of their children.

Table 1 also indicates that 28.5 percent of the mothers never attend parent-teacher meeting while 14.5 percent rarely attend the meeting and 16.4 percent occasionally attend the parent-teacher meeting. Data described that 17.3 percent mothers frequently and 23.4 percent mothers very frequently attend the meeting with teacher regarding school performance of their children. Table 1 presents that the majority 47.2 percent of the fathers never attend the annual result function while 11.7 percent fathers rarely attend the annual result function and 7.9 percent fathers occasionally attend the result function. Data also explained that 9.3 percent fathers frequently attend the annual result function and 23.8 percent fathers attend the annual result function of their children. Table 1 describes that the majority 35.5 percent of the fathers received their child's mark sheet while 11.2 percent fathers received the mark sheet of their child and 14 percent fathers occasionally received the mark sheet. Data also elaborated that 10.7 percent fathers frequently received the mark sheet and 28.5 percent respondents argued that their fathers received their mark sheet.

According to table 1, the majority 34.1 percent of the mothers very frequently visit the school while 13.6 percent mothers rarely visit the school and 16.4 percent mothers occasionally visit the school. Data also indicated that 13.6 percent mother frequently the school and 22.4 percent of the mothers never visit the school of their child. Table 1 indicates that the majority 36.9 percent of the mothers very frequently received the mark sheet of their child while 16.8 percent mothers rarely received the mark sheet and 11.2 percent mothers occasionally received the mark sheet. Table also

presents that 10.3 percent mothers frequently received the mark sheet and 24.8 percent of the mothers never received the mark sheet of their child

Table 2

Percentage of Respondents' Achievement/Academic Performance

Statements	SA	A	O	D	S.D
	(%)	(%)	(%)	(%)	(%)
The marks I achieved in previous class	51 (23.8)	13 (6.1)	38 (17.8)	50 (23.4)	62 (29)
My attendance in previous class	11 (5.1)	34 (15.9)	34 (15.9)	58 (27.1)	77 (36)
My performance in previous class test	16 (7.5)	20 (9.3)	52 (24.3)	54 (25.2)	72 (33.6)
My performance in previous class projects	16 (7.5)	30 (14)	30 (14)	52 (24.3)	86 (40.2)

Table 1 presents the data about respondent's achievement in previous class. Data indicated that the majority 29 percent of the respondents achieved excellent marks in previous class while 6.1 percent of the participants achieved average marks and 17.8 percent of the participants argued that they achieved good marks. Data elaborated that 23.4 percent of the respondents achieved very good marks and 23.8 percent achieved below average marks in previous class. Table 1 shows that the majority 36 percent of the participants have excellent attendance in previous class while 15.9 percent of the respondents have average attendance in previous class and 15.9 percent of the participants have good attendance. Data described that 27.1 percent of the participants have very good attendance in previous class and 5.1 percent of the respondents have below average attendance in previous class.

According to table 1 researcher found the majority 33.6 percent of the respondents perform excellent in previous class tests while the performance of 9.3 percent of the respondents perform average and 24.3 percent of the respondents perform good in previous class tests. Data explained that 25.2 percent respondents perform very good and 7.5 percent respondents perform below average in previous class tests. Table 1 elaborates that the majority 40 percent of the respondents perform excellent in previous class projects while 14 percent of the respondents perform average and 14 percent of the respondents perform good in previous class tests. Data

explained that 24.3 percent of the respondents perform very good while 7.5 percent of the respondents perform below average in previous class projects.

Discussion and Conclusion

An important factor in determining how well a student performs academically is parental participation. Empirical studies regularly demonstrate that children achieve better academically when their parents are involved in their education. This involvement can take many different forms, such as offering to help with schoolwork, volunteering at school functions, attending parent-teacher conferences, or just expressing interest in their child's educational experience. When parents are supportive and involved, students are more likely to develop positive attitudes towards school and learning. They feel encouraged and motivated to excel academically, knowing that their parents are invested in their success. Additionally, parental involvement fosters a strong sense of accountability and responsibility in students, as they understand the expectations set by their parents and strive to meet them (Bhutto, Siddiqui, Arain, & Anwar, 2020).

Furthermore, parental involvement extends beyond the academic realm and encompasses socio-emotional development as well. Parents who are actively engaged in their child's education often provide a nurturing and supportive environment at home, which can contribute to their overall well-being and mental health. This, in turn, creates a conducive atmosphere for learning and enhances academic performance (Berkowitz et al., 2021). Conversely, lack of parental involvement can have adverse effects on students' academic outcomes. When parents are disengaged or indifferent towards their child's education, students may feel neglected or unsupported, leading to disinterest in school and decreased motivation to succeed. Without the guidance and encouragement from parents, students may struggle to stay focused, resulting in lower academic achievement (Zucker et al., 2022).

In conclusion, parental involvement is a critical factor in determining students' academic performance. By actively participating in their child's education and providing support both academically and emotionally, parents can significantly influence their child's success in school and beyond. Therefore, fostering strong partnerships between parents, educators, and students is essential for creating a conducive learning environment and promoting academic excellence.

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