

## **Parental and Related Factors Affecting Students' Academic Achievement**

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### **Abstract**

Numerous components impact the educational outcomes of students. Several of these have been studied by researchers, with many emphasizing the roles of students, schools, governments, peer groups, and others. Often, some of these factors affecting academic achievement are traced back to parents and family—being the primary stage where learning not only begins but is also nurtured, encouraged, and developed, which later influences students' performance. This study not only explores parental and related factors that predict academic achievement through a review of relevant literature but also examines the impact of parental background on the academic performance of senior secondary school students. As one of the criteria of education quality, students' academic achievement was analyzed since it is most frequently cited as an indicator of school effectiveness by educationists and school administrators. Data collection was carried out through interviews and well-structured questionnaires administered to one hundred (100) students within the target local government area. The statistical analysis revealed that parents' attitudes toward their children's education had a significant impact on students' self-reported academic achievement. However, factors such as parental education and socio-economic background showed no significant relationship with students' self-reported academic performance.

**Keywords** – Parental factors, students

### **I.INTRODUCTION**

The upbringing and development of a child are largely placed in the hands of parents. This aligns with the common assertion of sociologists that education is an instrument of social change whose foundation begins at home. It is reasonable to assume that parental socio-economic background can influence the academic

achievement of children in school, since anything that affects the child's developmental environment can also impact their educational progress.

For example, when a woman's nutritional status improves, so does the nourishment of her young children. Academic performance measurement has received considerable attention in past research. It is one of the challenging aspects of educational studies; students' academic outcomes, particularly in science, are influenced by social, psychological, economic, environmental, and individual factors. These factors strongly shape performance, but their effects vary across individuals and nations. Most previous studies on academic performance have investigated issues such as gender differences, teacher education and teaching styles, classroom environment, socioeconomic variables, and family educational background.

Educational services are often intangible and difficult to measure, as they result in the transformation of knowledge, life skills, and behavioral changes in learners. Thus, there is no universally agreed-upon definition of quality in the educational field, as the meaning of education quality differs from culture to culture.

### **Statement of the Problem**

Family income has long been identified as having a positive impact on student persistence and academic achievement. The reasoning behind this is that students from lower-income families are often required to work harder than those from higher-income families. Lower-income students typically dedicate more hours to employment and fewer hours to academic work. Those who were fortunate enough to access government financial aid often had to navigate a complicated process to secure it. These financial pressures have caused many low-income students to disengage from school or drop out.

### **Methodology**

This section outlines the design of the study, the sampling method, the description and administration of the instruments, and the procedures used in collecting and analyzing the data.

#### **A. Research Design**

The research focused on explaining significant information about parental background and students' academic achievement. In addition, questions were asked to examine the impact of other factors in establishing a clear relationship between parental background and students' performance.

#### **B. Population of the Study**

The population for this study consisted of science students (both male and female) from four (4) selected public higher secondary schools. Two hundred (200) students were randomly chosen from these schools within the Local Government Area (L.G.A).

### **C. Sample and Sampling Technique**

A total of two hundred (200) higher secondary school students were selected through random sampling from four schools within this L.G.A. Random sampling was employed for convenience in selecting both schools and respondents, using a table of random numbers.

### **Objectives**

#### **General Objective**

To examine the influence of parental and related factors on the academic achievement of students.

#### **Specific Objectives**

1. To identify the effect of parental and family background on students' academic achievement.
2. To study the impact of parents' academic status or qualifications on students' educational accomplishment.

### **Review of Literature**

- **Paculan et al. (2019)** studied the influence of family on the academic motivation of children. Participants were selected using stratified random sampling, based on family type (nuclear, extended, single-parent, separated, stepfamily, and grandparent family). Ten students were randomly selected from each family type group, aged 12–18 years. Results showed that family members supported children in their learning process, offering emotional assistance. Most children did not report academic pressure from their family but did acknowledge positive effects on academic motivation.
- **Newton and Butler (2019)** investigated the impact of classroom temperature on students' performance, motivation, and attendance. A mixed-method approach was employed, using observation, focus group discussions, and surveys. Findings indicated that a comfortable classroom environment significantly improved students' attendance, academic behavior, motivation, and achievement.
- **Jain and Mohta (2019)** explored the influence of home environment on academic performance among 120 students (60 girls and 60 boys) in Kota city. The Home Environment Scale of A. Akhtar and S.B. Saxena (2011) measured parental expectation, involvement, stimulation, and encouragement. Results showed a positive and significant correlation between home environment and academic achievement, with no gender differences in the correlation strength.
- **Gosain (2018)** examined the relationship between academic motivation and home environment among 120 school students. The Home Environment Inventory of Misra (1989) measured factors such as control, protectiveness,

punishment, consistency, social isolation, rewards, rights, nurturance, rejection, and tolerance. Academic anxiety was measured using the Singh & Gupta (1984) scale. Results indicated a significant positive correlation between home environment and academic motivation. Negative correlations were found for social isolation, nurturance, and permissiveness, with variations in correlation strength between boys and girls.

### **Factors As Predictors of academic Achievement**

This display considers center on such parental components as parents foundation, instruction and state of mind as they influence the scholarly fulfillment of understudies.

#### **A Research Question**

Does parental background have any influence on the tutorial attainment of students?

#### **B. Research Hypothesis**

1. Parental family foundation or status does not have critical impact on the scholastic accomplishment of students.
2. Parental instructive background/ qualification has no noteworthy impact on students' scholarly achievement.
3. Parental demeanor towards their children's scholarly accomplishment has no noteworthy impact on the scholarly accomplishment of the understudies.

#### **C. Theoretical Framework**

The theoretical framework during this gift study relies primarily on two theories as follows;

1. Champion theory and
2. Social learning theory

#### **D. Functionalist Theory**

It is consistent with the hypothesis of human capital and keeps up that instruction could be a asset opened similarly to everyone but family of parent impacts it in conjunction with individual characteristics and level of instruction individuals achieve. From this viewpoint, people accomplish as much as they intrinsically competent of accomplishing in an instructive framework.

The functionalist defenders contend that children in spite of the fact that, designs and investigation are fortified by family socialization hone and a few of which are information improving and others are information inhabitancy, since superior off families or guardians tend to support information upgrading socialization of their children whereas children from the lower category of guardians confront extreme issues at school such as restricted lexicon and destitute casual learning environment at domestic which are mindful for creating distinctive level of cognitive capacity and commitment to instruction among lower course understudies is ascribed to socialization by guardians who are incapable to supply their off springs with appropriate mental environment.

### **E. Social Learning Theory**

Social learning hypothesis sets that learning may be a cognitive prepare that takes put in a social setting and can happen purely through perception or coordinate instruction, indeed within the nonattendance of engine generation or coordinate fortification. In expansion to the perception, learning too happens through the perception of rewards and disciplines, a handle known as vicarious fortification.

The hypothesis extends on conventional behavioral speculations, in which conduct is represented exclusively by fortifications by placing accentuation on the vital parts of different inside forms within the learning person.

### **Results and Discussions**

**Table No - 1**  
**Demographic Data of The Respondents**

|                     | Gender |        | CLASS |       |
|---------------------|--------|--------|-------|-------|
|                     | Male   | Female | HS I  | HS II |
| <b>Frequency</b>    | 84     | 116    | 120   | 80    |
| <b>Percentage %</b> | 42     | 58     | 60    | 40    |

Source: Compiled by primary data

The demographic knowledge of the respondents was shown in Table I. there have been Sixteen Personality Factor Questionnaire feminine respondents over. Their male counterparts. Similarly, the respondents distributed across the senior categories within the chosen school. The best range of respondents was from HS I (120) HS II recorded all-time low range of respondents (80).

**Table No - 2**  
**Student's Self-Assessment of Academic Achievement**

| <b>Self-assessment</b> | <b>Frequency of respondents</b> | <b>Percentage (%)</b> |
|------------------------|---------------------------------|-----------------------|
| <b>Very Good</b>       | 48                              | 24                    |
| <b>Good</b>            | 70                              | 35                    |
| <b>Average/Fair</b>    | 58                              | 29                    |
| <b>Poor</b>            | 2                               | 1                     |
| <b>Unspecified</b>     | 22                              | 11                    |
| <b>Total</b>           | <b>200</b>                      | <b>100</b>            |

Source: Compiled by primary data

The results of the self-assessment of scholars discovered that 24, 35, 29 students were assessed to be superb, good, honest severally whereas only 1 student reckoned a poor educational accomplishment. However, eleven of the respondents either not sure/willing or couldn't offer adequate info for this half that was achieved through interviews (Table II).

**Table No - 3**  
**Family Background of Respondents**

| <b>Family background</b> | <b>Frequency of respondents</b> | <b>Percentage (%)</b> |
|--------------------------|---------------------------------|-----------------------|
| <b>Rich</b>              | 38                              | 19                    |
| <b>Average</b>           | 140                             | 70                    |
| <b>Poor</b>              | 20                              | 10                    |
| <b>Unspecified</b>       | 2                               | 1                     |
| <b>Total</b>             | <b>200</b>                      | <b>100</b>            |

Source: Compiled by primary data

Table III summarizes the family background of respondents, while 19% believed they are rich, the respondents from average background were 70% while the rest did not specify their family background. It is also important to state that only 10% of the respondents believed they are from a poor family background

**Table No - 4**  
**Level Of Education of the Fathers of Respondents**

| <b>Level of instruction</b> | <b>Frequency of respondents</b> | <b>Percentage (%)</b> |
|-----------------------------|---------------------------------|-----------------------|
| <b>University</b>           | 80                              | 40                    |
| <b>Tech/ Edu College</b>    | 43                              | 22.5                  |
| <b>Secondary</b>            | 52                              | 26                    |
| <b>Middle</b>               | 12                              | 6                     |
| <b>Illiterate</b>           | 10                              | 5                     |
| <b>Unspecified</b>          | 3                               | 1.5                   |
| <b>Total</b>                | <b>200</b>                      | <b>100</b>            |

Source: Compiled by primary data

In assessing the level of education of fathers of respondents, with reference to Table IV, 40% of fathers could be said to have attended university, 22.5% being graduates of Technical /Edu colleges while 26% and 6% only completed secondary and Middle schools' education respectively. Although, none of the fathers was reported to be illiterate as 1.5% refused to respond to this question.

**Table No - 5****Level Of Education of the mothers of Respondents**

| <b>Level of education</b> | <b>Frequency of respondents</b> | <b>Percentage (%)</b> |
|---------------------------|---------------------------------|-----------------------|
| <b>University</b>         | 76                              | 38                    |
| <b>Tech/ Edu College</b>  | 32                              | 16                    |
| <b>Secondary</b>          | 56                              | 28                    |
| <b>Middle</b>             | 30                              | 15                    |
| <b>Illiterate</b>         | 4                               | 2                     |
| <b>Unspecified</b>        | 2                               | 1                     |
| <b>Total</b>              | <b>200</b>                      | <b>100</b>            |

Table No 5 gave an outline of the mothers' level of education. 38%, 16% and 28% of them completed university, Technical or Edu faculty and secondary education severally whereas 15% of them had secondary school education. Conjointly only 2% was reportable to not have basic education and 1% of them didn't specify his/her mother's education level.

According to Table No 6, there was no correlation between the academic achievements of students and important to state here that only 178 of the 200 respondents gave a full self-assessment of their academic achievement, which is the hence N number of respondents, was taken to be 178.

**Table No - 6****Relationship Between the Self-Reporting Educational Achievements of the Student and Family Background**

|           |                            |                |
|-----------|----------------------------|----------------|
| <b>Aa</b> | <b>Pearson Correlation</b> | <b>0.128ns</b> |
|           | <b>Sig. (2-tailed)</b>     | <b>0.233</b>   |
|           | <b>N</b>                   | <b>178</b>     |
| <b>Fb</b> | <b>Pearson Correlation</b> | <b>0.128ns</b> |
|           | <b>'</b>                   | <b>0.233</b>   |
|           | <b>N</b>                   | <b>178</b>     |

**Table No - 7**

**Relationship Between the Self-Reporting Educational Achievements of The Student and Fathers' Level of Education (Fle)**  
**Academic Achievement of Father's Level of Education**

|            |                            |                |
|------------|----------------------------|----------------|
| <b>Aa</b>  | <b>Pearson Correlation</b> | <b>0.105ns</b> |
|            | <b>Sig. (2-tailed)</b>     | <b>0.327</b>   |
|            | <b>N</b>                   | <b>178</b>     |
| <b>Fle</b> | <b>Pearson Correlation</b> | <b>0.105ns</b> |
|            | <b>'</b>                   | <b>0.327</b>   |
|            | <b>N</b>                   | <b>178</b>     |

\* ns: not significant

**Table No – 8**

**Relationship Between the Self-Reporting Educational Achievements of the Student and Mother's Level of Education (Mle)**  
**Academic achievement (Aa) Mothers level of education (Mle)**

|            |                            |                |
|------------|----------------------------|----------------|
| <b>Aa</b>  | <b>Pearson Correlation</b> | <b>0.054ns</b> |
|            | <b>Sig. (2-tailed)</b>     | <b>0.618</b>   |
|            | <b>N</b>                   | <b>178</b>     |
| <b>Mle</b> | <b>Pearson Correlation</b> | <b>0.054ns</b> |
|            | <b>Sig. (2-tailed)</b>     | <b>0.618</b>   |
|            | <b>N</b>                   | <b>178</b>     |

\* ns: not significant

There was no correlation between the father's education and also the tutorial attainment of the scholars (Table No 7). Similarly, the link between the mother's education and tutorial attainment of students were found to be insignificant at 0.05 likelihood level (Table No 8). Each parents' educations were found to not correlate with the tutorial attainment of their wards.



**Table No - 9****Relationship Between the Self-Reporting Educational Performances of the Student and Parents Attitude (Pa) Academic**

Parents Attitude (Pa) Academic Achievements (Aa)

|           |                            |                 |
|-----------|----------------------------|-----------------|
| <b>Pa</b> | <b>Pearson Correlation</b> | <b>0.0296**</b> |
|           | <b>Sig. (2-tailed)</b>     | <b>0.005</b>    |
|           | <b>N</b>                   | <b>178</b>      |
| <b>Aa</b> | <b>Pearson Correlation</b> | <b>.0296**</b>  |
|           | <b>Sig. (2-tailed)</b>     | <b>0.005</b>    |
|           | <b>N</b>                   | <b>178</b>      |

**Summary and Findings**

Among all the components that influence scholastic accomplishments of understudies, this think about found the parent demeanor, back or commitments to be exceedingly noteworthy indicator of student's scholastic results. The finding was authenticated with. It is additionally affirmed by and as they detailed a critical association between scholarly accomplishment and domestic environment which depends on parental bolsters which might not be decided by their budgetary capability, instructive status of foundation.

Parents' instruction in this think about had no confirmation with the subordinate variable. This is often not in understanding with the discoveries they detailed a solid positive relationship between mothers' instruction and children scholarly accomplishment.

A few components have been highlighted to play a major part in deciding the scholastic accomplishment of understudies. These components may incorporate age, sexual orientation, financial status, dialect, devout affiliations. Other variables which can either be classified as school components are instructors instruction, instructing fashion or the utilize of directions materials, lesson environment etc, Parental components which may incorporate parents occupation socio- financial status, family measure and sort, instructive levels and their demeanors towards child's instruction and or scholastic accomplishment. Prior, the relationship of communication between the children and guardians approximately school exercises and plans tall desire or motivation from guardians, strategy of child rearing and scholarly accomplishment has been talked about. The wellbeing status which can be traceable to parental socio-financial foundation can be another figure affecting scholarly accomplishment of understudies. Other variables that are related to parent's foundation had so distant been talked about in connection to scholarly achievement of students. In this ponder pander, parental foundation with included instruction, family foundation and demeanor of guardians to the instruction of their wards had been considered. The instruction

of guardians and family foundation were found not to have any critical relationship with student's scholastic accomplishment. Be that as it may, the subordinate variable appeared a tall level of measurable relationship with the states of mind of parents.

## **II.CONCLUSION**

Parental family foundation or status (monetary) does not have noteworthy impact on the scholastic accomplishment of understudies. The family foundation of understudies in this display considers has no impact on their scholastic accomplishments; subsequently the invalid speculation is acknowledged.

Parental instructive foundation and capability has no critical impact on students' scholastic accomplishment. Just like the parental family foundation, instructive foundation of guardians has no impact on the students' scholastic accomplishment in this consider; subsequently, the invalid speculation is acknowledged. Parental state of mind towards their children's scholastic has no critical impact on the scholastic accomplishments of the understudies. Parental state of mind was found to be a deciding calculate within the scholastic accomplishment of understudies as a tall level of relationship was watched in this show ponder. Hence the invalid theory is rejected.

## **III.REFERENCES**

1. Paculan *et al.* (2019) studied the influence of family on the academic motivation of the children.
2. Newton and Butler (2019) investigated the impact of temperature in the classroom on students' performance, academic motivation, and regularity of attendance.
3. Jain and Mohta (2019) studied the influence of home environment on the academic performance of the students.
4. Gosain (2018) In her study examined the correlation between academic motivation and home environment among school students.
5. Misra (1989) Home environment was measured using the Home Environment Inventory.
6. Singh & Gupta (1984) Academic anxiety scale, developed was used to measure the academic anxiety of the students.