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Impact of Parent Involvement on Secondary School Student's Academic Performance in Samtse District, Bhutan

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Abstract

The purpose of the study was to determine and address the impact of parent involvement on student academic performance, the levels of parent involvement of secondary schools, the levels of secondary school student academic performance, and the relationship between parent involvement on secondary school student academic performance in Samtse district, Bhutan. The type of parent involvement in the lives of adolescent high school students and its relationship to student academic performance factors of student engagement, attendance, and attitude toward school was researched so as to provide secondary school managers with the awareness essential to suggest recommendation to the parent community. The researcher employed quantitative research methodology and a questionnaire was used to collect data from the total population of 220 grade XI students studying in three higher secondary schools out of which 215 (98%) responded. The data was analyzed using descriptive statistics including Mean (\bar{X}) and standard deviation (SD), Pearson's coefficient correlation, and simple regression analysis. Thus, this study found that there is a relationship between parent involvement types of parenting, communicating, decision making and learning at home and the student academic performance factors of engagement, attendance and attitude toward school. This study showed that the greatest relationship between parent involvement types and the student performance factors came from the influence that parents exert on adolescent children at home. Expectations, as well as care and concern, form a two-pronged approach that parents can use to impact the relationship between involvement type and student performance. The relationship between parents' expectations, care and concern with the student performance factors of engagement, attendance and attitude toward school is solid enough to be suggestive of predictability. Therefore, parents should continue to express their expectations and care and concern for their children as they enter secondary school. Future researches were suggested to choose more sample schools including primary schools and in schools in different locations such as urban, rural and remote areas and explore other factors that affect students' overall performance. In depth data analysis differentiating performance gender-wise to be looked upon to observe the differences in level, relationship and impact. Multiple Regression analysis needs to be performed between each parent involvement types and the factors of student academic performance to gather detailed information on the correlation and prediction of impact of each of the types. This quantitative study needs to be followed with a qualitative one to increase our understanding of parent involvement in the lives of secondary school students. Conducting a similar study to this but from the perspective of parents and teachers would help to further clarify the importance of parent involvement and its relationship to student academic performance. A longitudinal study over a series of years and encompassing other levels of students which would yield useful longitudinal data and information about patterns in parent involvement in the lives of children as they grow.



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Keywords: parent, parent involvement, student academic performance, secondary school student

Introduction

In today's fast-paced society, families are finding it more difficult to stay connected with their children's education (Epstein, 2010). Increasingly, in the modern family, both parents work outside of the home (Benson, 2003). As stated by Khan et al. (2015) education of a child needs multidimensional efforts. Students, teachers, institutes and parents all have their importance in their process of learning.

According to Kimani et al. (2013) low academic performance especially at secondary school decreases the students' opportunity to join colleges and is out at risk for job placements. Rabgay (2015) further claims that students who have poor academic records would find it difficult to cope in a competitive society. Similar is the case in Bhutan since unemployed youths struggle to meet their basic needs and would be labeled negatively by the society.

In a traditional family environment, parents, usually including a stay-at-home mother, were able to monitor the school work of their children carefully and in turn to ensure to a much greater degree than in today's nontraditional family that student performance remained high in factors such as engagement, academic achievement, attendance and attitude toward school (Deslandes & Bertrand, 2005). Many parents worked closely with their children, in cooperation with the school, and marked academic success occurred (Epstein, 2010). However, even if the possibility exists for increased parent involvement, a basic question arises whether there is a relationship between the type of parent involvement and high school student academic achievement factors such as engagement, attendance and attitude toward school. Researchers Epstein (2010) and Allen (2000) claim that increased parent involvement will result in greater student engagement, productivity and academic success.

Parents are children's first teachers. The single most important factor in a child's achievement in school and life is the home background (Nedler & McAfee, 1979). Parent involvement is vital to booming students. Effective methods of parent involvement must be implemented in schools to assure the academic success of children. Parent involvement in children's education has been proclaimed for years as being a very important predictor of student achievement (Jesse, 1996). The literature and available research is consistent in showing that meaningful parent involvement results in gains in student achievement

(Sattes, 1985). Since seventy percent of student's waking hours, including weekends and vacations, are spent outside school the school setting Clark (1990) it is imperative that parents are involved in their child's education for success.

When the expectations that parents set run into conflict with students' school performance, parents more often than not turn to the school officials for advice and guidance (Epstein, 2010). The advice they need must be grounded in research that is relevant to the age of the child and to theory that is applicable to the current state of the child's development.

As such this research studied the impact of parental involvement on their children's academic achievement. The study was conducted in Higher Secondary Schools of Samtse district, Bhutan. Overall, the Performance Management System (PMS) ranking introduced by the Education Monitoring Division (EMD) of the Department of School Education (DSE), Ministry of Education (MoE), Bhutan ranked Samtse district at the 24th position amongst the 20 districts and four major municipalities in the kingdom at least consecutively for the past five years. But there were few occasional instances where one or two schools ranked in the top ten schools in the country but the status could not be maintained on a continuous basis or even for the second year unlike some schools in the other districts that frequently featured in the top ten. This had aroused interest in the research on the impact of parents' involvement on students' academic achievement.

Therefore, keeping the above in view and the comprehensive Epstein (2010) six-item classification system covering school-home communication, parent involvement in school and community, home learning activities, and parents as decision-maker is found very relevant in the context of the Bhutanese Education System. However there is an immediate need to find out the impact of these on the overall student academic performance which is the core aim of any education system. So, this study is based mainly on six-item classification system covering school-home communication, parent involvement in school and community, home learning activities, and parents as decision-maker. It is where parents are directly involved in the education of their children, by involving themselves and are also involved by the school and teachers in the learning process of their children.

Montecel et al. (2002) highlighted active parent involvement as necessary in the academic

performance of children. The student academic performance factors of engagement, attitude toward school and attendance are listed to relate to Epstein's (2010) types of parent involvement, since they were all commonly mentioned in literature as being important to overall student success.

The dependent variable in this study, academic performance was the one most referenced in the literature as being important to overall student success (Catsambis, 1998); (Epstein, 1992); (Montecel et al., 2002); (Steinberg, 2001). Margolin (2000) highlighted the significance of attitude as a factor leading toward high school student school success. McCoach & Siegle (2003) developed the instrument used in this study to determine the level of student attitude toward school. Margolin (2000), and also McCoach & Siegle (2003), established that a better student attitude toward school led to better student performance at school. Student attendance at school is a factor that researchers such as Astone & McLanahan (1991) specify as an important element to success in school; essentially, the regularly students attend school, the better academically they will perform. Academic performance of students in higher education has been the subject of exhaustive researches. The findings of Rothstein (2004); McMillan & Western (2000); Jeynes (2002) concur that the level of academic performance in school is the effect of interplay of many factors: home related, school-related, student characteristics and teacher-related.

Clearly a study is required to determine if there is a relationship between type of parent involvement in the lives of high school students and their academic achievement, as indicated by their engagement, attitude toward school and attendance. The intent of this study concerns the impact of parent involvement on the secondary school student academic performance as highlighted by the factors of student engagement, attendance and attitude toward school. This study attempts to expand the body of knowledge relating to the concept of type of parent involvement Epstein (2010) and its relationship to adolescent student engagement, academic achievement, attendance and attitude toward school. The knowledge gained through this study is intended for school managers and policy makers. They can provide advice and parenting skills to parents of secondary school adolescents towards improving the academic performance of students.

This study aimed at addressing the following objectives of impact of parent involvement on student academic performance in Samtse district, Bhutan:

1. To study the levels of parent involvement of secondary schools.

2. To study the levels of secondary school student academic performance.

3. To explore the relationship between parent involvement on secondary school student academic performance.

4. To study the impact of parent involvement on secondary school student academic performance.

Materials and Methods

This study is carried out using a quantitative approach. The questionnaire survey is conducted with grade 11 students in order to collect data to investigate independent variables: types of parent involvement suggested by Epstein (2010) including parenting, communicating, volunteering, learning at home, decision making, and collaborating with community, and dependent variables: students' performance factors of attitude toward, school engagement, and school attendance.

The population of the study consisted of 220 grade eleven students enrolled in 3 higher secondary schools in Samtse district, Bhutan. Out of which 215 (98%) responded.

The research instruments (questionnaires) are structured and self-administered to the respondents. The researcher used questionnaires to collect data and to enable quantitative analysis of the data obtained from the field. The questionnaires were divided into the following parts:

Part 1 It included student's personal information i.e. gender

Part 2 It consisted of a set of survey questionnaire containing 27 items on parental involvement. The parent involvement survey was an adapted and modified version of the National Education Longitudinal Study (1988, 1990) National Education Longitudinal Survey of the United States Department of Education.

Part 3 It consisted of a set of survey questionnaire containing 12 items on academic achievement factors of student engagement, attitude to school and attendance. Adapted and modified version of McCoach & Siegle (2003) developed instrument was used in this study to determine the level of student attitude toward school. For student engagement and student attendance researcher self-developed items was administered to find out the student perception on their engagement and attendance at school.

Both parts were measured on the five points Likert scale based on their level of perception.

The interpretation of mean scores of both parts were determined by using Best's criteria (Best & Khan, 1998). A five point Likert Scale was used to measure the degree of agreement with the statement. The score for each item was 1 to 5 representing from strongly disagree to strongly agree, respectively.

The statistical analysis of data was done using Statistical Package, the result were evaluated by employing means, standard deviation, Pearson Correlation Coefficient and simple regression analysis.

The validity test confirmed that all the items under the variables had an IOC of 0.66-1.00 and was validated by three experts The reliability test confirmed that the variables are reliable with Cronbach's Alpha Coefficient value of 0.82.

Results and Discussion

Gender Information of the Respondents

Table 1 represents the summarized gender information of the grade XI students of 3 higher secondary schools under Samtse district, Bhutan interpreted in frequencies (N) and percentages (%) using descriptive statistics.

Table 1: Frequency and Percentage of Student's gender information

(N=215)		
Gender	Frequency	Percentage
Female	131	60.9
Male	84	39.1
Total	215	100.0

From the total of 220 students only 215 students (97.73%) responded to the online survey. And as presented in table 1, of that 39.1 % of the respondents were male and 60.9 % of the respondents were female.

The level of Parent Involvement

The descriptive statistics such as mean and standard deviation of all the observed variables under student's skills are presented in the following table 2.

Table 2: Overall levels of parent involvement

(N=215)			
Independent Variables	μ	σ	Level of perception
i. Parenting	3.58	.68	High
ii. Communicating	3.47	.60	High
iii. Volunteering	3.44	.78	High
iv. Learning at Home	3.5	.59	High
v. Decision Making	2.65	.93	Moderate
vi. Collaborating with community	3.17	.74	Moderate
Parent Involvement	3.30	.46	Moderate

Note: The rating scale was divided into 5 perception levels to the mean score between 4.21-5.00 as Highest,

3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

The overall level of parent involvement of grade XI students in the Higher Secondary schools under Samtse district, Bhutan were revealed at moderate level with an average mean score of 3.3. The dimensions of parental involvement factors such as volunteering, communicating with the school, learning at home and parenting were perceived high with mean score of 3.44, 3.47, 3.5 and 3.58 respectively were perceived at a high level whereas the decision making and collaborating with the community were at moderate level with the average score of 2.65 and 3.17 respectively. The level of decision making was perceived the least amongst the six factors.

There is a strong need for strengthening decision making in the school administration involving participation of parents in various areas of the school which has direct impact on the student academic performance. This finding has relation to the study by Cole (2017) which found out that when working partnership from both ends are smoothly coordinated, students benefit and knowledge improves. It also revealed, the concerned individual feel part of the decision-making process, take responsibility and are more actively involved building strong schools, families and students. School administrations can also collaborate with the community to ensure that school activities are continued outside the school at the community level so that students can relate the learning at the school to real life activities which will ensure lifelong learning. Family participation does impact learning outcome. It is recommended that schools implement innovative and better-quality strategies to increase parental involvement (Cole, 2017). However, this is in contrary to the findings by DePlanty et al. (2007) which indicated that teachers and students believed that parent involvement at school was considered less important to a child's academic achievement than parent involvement in academics at home. In addition, parents rated themselves as more participatory in academics than did their children or junior high school teachers.

The Level of Student Academic Performance

The level of all the Student Academic Performance factors were described and analyzed using the descriptive statistics like mean and standard deviation and were presented below.

Table 3: Overall Level of Student Academic Performance

(N=215)			
Dependent Variables	μ	σ	Level of Perception
i. Attitude toward school	4.11	.751	High



ii. Student Engagement	3.34	.76	Moderate
iii. Student Attendance	3.68	.95	High
Student Academic Performance	3.71	.57	High

Note: The rating scale was divided into 5 perception levels to the mean score between 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

The overall level of student academic performance (SAP) based on the factors of student attitude toward school; engagement and attendance of grade XI students in the Higher Secondary schools under Samtse district, Bhutan were revealed at high level with an average mean score of 3.71. Two of the three factors of SAP, Attitude toward school and Student Attendance were perceived high level with mean score of 4.11 and 3.68 respectively with student attitude toward school having the highest mean score. The student engagement factor was at moderate level with the mean score of 3.34. This factor had the least mean score.

Mombourquette (2007) found that there was a correlation between some of Epstein's parent involvement types and the student performance factors of engagement. Thus, to improve on the student engagement the school administrations must involve as many students in different leadership positions and also empower students to coordinate as many events in the school. Student attitude toward school and their attendance must remain high in order for their performance to be high. This is in consistent with Macharia (2014) that absenteeism, behaviour and respect for teachers should be inculcated by parents in order to enhance performance and avoid rude conduct and therefore to maintain favourable learning atmosphere.

The Relationship between Parent Involvement and the student Academic Performance

The Pearson Coefficient correlation was used to determine the relationship between Parent Involvement and the student Academic Performance of grade XI students in the Higher Secondary schools under Samtse district, Bhutan. Therefore, the correlation between Parent Involvement (parenting, communicating with school, volunteering, learning at home, decision making and collaborating with the community) and student academic performance factors

Table 4: Correlations of Parent Involvement (PI) and Student Academic Performance(SAP) factors

Research Variables	PI	SAP
Parent Involvement	1	.403**
Student Academic Performance	.403**	1

**p < 0.01

* p < 0.05

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Based on Pearson's coefficient correlation, it was found that Parent Involvement had positive and strong relationship with Student Academic Performance $r = 0.403$ where ($p < 0.05$).

This findings somewhat contrast to DePlanty et al. (2007) which indicated that teachers and students believed that parent involvement at school was considered less important to a child's academic achievement than parent involvement in academics at home. However, Mombourquette (2007) found that there was a correlation between some of Epstein's parent involvement types and the student performance factors of engagement, academic achievement, and attitude toward school. Also Macharia (2014) observed parental influence on academic performance and concluded that they correlate significantly. It further state that absenteeism, behaviour and respect for teachers should be inculcated by parents in order to enhance performance and avoid rude conduct and therefore to maintain favourable learning atmosphere. Likewise Luchuck & Lynne (1998) found that parent involvement contributed to greater academic gains by their children and so recommended increasing greater parental involvement in schools.

The Predictive Factors (Parent Involvement) Impacting Students' Academic Performance

The predictive impact of parent involvement that affects students' academic performance were analyzed and explained in this section using enter method simple regression.

Table 5: The Predictive Factors (Parent Involvement) towards students' Academic Performance

Independent Variables	β	t	R	R ²	Adjusted R ²	R ² Change	Sig.
(PI)	.504	6.435	.403	.163	.159	.163	.000***

(student attitude toward school; engagement and attendance) are shown in table 4 and 5.

Predictors: (Constant), PI

Dependent Variable: Students' Academic Performance factors(attitude toward school, engagement, and attendance)

Note:**coefficient is significant < 0.01

*** coefficient is significant <0.001
 Constant = 2.048

The result analysis had determined that the independent variable as the predictive factors affecting the students' Academic Performance. The predictive variable was Parent involvement. According to table 4.14, R^2 for the predictor was found to be 0.163 which means the predictor could predict just 16.3% of variance in students' Academic Performance at significance level 0.001. The predictive factor affected the students' Academic Performance with coefficient value ($\beta = .504$). Therefore, the result indicated that the independent variable was the most significant variable which can predict higher level of students' Academic Performance in the Higher Secondary schools under Samtse district in Bhutan.

The equation for the regression line is as follows:

$$\text{Student Academic Performance} = 2.048 (\text{Constant}) + 0.504 (\text{Parent involvement})$$

The regression coefficient of Parental involvement indicates that it has a positive impact on Student Academic Performance ($\beta = 0.054$, $p < 0.05$). That means if there is increase in the Parental Involvement it will cause in increase of the Student Academic Performance.

This finding has consistency with Naheed et al. (2016). that academic success and parent involvement are significantly linked. DePlanty et al. (2007) found somewhat contrasting that teachers and students believed that parent involvement at school was considered less important to a child's academic achievement than parent involvement in academics at home. Mombourquette (2007) states parent involvement invariably had correlations that were positively and importantly associated with the student performance factors of engagement, academic achievement, and attitude toward school.

Conclusions

For this quantitative research a total population of 220 grade XI students studying in three higher secondary schools was targeted from which 215 students (97.73%) responded to the online survey of which 39.1 % of the respondents were male and 60.9 % of the respondents were female.. The data were analyzed using descriptive statistics including Mean (\bar{X}) and standard deviation (SD), Pearson's coefficient correlation, and simple regression analysis.

It was found that the overall level of parent involvement were revealed at moderate level with an average mean score of 3.3. The dimensions of parental involvement factors such as volunteering, communicating with the school, learning at home and parenting were perceived high with mean score of 3.44,

3.47, 3.5 and 3.58 respectively were perceived at a high level whereas the decision making and collaborating with the community were at moderate level with the average score of 2.65 and 3.17 respectively. The level of decision making was perceived the least amongst the six factors. On the overall level of student academic performance (SAP) based on the factors of student attitude toward school; engagement and attendance it was revealed at high level with an average mean score of 3.71. Two of the three factors of SAP such as Attitude toward school and Student Attendance were perceived high level with mean score of 4.11 and 3.68 respectively with student attitude toward school having the highest mean score. The student engagement factor was at moderate level with the average score of 3.34. This factor had the least mean score. The findings on the relationship between the independent and dependent variable based on Pearson's coefficient correlation, revealed that Parent Involvement had positive and strong relationship with Student Academic Performance at $r = 0.403$ where ($p < 0.05$). The result analysis had determined that the independent variable as the predictive factors affecting the students' Academic Performance. The predictive variable was Parent involvement. According to table 4.14, R^2 for the predictor was found to be 0.163 which means the predictor could predict just 16.3% of variance in students' Academic Performance at significance level 0.001. The predictive factor affected the students' Academic Performance with coefficient value ($\beta = .504$). Therefore, the result indicated that the independent variable has the most significant variable which can predict higher level of students' Academic Performance in the Higher Secondary schools under Samtse district in Bhutan.

Thus, this study found that there was a relationship between some of Epstein's (2010) parent involvement types and the student academic performance factors of engagement, attendance and attitude toward school. This study showed that the greatest relationship between parent involvement types and the student performance factors came from the influence that parents exert on adolescent children at home. Expectations, as well as care and concern, form a two-pronged approach that parents can use to impact the relationship between involvement type and student performance. The relationship between parents' expectations, care and concern with the student performance factors of engagement, attendance and attitude toward school is solid enough to be suggestive of predictability.

Therefore, parents should continue to express their expectations and care and concern for their children as they enter secondary school. School administrators must discover ways to help parents



improve their relationships with their secondary school children if the students do not already view their current relationships as affirmative. Overall, this study is expected to; enable high school administrators to offer better advice to parents as to how best to influence their children when they enter their secondary school years; understand the importance of parents' role in students' academic success and help to plan and advocate parenting skills related to students' academics; inform the parents about their involvement at home and school; inform the parents about the type of parenting style they use at home, since parents have a crucial role in children's academic growth; and stimulate parents to work towards creating and promoting conducive home environment for children's academic growth.

Future researches were suggested to choose more sample schools including primary schools and in schools in different locations such as urban, rural and remote areas and explore other factors that affect students' overall performance. In depth data analysis differentiating performance gender-wise maybe looked upon to observe the differences in level, relationship and impact. Regression analysis maybe performed between each parent involvement types and the factors of student academic performance to gather detailed information on the correlation and prediction of impact of each of the types. This quantitative study maybe followed with a qualitative one to increase our understanding of parent involvement in the lives of secondary school students. Conducting a similar study to this but from the perspective of parents and teachers would help to further clarify the importance of parent involvement and its relationship to student academic performance. A longitudinal study over a series of years and encompassing other levels of students which would yield useful longitudinal data and information about patterns in parent involvement in the lives of children as they grow.

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