

Micro Management of Parents & Its Relation to Academic Performance of Children

¹Dr. Abash Parida, ²Mr. Tesfaye Diriba Terfa

¹Assistant Professor, Department of Sociology & Social Anthropology, Wollega University

²Lecturer in Department of Sociology & Social Anthropology, Wollega University

Abstract: Most people asked whether parental involvement benefits children academically, would say, “of course it does.” But evidence from our research suggests otherwise. In fact, most forms of parental involvement, like observing a child’s class, contacting a school about a child’s behavior, helping to decide a child’s high school courses, or helping a child with homework, do not improve student achievement. In some cases, they actually hinder it.

Keywords: Academic Performance, Parents, Monitoring, Habits.

1. INTRODUCTION

The world is becoming more and more competitive and quality of performance is the key factor for personal progress. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. Parents desire that their children climb the ladder of performance to as high level as possible. But always there is a unnoticed attitude towards girls academic performance This desire of a high level of achievement puts a lot of pressure on Students, teachers, institutions and the educational system itself in general. In fact it appears as if the whole system of education revolves around academic achievement of the students, though various other outcomes are also expected from the system. Thus, a lot of time and efforts of the schools are utilized in helping students to achieve better in their scholastic endeavors. The importance of scholastic achievement has raised several important questions for educational researchers. What factors promote achievement of students? How far do the different factors contribute towards academic excellence? The answer to such questions is not easy because of intricate human personality. Hence, efforts have always been made to find out strategies and mechanism to improve excellence. Therefore, many factors have been hypothesized and researched by the researchers. They come out with different results, at time, complementing each other but at times contradicting each other.

As a foundation for development, education enables individuals to make genuine choice about the kind of live they wish to lead. It plays a crucial role in teaching young people about their rights to information to service, to political representation and to be accountable to government . It is a means of not only for development of so city in economy ,politics and culture, it is human rights thus it should be given to boys and girls equally since the purpose of education is to release the potential in every human being ,no educational system tolerates discrimination or in equality of any sort

According to united nation education scientific and cultural organization UNESCO,(2016),at present out of 862 million illiterates worldwide two third of them are women this a fact that illustrates a substantial gap how much women can take part in education Girls have limited access to education has compared to boys . Has a data from the ministry education indicates, school environment for girl is lower than boys. 3.95 million girls compared to 3.15 million boys in the age group of 14-17 have no access to education.(ministry of education,2014-15).another study led by educational bureau showed that participation of girls in higher education was 14.2% where as the boys was 30.35.

2. SOCIAL DETERMINANTS AND ACADEMIC ACHIEVEMENT

Achievement refers to the scholastic achievement of the pupils at the end of an educational programme or the competence they actually show in the school subjects in which they have received instruction. Achievement is the accomplishment or acquired proficiency in the performance of an individual with respect to a given knowledge or skill. Thus, achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the achievers. The term has been defined by different persons in various ways.

Stagner (1962) defined achievement as a degree of proficiency or progress made by pupils in the mastery of school subjects. According to Crow and Crow (1969) achievement refers to the extent to which a learner gets profit from instructions in a given area of learning i.e. achievement is reflected by the extent to which knowledge or skill has been acquired by a person from the training imparted to him. Saxena and Dwivedi (1979) consider that the term scholastic achievement refers to the attainment or accomplishment in the field where a subject receives some instruction or training. According to Clifford et al. (1986), achievement is the task oriented behaviour that allows the individual's performance to be evaluated according to some internally and externally imposed criterion. According to Rao (1980) achievement is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. In the words of Verma and Upadhyay (1981) achievement is the attainment or accomplishment of an individual in some or particular branch of knowledge after a certain period of training. The achievement score of a student indicates towards the future success of the individual.

Analyzing the definitions mentioned above, we can conclude that academic achievement refers to the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is determined by the grades, or marks secured by the students in the examination. It reveals the level of educational accomplishment in various subjects taught in educational institution. It also reveals the quantity and quality of learning attained in a subject of study after a period of instruction. Besides being the criterion of promotion to the next class, academic achievement is also an index of future success and determines the pattern of one's living. In view of this, the factors which play an important role in determining an individual's academic achievement need to be studied.

It is to be pointed out also that, academic achievement is a very complex variable, a resultant of diverse factors of different kinds intellectual and non-intellectual, acting and interacting in a variety of ways. Intelligence, personality factors and socio-economic background are some of the factors which are considered to be having an influence on academic achievement. In view of this it is important to undertake a systematic search into these three factors in relation to academic achievement.

Academic pursuits seem to emerge as the important and relevant aspect of life where people try to do their best over the others. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible that they even set up measures of academic achievement for their children without due consideration of their capacities and essential physical fitness. This desire for a high level of achievement puts a lot of insistence on students, teachers, schools and the educational system itself. In fact, it appears as if, the whole system of education revolves round the academic achievement of students, though various other outcomes are expected from the system. Thus a lot of time and effort of the school are used for helping students to achieve better in their scholastic endeavors.

The effectiveness of any educational institution is measured by the extent the pupils involved in the system achieve in cognitive, affective and psycho-motor domains. Therefore, academic achievement predictors generally consist of cognitive measures, pertaining to mental ability or intelligence and non-cognitive measures, especially personality traits which continue to support that both cognitive ability factors and certain personality traits consistently predict academic achievement. So, academic achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement cannot be ignored. To maximize the achievement of students within a given set-up is the goal of every school. Research has come to our aid by looking into what variables like personal, home, college, teacher, etc. promote achievement or deter it. A good number of variables such as personality characteristics of the learner, the socio-economic status from which he hails, the organizational climate of the school etc influence achievement in different degrees.

3. FACTORS ASSOCIATED WITH ACADEMIC ACHIEVEMENT

There are many advocates and studies which are considering the factors of school achievement; great emphasis is placed on achievement right from the beginning of formal education. But one possibly ignores those aspects in which individuals differ from one another. The starting points may come from academic achievement itself where wide ranging variations occur from the point of non-performance to the point of outstanding achievement. If we consider a group of students, a few students are found to be high achievers on the one hand, and a few are low achievers on the other, while a sizable number of students always appear as average achievers. The question arises as to why such a difference in academic achievement appears when the schools provide more or less uniform instructional and environmental facilities? Is this difference due to certain psychological factors? Does this difference depend upon inherent qualities? Or is there any single factor or host of factors which account for all differences in academic achievement? These questions often appear in the minds of the educators, educationists and the psychologists, but with hardly satisfactory answers. Various investigations have explored numerous factors which are found responsible for academic achievement of an individual like his personality, intellectual ability, environment etc. Such factor seems to come under two general heads:

- (i) Intellectual Factor, (Retention and Intelligence)
- (ii) Non-intellectual Factors. (Family Climate, Socio-economic factors, Study habits)

Family Climate and Academic Achievement:

The infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with the family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals and patterns of behavior of his family members. In this way, family continuously influences him throughout his life. For the upbringing of the child, there is no better institution than the family. All the members of the family act and react and this process of give and take teaches many things to the child. In brief, each member of the family has an important role to influence the personality of the child. It is in the family, where the foundation of a healthy or unhealthy personality is laid down. It is the family which satisfies most of the basic human needs physical, psychological and social. A child needs to have a sense of security not only physical but also emotional. He needs to be able to take for granted complete affection from all members of the family but also be able to express his love in various ways. Only then a sense of being wanted develops. Happy and harmonious relationship between children and parents and other members of the family contribute to the development of sense of security. Through this, child develops a sense of belongingness. He needs to have a place in the family structure and be recognized as an individual and must be respected. Child's needs and feelings should neither be taken for granted or ignored.

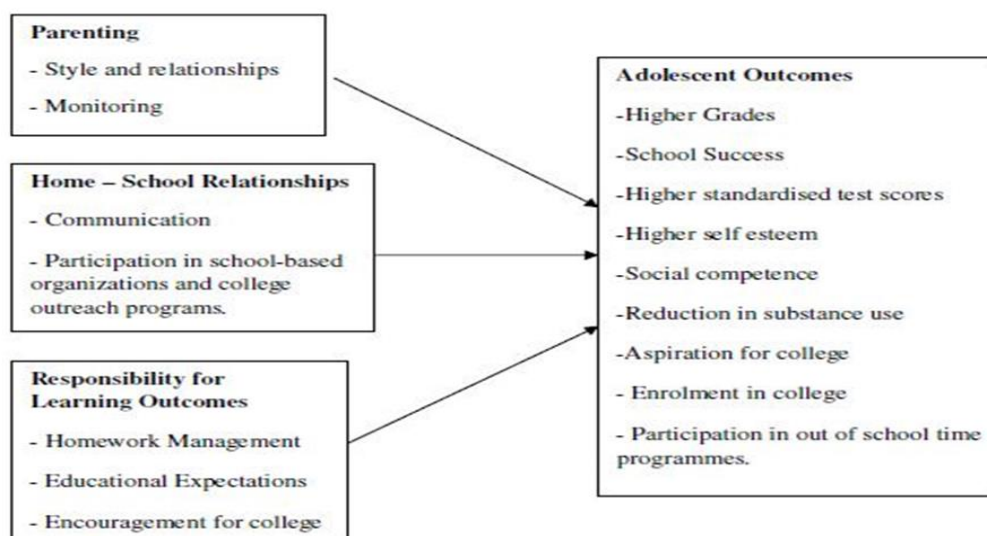


Figure- 1.1 Processes of Family Involvement and Adolescent Outcomes
(Kreider et al, 2007)

Figure: 1

Study Habits and Academic Achievement:

Learning is highly complex process in education. Different psychologists have tried to explain this in their own ways. The Oxford English Dictionary (2007) defines “Learning” as knowledge got by study; to get knowledge by study. Longman Dictionary of Contemporary English (2004) Defines “Learning” as knowledge gained through reading and study. On the other side

Habit” is defined as something that you do regularly or usually, often without thinking about it because you have done it so many times before”. Above definitions suggests that learning is the end point of study. In other words we can say that, learning involves the development of proper study habits and skills and habits are not innate abilities like intelligence, but they are generally formulated, acquired, cultivated and fixed by repeated efforts

Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. It is one of the major factors effecting academic achievement of the students. Psychologists and educationists believe that good study habits are the gateway of knowledge and wisdom. It is one of the effective means of systematic development of knowledge, language and personality of the individual. There are many factors like concentration, motivation, keen observation, adjustment in school, networking etc. which influence the proper development of study habits.

4. SOCIO-ECONOMIC FACTORS

Socio-economic background means the position that an individual or family occupies by means of his/her education, occupation and income in the group activities of the communities. So, Socio-economic background of the family not only helps a student in getting higher education but also it helps in academic achievement It is important in one’s achievement, because the higher the socio-economic background, the better the educational facilities that are available together with more intellectual stimulation. Socio-economic background seems to influence a student’s attitudes, values, motivation etc. and thus his academic achievement. Economic background of the parent also plays an important role because smooth continuation of study becomes difficult under economic deprivation. Balasubramanyan (1997) reported that socio-economic status was the domineering variable in the cluster of environmental variables. Clark (1927) found that students whose parents had college education ranked higher in scholarship. Occupational background is an important socio-economic characteristic that go together with educational accomplishment Likewise, income of the parents also play an important role in contributing to the academic achievement of the students as higher income of the parents can be helpful in providing better facilities for the children at home.

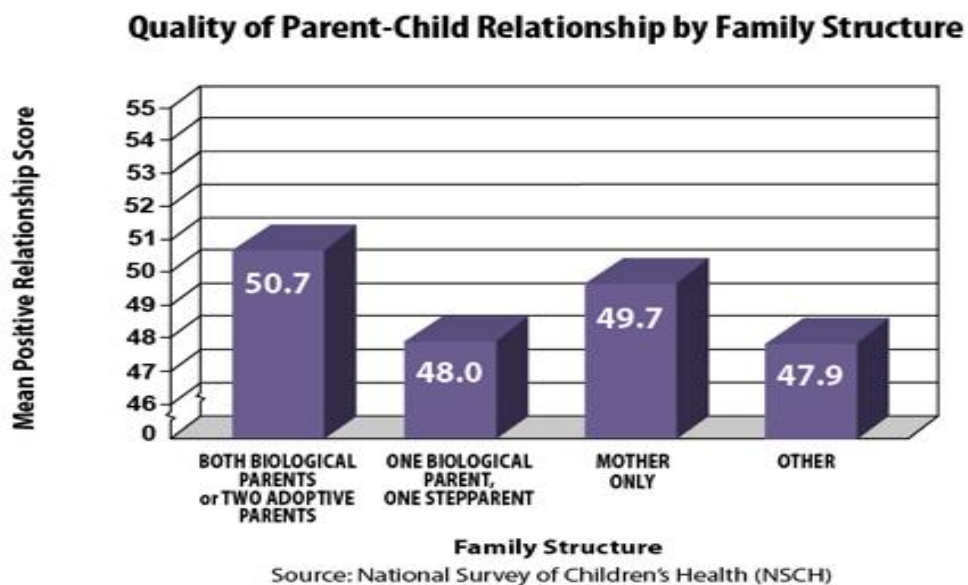


Figure 2

Some studies report that difference in socio- economic background does not show any evidence in the difference of achievement. But it has been observed from the studies of Pandey and Maikhuri (2013) that there is a significant difference between academic achievements of adolescents belonging to high and low socio-economic background. It is, thus apparent that socio- economic background is positively associated with the academic achievement of the students .It also reveals that socio-economic status has either significant positive relationship with students’ academic achievement or a significant impact on achievement.

In the tool used to measure the socio-economic background of students in the present study, the social component is composed of fathers and mothers educational and occupational level. The economic component is composed of fathers and mothers income. Parents who are educated may be expected to try to imbibe the needed interest and motivation to learn in their offspring. Also parents who are in an occupation considered high in the society would expect their children to reach similar high occupational position. These parental expectations indirectly push the children to put in more effort in the academic studies the success in which will be a major factor in fulfilling these expectations. The economic component of the parents can also be expected to contribute to the academic achievement of pupils. In the present world today a home which provides better opportunities for students offers better learning provision for them. Providing such opportunities to children depends mostly on the economic position of their parents. Thus it may be expected that socio-economic background play an important role in the academic achievement of the pupils.

5. PARENTING OF ADOLESCENTS

Parenting is the family involvement process that consists of parents' attitudes, values, and practices in raising adolescents. The parenting styles used to engage adolescents, the quality of parent–child relationships, and the ways parents monitor their behavior collectively and uniquely influence adolescent achievement. **Parenting style and parent–youth relationships:** Warm, responsive parenting in adolescence is related to school success and positive social and emotional outcomes (Mandara, 2006). Adolescents with supportive parents exhibit higher rates of self-reliance, identity formation, school performance, and positive career-planning aspirations, as well as lower rates of depression and delinquency. Youth who share trusting relationships with their parents—characterized by mutual and sustained bonds and open communication—have higher achievement and better physical health and are more likely to disclose information to their parents that will keep them out of trouble (Pong, Hao, & Gardner, 2005).

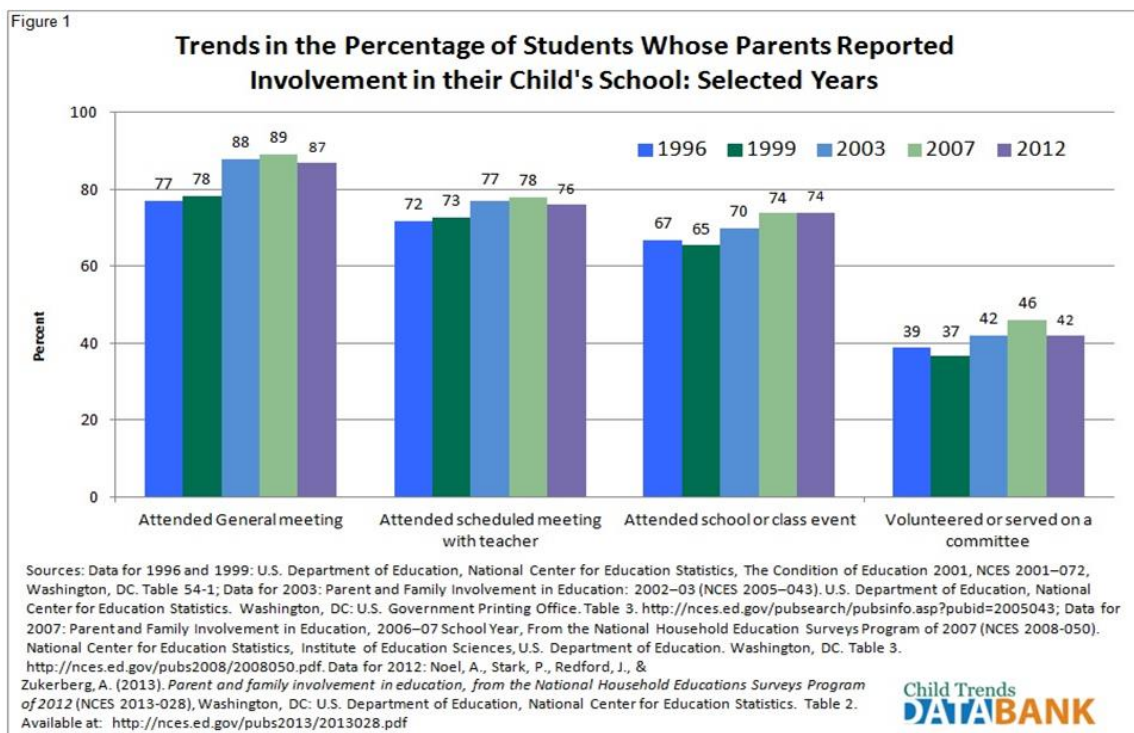


Figure 1

6. MONITORING

Monitoring represents a parent's—or another close adult's—attempts to know what is going on in an adolescent's life. Monitoring of social activities, such as being aware of an adolescent's whereabouts, decreases school problems, substance use and delinquency, and promotes social competence and good grades. By monitoring adolescents' academic and social lives, parents can prevent emerging problems from becoming big ones, foster identity achievement, and promote academic growth (Catsambis, 2001). Parental monitoring is also linked with youth's pro-social competency, fewer problem behaviors, and school adjustment and engagement; the latter refers to whether or not students pay attention in class, take school seriously, and want to do well in school (Rankin & Quane, 2002). Parental monitoring is most effective for academic motivation and achievement when adolescents perceive their parents as truly invested in their well-being and caring about them (Spera, 2006).

However, the effect of parental monitoring might differ for girls and boys. For at-risk inner-city boys, school engagement was greater when parental monitoring was high, but for girls, school engagement depended on both high parental monitoring and high family cohesion

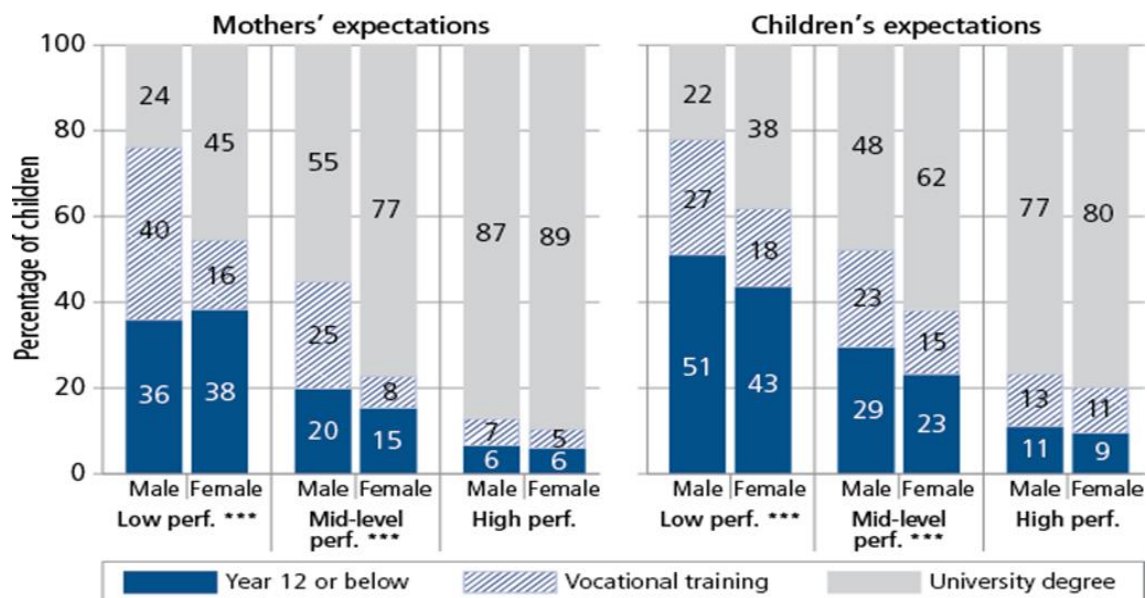


Figure 4

7. A SOCIOLOGICAL DIRECTION TOWARDS PARENT, CHILD & ACADEMIC PERFORMANCE

Parents matter — a point made clear by decades of research showing that a major part of the academic advantage held by children from affluent families comes from the “concerted cultivation of children” as compared to the more laissez-faire style of parenting common in working-class families. But this research also reveals something else: those parents, of all backgrounds, don’t need to buy expensive educational toys or digital devices for their kids in order to give them an edge. They don’t need to chauffeur their offspring to enrichment classes or test-prep courses. What they need to do with their children is much simpler: talk.

But not just any talk. Although well-known research by psychologists Betty Hart and Todd Risley has shown that professional parents talk more to their children than less-affluent parents — a lot more, resulting in a 30 million “word gap” by the time children reach age three — more recent research is refining our sense of exactly what kinds of talk at home foster children’s success at school. For example, a study conducted by researchers at the UCLA School of Public Health and published in the journal Pediatrics found that two-way adult-child conversations were six times as potent in promoting language development as interludes in which the adult did all the talking. Engaging in this reciprocal back-and-forth gives children a chance to try out language for themselves, and also gives them the sense that their thoughts and opinions matter. As they grow older, this feeling helps middle- and upper-class kids develop into assertive advocates for

their own interests, while working-class students tend to avoid asking for help or arguing their own case with teachers, according to research presented at American Sociological Association conference in 2015.

Figure 1: Framework of the selected factors with a direct impact upon students' academic Achievement

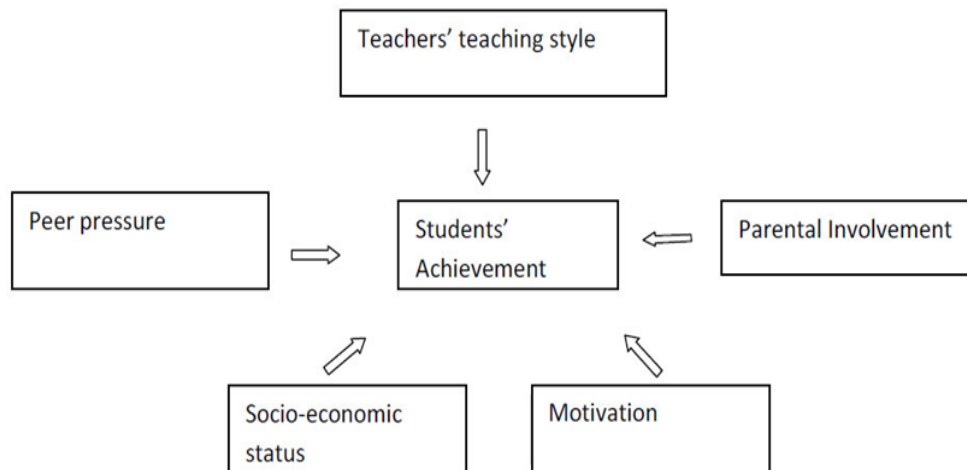


Figure 2

Most people asked whether parental involvement benefits children academically, would say, “of course it does.” But evidence from our research suggests otherwise. In fact, most forms of parental involvement, like observing a child’s class, contacting a school about a child’s behavior, helping to decide a child’s high school courses, or helping a child with homework, do not improve student achievement. In some cases, they actually hinder it.

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents’ own resources as well as the public expenditures for imparting formal education in schools. For example, 50 per cent students fail in secondary level education examinations means loss of half of the public budget spent on educating the students and parents expenditures for purchasing books and other allied expenses for educating their children. Besides bearing the financial expenses of educating children, parental involvement in academic activities of their children may not only save personal and public spending but also it would be contributive in improving the quality of education of children at individual and national level

Numerous studies, mostly from developed countries, have shown that parents are more likely to be involved with their children’s education at home than in school (Lee & Bowen, 2006; Mau, 1997; Patrikakou & Weissberg, 2000). Research also has demonstrated that a positive relationship exists between at-home parental involvement and a range of school-related outcomes, including academic achievement, school engagement, and socio-emotional adjustment (Izzo et al., 1999). At-home parental involvement activities (e.g., checking homework, communicating about school, and reading with children) are shown to be related to positive academic outcomes of minority students in the United States (Jeynes, 2003; Sui-Chu & Willms, 1996).

In general, research conducted in the United States supports the positive effects of at-home parental involvement on a variety of educational outcomes, but a few studies suggest that there may be no—or perhaps even a negative—effect. For instance, a meta-analysis of parental involvement and academic outcomes for urban adolescents suggests that communicating about school and checking homework have no significant effect on academic performance after controlling for SES. Further, studies of nationally representative samples of high school students find a negative relationship between parental involvement at home (e.g., checking on and helping with homework) and academic achievement among immigrant and minority students. The observed negative association suggests that the more involved parents are in their children’s school work, the less likely their children are to perform well.

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