



# **Assessing the Relationship between Parental Involvement and Student's Grades**

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## Abstract

**Aim:** The aim of this research is to determine the influence of parental involvement on grades of undergraduate FCCU students. The independent variable is parent involvement and the dependent variable is student CGPA. Epstein's model is used as a theoretical frame for this study.

**Methodology:** This research is a quantitative cross-sectional study. Data was collected through convenience sampling. A total of 200 university students were sampled. To achieve gender equality, the population was made up of almost equal numbers of male and female volunteers. The study's participants were FCCU University students.

**Data analysis:** SPSS has been used for data analysis. First factor analysis has been used to show the reliability of the scale. Second, linear regression has been used to check the significance of and relationship between variables.

**Results:** Linear regressions showed that the study variables of parental involvement and CGPA are not significantly related. Other independent variables of age and gender and parental degrees are also not significantly related to CGPA.

**Conclusion:** The results indicate that parental involvement is not the only factor determining CGPA. It may be that other factors play a greater role for university students, such as self-study, self-motivation, environment, peers, and teacher and institutional support. Interventions may be needed to keep parents involved in university students lives to create balance between academic and co-curricular activities.

## **Introduction**

Parental involvement is acknowledged for contributing to better student achievement in developed regions of the world(KIM, 2002). Other research highlights that parental involvement is important for student balance of academic and co-curricular activities (Medley, 2000). It is also true that parental involvement in education plays a major role in achieving positive behavior and attitudes in youth(Anderson & Minke, 2010).

### **Significance of research**

Understanding the role of parents in student academic achievement is important as students need holistic support from parents, teachers and their institute. The absence of one agent can create imbalances and poor outcomes for students. This is especially of concern in a developing nation where there are serious problems and challenges related to human capital development and advancement.

### **Aim of study**

The main objective of this study is to determine how parental involvement in academic performance influences students grades.

## **Literature review**

There are three variables of parental participation which influence student achievement(Slowiaczek, 1994). The first is behavioral involvement, through which parents attend annual meetings or volunteer at schools. The second is personal involvement, through which parents remain personally involved in supporting children at home with a learning environment. The third is cognitive involvement, through which parents support activities and techniques that enhance child understanding and competence, such as reading and visiting libraries. According to this concept, parental participation in students' learning helps a student

because these relationships change children's motivation, perception of competence, and how they encourage student success. Parental involvement has been described as engaging children at home with school activities (Kathleen V. Hoover-Dempsey, 1997). When parents become more involved in their children's education, they encourage the formation of learning, abilities, talents, and a better level of confidence in overall performance. Parents usually are motivated to remain engaged with their children's academic progress as they desire their children to have a bright future and increased career prospects. (VENKATESHA MURTHY, 1999). Parental involvement is known to be a main promoter of high school and undergraduate students' academic success (Vijaya, 2016). It has also been found that if parents themselves achieved better grades, it becomes a motivator for their children to perform better (McLeod, 2015).

Effective parent involvement is clearly described as a very powerful way of supporting and boosting the overall educational performance of students (Hoover-Dempsey, 1995). A certain parenting style is regularly and unequivocally connected to a student's academic achievement. These are attentive as well as demanding parents. Parents' authoritative manner has a negative influence on children's success (Shute, 2011). Several research show that variables of family status and associated factors (e.g., time, energy, community interaction) are strongly linked to decision-making about parents extent of involvement. (Hobbs, 1984)

Though authoritative parents may set higher standards for their children, they are also known to provide more resources and environmental support to their children to secure higher achievement (Shute, 2011). Thus, parenting style is extremely important and needs to be researched according to region and culture, as it may vary across regions (Shute, 2011).

Parental expectation also plays a vital part in academic performance because that expectation keeps the parents involved within the student's academic life. Expectations of parents are determined by the student's academic abilities and the available resources for sustaining a particular degree of achievement (Yamamoto & Holloway, 2010). Students with little parental involvement in their education may remain unsure about their academic lives (Shute, 2011). Parental involvement in academic life is very important since it makes a difference in the accomplishments and future prospects of youth (Shute, 2011). If there is an unfavorable relationship between students and their parents, the student may experience more academic stress (Yamamoto & Holloway, 2010). Youth value the connection with parents and their involvement in academics can play a strong role in the motivation and commitment (Yamamoto & Holloway, 2010). When parents give more care, attention, particularly involvement, empathy at that time students show more positive results (Yamamoto & Holloway, 2010) (Asif Khan, 2014) (Regner & Dumas, 2009).

### **Theoretical framework**

The Epstein model for parental involvement has been used in this study, which has six elements that have been used to develop the questionnaire for the study. Five elements from this model have been included: 1. Learning at Home - includes parents and their children being involved in scholarly learning at home, (such as homework, goal planning, and other educational component tasks); 2. Communicating - includes parental communication with regard to school projects and development of students at school; 3. Decision-making - includes parent's decision-making for school choices and involvement in school administration and parent associations; 4. Parenting - Assisting children with education and learning; and 5. Volunteering - remaining involved as a volunteer at school.

## Methodology

### Ethics of Research

This research followed all ethical guidelines set forth for conducting research. Participants' personal information has been kept private and their responses have been taken anonymously. Before they completed the questionnaire, the respondents were provided an informed consent letter and asked to sign it willingly. The participants were informed that they were free to withdraw from the study at any time. No reward was offered to the respondents for their participation in the research.

### Research Design:

The research is a cross-sectional quantitative study. A closed-ended questionnaire was used for data collection, using internationally standardized tools.

### Research question

Is there a relationship between parental involvement and university student academic grades?

### Hypothesis

**Conceptual hypothesis:** Students whose parents are more involved in their education are more likely to get higher grades.

**Operational hypothesis:** The higher the parental involvement on the Epstein scale, the higher the CGPA of university student. (Alameda-Lawson, 2014)

### Variables

The Independent variable: The independent variable is parental involvement, which was assessed by using the Epstein model

Dependent variable: The dependent variable is CGPA of students

Control variable: Gender

### **Selection Criterion & Sample Size:**

A total of 200 Forman Christian College University (FCCU) undergraduate students were requested to participate in research including 50 students from each year (freshman, sophomore, junior, and senior). To guarantee that findings meet the study's model, the ratio was kept equal for gender equality. For each of the four years of study, there were 25 male and 25 female students. Students from other universities were not sampled due to the coronavirus pandemic and partial or complete lockdown. In addition, seeking consent and permission during lockdown and social distancing from other universities was a potential problem.

### **Sampling Method**

The selection criterion was Undergraduate FCCU students. Undergraduate students were sampled for this research through convenience sampling. The attempt was to sample students from different departments. Questionnaires were sent through Facebook and WhatsApp groups. Formanite Facebook groups were predominantly used, as student engagement was high in these groups.

### **Data collection**



Firstly, permission was taken from the University for data collection, through the Institutional Review Board, Forman Christian College University. Following that, a survey was mailed to the students of FCCU, along with a consent form for participants.

Data was collected using Google Survey to collect data online to ensure social distancing. The Google survey ensures that all data remains confidential and only accessible to the researcher. Google settings were set to guarantee that all responses were finished before submission is approved and that no names or identifying emails were recorded. The electronic consent form briefed the participants that only undergraduate students were requested to fill out the questionnaire. Respondent data was automatically sent from the Google survey to an Excel file, allowing coding and transfer to SPSS for analysis. Data collection started in the month of September 2021 and was completed at the end of October 2021.

### **Instrument**

A survey was used for data collection (Appendix B). The survey consists of 18 questions and 2 sections. Questions 1-5 are demographic questions asking about participants age, gender, CGPA and parents' qualification. These questions provided the basic information of the participant. Question 6-18 are derived from Epstein scale. (Alameda-Lawson, 2014) and were measured using a 5-point Likert scale (strongly agree to strongly disagree)

### **Data Analysis**

SPSS has been used for data analysis. Factor analysis has been used to show the reliability of the scale. Descriptive statistics have been reported for the participants, parental involvement, and student grades. Linear regression was then run to understand the relationship between study

variables. After assessing the validity and reliability of the scale the items in the scale were computed to create the composite variable of parental involvement. A p-value of less than 0.05 was considered significant.

### **Budget**

There is no expense or cost for this research study.

## **Results**

### **Reliability test**

Factor analysis for parental involvement scale showed that all the items had factor loadings greater than 0.5, which showed that the scale was valid. The Cronbach's Alpha value was greater than 0.7. The mean of the scale was 2.42 with the standard deviation of 14.61.

**Table 1: Factor Analysis**

Variable	Factor Loadings	Cronbach's Alpha	M ± SD
Parental Involvement		0.899	2.42 ± 14.61
1-My Parents communicate with my teachers and get myreport.	.575		
2-My parents discuss my study issues with me.	.826		
3- My parents have clear information about university events and assignments.	.954		
4- My parents have visited university.	.632		
5- My parents stay in touch with my academic progress and transcript.	.680		
6- My parents encourage me to learn and explore new courses.	.841		
7-My parents give me gifts or praise me when I get good results.	.813		
8-My parents force their decisions on me related to my academic life.	.875		
8-My parents help me in my assignments and university work.	.814		

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9-I think discussion with parents about my academic life helps me a lot to achieve my goals.	.885
10-I am happy with my parent's decision that they chose my career according to their wish.	.966
11-My parents try their best to make the best study environment at home	.799
12-My parents are educated and they know my subjects	.865

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## Descriptive Statistics

Table 2 displays the sociodemographic data of the participants. Most of the students are in the age group of 18-22 (47.2%). Majority of the respondents are female (52.8%). Nearly all respondents have a CGPA of above 3.0 (83.5%). Significant number of participants had fathers (31.8%) with literacy of matric or less; and a near majority of participants had mothers (45.5%) with literacy of matric or less.

Socio-demographic variable	<i>F</i>	%	Mean	SD
N =176				
Age				
18-22	83	47.2		
22-26	77	43.8		
26-30	16	9.1		
Gender of Respondent			1.47	.501
Female	93	52.8		
Male	83	47.2		
CGPA of Student			3.26	.438
1-2	3	1.7	.	
2-3	30	15.1		
3-3.5	71	40.3		
3.5-4	73	43.2		
Father's last degree			2.83	.922
Under matric	18	10.2		
Matric	38	21.6		
Bachelors	76	43.2		
Masters or above	44	25.0		
Mother's last degree			2.48	.968

Under matric	36	20.5		
Matric	44	25.0		
Bachelors	72	40.9		
Masters or above	24	13.6		

### Descriptive statistics of Parental Involvement and Student's Grades

Table 3 presents the involvement of parents in the studies and grade achievement of students. Nearly all the participants disagreed that their parents (i) communicated with teachers for results (42.6), (ii) had clear information about university events and assignments (42.1), or (iii) visited their university (46.6), (iv) helped them in my assignments and university work (44.1%), Majority reported that their parents: (i) encouraged them to learn and explore new courses (62.5), and (ii) forced their decisions on them related to my academic life (54.2%), (iii) discussed their academic life and helped them to achieve their goals (63.5%), (iv) gave them gifts or praise me when I get good results 59.1, and (v) tried their best to make the best study environment at home (77.3%). A near majority however, reported that they were not happy with their parent's decision about their career choice (41.5%)

Table 3  
Descriptive statistics of parental involvement

	Frequency	Percentage
<i>My parents communicate with my teachers and get my report</i>		
Strongly agree/agree	54	30.7
Neutral	47	26.7
Strongly disagree/disagree	75	42.6
<i>My parents have clear information about university events and assignments</i>		
Strongly agree/Agree	47	26.1
Neutral	55	31.3

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Strongly disagree/disagree	74	42.1
<i>My parents have visited my university</i>		
Strongly agree/agree	63	34.4
Neutral	31	17.6
Strongly disagree/disagree	82	46.6
<i>My parents encourage me to learn and explore new courses</i>		
Strongly agree/agree	80	62.5
Neutral	41	23.3
Strongly disagree/disagree	25	14.3
<i>My parents force their decisions on me related to my academic life</i>		
Strongly agree/agree	101	54.2
Neutral	41	23.3
Strongly disagree/disagree	34	45.8
<i>My parents give me gifts or praise me when I get good results</i>		
Strongly agree/agree	104	59.1
Neutral	36	20.5
Strongly disagree/disagree	36	20.4
<i>My parents help me in my assignments and university work</i>		
Strongly agree/agree	48	27.3
Neutral	49	27.8
Strongly disagree/disagree	78	44.1
<i>I think discussion with parents about my academic life helps me a lot to achieve my goals</i>		
Strongly agree/agree	112	63.7
Neutral	42	23.9
Strongly disagree/disagree	22	12.5
<i>I am happy with my parent's decision about my career choice</i>		
Strongly agree/agree	41	24.5
Neutral	59	33.5
Strongly disagree/disagree	73	41.5
<i>My parents try their best to make the best study environment at home</i>		
Strongly agree/agree	102	77.3

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Neutral	22	12.5
Strongly disagree/disagree	18	11.6
<i>My parents are educated and they know my subjects</i>		
Strongly agree/agree	106	60.2
Neutral	45	25.6
Strongly disagree/disagree	25	14.2

## Regression Results

Table 2 shows simple linear regression results for the study table.

A simple linear regression was calculated to predict parental involvement and student grade achievement. Independent variables of parental involvement, age and gender of respondent and parental degrees were also entered in the model. None of the variables showed significant results and the regression equation was as follows:  $(F(1,18)=1.590, p=0.224); R=0.405$ .

**Table 2:**  
**Linear Regression results for grade achievement and parental involvement**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error				
			Beta			
	(Constant)	3.473	.418		8.308	.000
	What's your age?	-.152	.156	-.300	-.972	.349
	Gender of student	.087	.180	.130	.482	.638
1	What is your father's last degree?	.032	.139	.104	.231	.821
	What is your mother's last degree?	-.011	.186	-.028	-.061	.952
	Parental involvement	.006	.006	.271	.990	.340

a. Dependent Variable: What's your current CGPA?

## Discussion

This study aimed to understand the relationship between parental involvement and students' grades. The importance of understanding the role of parents in the lives and achievement of

university students is an under-researched areas in Pakistan. The traditional order suggests that parents play a large role in the academic life of their children, however with time, Westernization, and the influence of social media and peers, it is important to understand the continued role of parents in the lives or more mature students attending university. The hypothesis of this study was that high parental involvement will predict higher CGPA of university students. However, the study results reject this hypothesis. There may be several reasons for this. The first is that university students are usually more independent of their parents and parents are mostly unaware of the university systems and thus interfere less in their children's life. At university level there is overall less communication between parents and instructors. Additionally, other scholarship shows that parental involvement has low influence on university student grade achievement, and that other factors play a more important role such as motivation and teachers (Elliot, 2008). The learning environment, peers, and institute also influence grade achievement of university students (Pintrich, 2002)

The study results also show that very few parents communicate with teachers. This is of concern, as research shows that when parents and teachers communicate it has a better impact on student performance (Susan P, 2011). Furthermore, when teachers are in contact with parents, they are able to learn more about the background needs of students and thus support them better in the classroom environment (L. Shelton, 2017). The results also show that majority students are forced to choose subjects based on their parent's choice. Research suggests that when parents dictate academic choices upon their children, it has a negative impact on their focus and commitment levels (Gaunt, 2016). A significant number of the participants claimed that they have no help or guidance at home from their parents. Scholarship highlights that when students

have a support and guidance from their parents in terms of safety and healthy interpersonal relationships, it can help in academic achievement(Barron, 2002).

### **Limitations**

The first limitation is the small sample size which may not have yielded accurate or reliable results. If the data was collected at secondary level the results may have been different, as younger students depend more on parental involvement. Another limitation is that due to the pandemic data could only be collected from one university. Lastly, this is a perception-based survey which could mean students have erroneously reported parental involvement in their lives due to social desirability bias and desire to show independence.

### **Concluding Recommendations**

This study reveals that parental involvement in university student's grade achievement is low. Of concern is that student achievement may be greater with higher parental involvement. There is need for interventions in Pakistan to mobilize a positive role of parents in remaining involved in students lives. The aim should be to keep parent communication with children and teachers present to ensure student progress and achievement. Parents are also needed in joint decision-making and informal counseling as university students face considerable challenges and stresses related to both academia and personal issues. Parents can play an important role in creating balance for university students between academics and co-curricula activities during early years and months of joining the university.



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### **Appendix A: Informed Consent Form**

This is a completely confidential research project. Any information regarding participants identity will not be recorded or stored. Any publication resulting from this study will not include any personal information. Only the researcher, faculty, and IRB will get questionnaires. Personal data will never be exposed in any introduction or other official forum, and the softcopy of the papers will be transferred through encrypted messaging. The personal data and information will be recorded on Laptop and encryption key or password will be required to open the document. There'll be no violation of confidentiality

I..... voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that this study is about parental involvement and student learning outcomes

I understand that I will not benefit directly from participating in this research.

- I agree to fill this questioner.
  
- I understand that all information I provide for this study will be confidential.
  
- I understand that in any report on the results of this research my identity will not disclose.
  
- I understand that the information given on survey and will be kept confidentially.
  
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Thankyou! Your participation means a lot and is highly appreciated

**Signature of research participant**

**Researcher:** Saira Saeed

**BSc. Hon, Department of Sociology, Forman Christian College**

**19-10248@formanite.fccollege.edu.pk**

**Date:**

## Appendix B: IRB Certificate



**FORMAN CHRISTIAN COLLEGE**

**(A Chartered University)**

**Institutional Review Board**

### IRB Approval Certificate

**IRB Ref: IRB-300/07/2021**

**Date: 30-07-2021**

**Project Title: Assessing the Relationship between Parental Involvement and Student's grades.**

**Principal Investigator: Saira Saeed**

**Supervisor: Dr. Sara Rizvi Jafree**

Institutional review board has examined your project in IRB meeting held on 30-07-2021 and has approved the proposed study. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent or any other change then IRB must be notified immediately.

Please be sure to include IRB reference number in all correspondence.

Dr. Kauser Abdulla Malik H1,SI,TI  
Chairman, IRB  
HEC Distinguished National Professor (Biotechnology)  
Dean Postgraduate Studies  
Director, Research, Innovation & Commercialization (ORIC)  
Forman Christian College (A Chartered University)  
Lahore

### Appendix C: Survey Questionnaire

#### Questionnaire

Questions 1-5 are Demographic questions. Question 6 to 18 are based on 6 elements of Epstein model used in this research.(Epstein, 1987)

		(a)18-22	(b)22-26	(c)26-30	(d)Above 30
1	What's your age?				

2	What's your current CGPA?				

3	What is your Gender?	(a)male	(b)female

		(a) Under matric	(b) Matric	(c) Bachelors	(d) Masters or above
4	What is your father's last degree?				
5	What is your mother's last degree?				

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	My Parents communicate with my teachers and get my report					
7	My parents discuss my study issues with me					
8	My parents have clear information about university events and assignments					
9	My parents have visited					

	my university					
10	My parents stay in touch with my academic progress and transcript					
11	My parents encourage me to learn and explore new courses					
12	My parents give me gifts or praise me when I get good results					
13	My parents force their decisions on me related to my academic life.					
14	My parents help me in my assignments and university work					
15	I think discussion with parents about my academic life helps me a lot to achieve my goals					
16	I am happy with my parent's decision that they chose my career according to their wish.					
17	My parents try their best to make the best study environment at home					
18	My parents are educated and they know my subjects					