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EFFECTS OF PARENTAL GUIDANCE ON ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS IN *DUMURIA* UPAZILA OF KHULNA DISTRICT, BANGLADESH

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Abstract: Increasing parental guidance in children's education has become an important issue in national education initiatives. As parental guidance is an important predictor of children's academic success, the study aimed to explain the effect of parental guidance on students' academic achievement at secondary level of education in *Dumuria* Upazila under Khulna district of Bangladesh. The study was carried out following survey research design. Data were collected from 214 randomly selected students of class nine from four secondary schools of the study area. Findings revealed that the mean Grade Point Average of the students was 3.98 and the variations in academic achievement among the students were statistically significant with reference to the type of educational institution, area of study and study time. On the other hand, more than half of the respondents mentioned that their parental overall guidance level as well as parental motivation, support and involvement level was moderate but parental monitoring and supervision level was low in the study area. Results of correlation and regression analyses revealed that parental guidance was positively and significantly correlated with students' academic achievement. The study recommends that parents should increase their guidance level so that their children can perform better in school and succeed in life.

Keywords: Parental guidance, academic achievement, secondary students.

Introduction

Increasing parental guidance in children's education has been an important issue in national education initiatives. To implement these initiatives and increase academic success, many schools are making concerted efforts to reach out to parents and involve them in their children's education (Englund, Luckner, Whaley & Egeland, 2004). Parental guidance in their child's education is an important predictor of students' academic success. Parental guidance refers to the involvement of parents in their children's education by participating in various activities at home and at school (Jesse, 1996). In Bangladesh, parental guidance in children's education at primary and secondary level is high in comparison to other tier of the education system. There is a range of opportunities for parental involvement in children's academic activities at secondary level of education in Bangladesh. Mante, Awereh and

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Kumea (2015) in their study mentioned that at present parental guidance in their children's academic activities has given priority because education is not only a teacher or school affair. It is a collective responsibility of the home of which the parents play a major role, the school of which the teachers and school authorities also play their role and the wider society. Nedler (1979) said that the involvement of parents is vital for child grooming because they are their first educator.

Parental guidance includes a lot of activities e.g. parental participation in school activities, such as parent-teacher meetings, conferences (Miedel & Reynolds, 1999; Izzo, Weissberg, Kasprow & Fendrich, 1999; Stevenson & Baker, 1987); helping with homework (Shumow & Miller, 2001; Singh et al., 1995; Sui-Chu & Willms, 1996); contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports, encouraging the child to upgrade achievement (Chaudhry, Hassan, Khaliq & Agha, 2010); parents' communication with their children regarding school issues (Keith, Reimers, Fehrmann, Pottebaum & Aubey, 1986); and parental expectations regarding their children's educational attainment (Keith et al., 1998).

The level of parental guidance has important implications for children's academic achievement. Mante et al. (2015) reported that when parents are involved in their child's education, students of all backgrounds and income levels are found to perform better in academic activities. Chowa, Masa and Tucker (2013) in a study argued that in fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Many researchers have demonstrated a positive association between parental guidance and academic achievement (Christenson, Rounds & Gorney, 1992; Fehrmann, Keith & Reimers, 1987; Izzo et al., 1999) while other researchers have found negative relations between these two variables (Deslandes, Royer, Turcotte & Bertrand, 1997; Sui-Chu & Willms, 1996).

Research in developed countries suggests that parental involvement is associated with youth academic success, but literature on the overall effect of parental involvement on children's academic achievement in developing countries is minimal (Chowa et al., 2013) like Bangladesh. For this reason, this study aimed to assess the effect of parental guidance on academic achievement of the secondary students in Dumuria Upazila under Khulna District of Bangladesh.

Materials and Methods

The study was explanatory in nature and conducted following survey method. The study was carried out in four secondary schools (Mirjapur High School, Dumuria Government Girl's High School, Dumuria N.G.C. and N.C.K. High School and Gtudia A.C.G.B High School) under Dumuria Upazila in Khulna district of Bangladesh. A sample of 214 students particularly students of class nine from the study area were selected following the formula of simple random sampling.

A semi-structured interview schedule in English was used to collect the data from the students. The interview schedule contained different sections relating to parental

guidance and academic achievement. After developing the interview schedule, a pre-test on eight students (two students from each school) was conducted to enhance the accuracy and reliability of the interview schedule. After pre-test, nine items from parental guidance index were dropped to minimize redundancy and inconsistency. Finally 22 items were categorized under four sub-scales (parental motivation, parental support, parental involvement, and parental monitoring and supervision) on the basis of similar characteristics of the items. Parental motivation consisted with six items e.g. parents' discussion about the importance of education and future schooling, parents' motivation to develop good study habits, parents' encouragement for better academic achievement and stay focused on education, and parents' encouragement on self-discipline and hard working. Parental support composed of six items e.g. providing school requirements, providing health care services, arrangement of tuition, help in homework, and parental support in co-curricular activities. Parental involvement in school activities focused on five items e.g. discussing school activities, enquiring teaching methods, maintain frequent contact with teachers, aware about children's progress in academic performance, and participation in various school programs. Parental monitoring and supervision consisted with five items e.g. monitoring school attendance, discussing about school learning, checking school assignments, regular checking of homework and monitoring and supervision of school activities. Five point Likert scale (Strongly disagreed=1, Disagreed=2, Undecided=3, Agreed=4 and Strongly Agreed=5) was used to measure the level of parental guidance. The reliability of the interview schedule was measured through a scale test known as Cronbach's Alpha. The Cronbach's Alpha correlation coefficient of the parental guidance index was 0.75.

Data were collected from the field during January 2016. Academic achievement of the respondents was measured by their GPA in Junior School Certificate (JSC) examination. Data on this regard were collected from the official records of the schools as well as the students were also asked about their GPA in order to verify the information. After completing data collection, data were processed by checking, classifying and coding. Students' GPA was classified into six categories according to the grading system A+, A, A-, B, C, and D respectively and the total score of parental guidance index as well as the score of sub-scales were categorized into three categories – low, medium and high. In addition to these, different categorical variables were transferred into dummy variable for further statistical analysis e.g. sex composition of the respondents was transferred into 1=male and 0=female, followed by living arrangement of the respondents into 1=parents and 0=kin, type of educational institution into 1=public school and 0=semi-public school, area of study into 1=science group, 0=others (humanities and business studies), occupation of the father into 1=professional and 0=others (farmer, businessman and day labor) and occupation of the mother was transferred into 1=housewife and 0=others (teacher and day labor) respectively. Then data were tabulated by using Statistical Package for the Social Sciences (SPSS). Both descriptive and inferential statistics (ANOVA, Pearson's correlation coefficient and multiple linear regression) were used to analyze the data.

Results

Background information of the respondents: Table 1 discloses that the average age of the respondent was 14 years and around 52 percent of the respondents were male. Most of the respondents (93.9%) lived with their parents. Three-fourth portion of the respondents

(75.7%) studied in non-government educational institution. Majority of the respondents (36.4%) studied in business studies group, followed by, arts and humanities group (35%), and science group (28.5%) respectively. More than half (50.5%) of the respondents studied one to three hours per day. With reference to academic achievement, 30.3 percent of the students obtained 'A' grade in their JSC examination, followed by, grade 'A-' (27.9%), grade 'B' (23.5%), grade 'A+' (17.8%) and the lowest portion of the respondents (0.5%) obtained 'C' grade.

Table 1: Background information of the respondents (n = 214)

Variables	*Number of the Respondents*	*Percent*	*Mean & Standard Deviation*
Age structure (year)			
14	124	57.9	14.49 & 0.62
15	75	35.0	
16	15	7.0	
Sex composition			
Male	111	51.9	
Female	103	48.1	
Living arrangement			
Parents	201	93.9	
Kin	13	6.1	
Type of educational institution			
Government	52	24.3	
Non-government	162	75.7	
Area of study			
Science Group	61	28.5	
Arts and Humanities Group	75	35.0	
Business Studies Group	78	36.4	
Study time *per* day (hour)			
1-3	108	50.5	3.47 & 1.281
4-6	106	49.5	
Academic achievement (GPA in JSC Examination)			
A+ (5.00)	38	17.8	3.98 & 0.70
A (4.00-4.99)	64	30.3	
A- (3.50-3.99)	59	27.9	
B (3.00-3.49)	52	23.5	
C (2.50-2.99)	1	0.5	

Analysis of academic achievement of the respondents: Table 2 depicts that the lowest value of academic achievement of the respondents was 2.54 and the highest value was 5.00 with mean score of 3.98 and standard deviation was 0.70. ANOVA, an inferential statistical

test was applied to analyze the variation in academic achievement among the respondents. The variations in academic achievement of the respondents were statistically significant with reference to the type of educational institution (F=17.40, p<0.05), area of study (F=51.16, p<0.05), and study time (F=28.26, p<0.05). But the variations in mean scores were not statistically significant in terms of respondents' age (F=0.396, p>0.05), sex (F=0.324, p>0.05), and living arrangement (F=28.26, p>0.05).

Table 2: Analysis of academic achievement of the respondents

Parameter	*N*	*Min*	*Max*	*Mean*	*S.D.*	*F*	*p-Value*
Age composition (year)							
14	124	3	5	3.95	0.71	0.396	0.673
15	75	3	5	4.00	0.66		
16	15	3	5	4.10	0.89		
Sex composition							
Male	111	3	5	3.95	0.72	0.324	0.570
Female	103	3	5	4.01	0.69		
Living arrangement							
Parents	201	3	5	3.98	0.70	0.013	0.909
Kin	13	3	5	3.96	0.69		
Type of school							
Government School	52	3	5	4.32	0.58	17.40	0.000
Non-government School	162	3	5	3.87	0.70		
Area of study							
Science	61	3	5	4.60	0.59	51.16	0.000
Arts and Humanities	75	3	5	3.64	0.48		
Business Studies	78	3	5	3.82	0.65		
Study time *per* day							
1-3 hours	108	3	5	3.74	0.63	28.26	0.000
4-6 hours	106	3	5	4.22	0.69		

Socioeconomic status of the parents: Table 3 reveals that majority of the fathers (37.4%) belonged to the age group of 54 to 61 years and 100 percent of them were alive. About 33 percent of the fathers had primary level of education and large portion of the fathers (43.9%) were farmer. Findings also indicated that the average monthly income of the fathers was BDT 11,485. On the other hand, about 45 percent of the mothers belonged to the age group of 38 to 45 years and all of them were alive. Majority of the mothers (33.2%) had secondary level of education. Most of the mothers (94.9%) were housewives and they were not involved in income generating activities. Only an insignificant number of the mothers (5.1%) had income and their average monthly income was BDT 10,090.

Table 3: Socioeconomic status of the parents (n = 214)

Father			*Mother*		
Variables	*Number & Percent*	*Mean and Standard Deviation*	*Variables*	*Number & Percent*	*Mean & Standard Deviation*
Age Composition (year)			*Age Composition (year)*		
38-45	76 (35.5)		30-37	45	
46-53	58 (27.1)	49.56 &	38-45	(21.0)	42.92&
54-61	80 (37.4)	6.27	46-53	95	
				(44.4)	5.99
				74	
				(34.6)	
Education			Education		
Not Literate	48 (22.4)		Not Literate	20 (9.3)	
Primary	69 (32.2)		Primary	54	
Secondary	44 (20.6)		Secondary	(25.2)	
Higher	37 (17.3)		Higher	71	
Secondary	16 (7.5)		Secondary	(33.2)	
Tertiary			Tertiary	56	
				(26.2)	
				13 (6.1)	
Occupation			Occupation		
Farmer	94 (43.9)		Housewife	203	
Businessman	41 (19.2)		Teacher	(94.9)	
Professional	52 (24.3)		Day labor	4 (1.9)	
Day Labor	27 (12.6)			7 (3.3)	
Monthly income (BDT)			Monthly income (in BDT)		
6000-9000	91 (42.5)		5000-10000	6 (54.5)	10090.9
9001-13000	63 (29.4)	11485.98	10001-16000	5 (45.5)	1 &
13001-17000	27 (12.6)	& 5129.06			5300.09
17001-30000	33 (154)				

Level of parental guidance: Table 4 shows the level of parental guidance of the respondents. Findings of the study revealed that, in case of overall parental guidance, majority of the respondents (57%) said that their parental guidance level was moderate. On the other hand, the highest of the respondents mentioned that their parental motivation (70.1%), parental support (56.1%) and parental involvement (68.7%) level was moderate with an exception to parental monitoring and supervision in which majority of the respondents (46.7%) identified that their parental monitoring and supervision level was comparatively low.

Table 4: Level of parental guidance (n = 214)

Variables	*Low*	*Medium*	*High*	*Mean*	*Std. Deviation*
Parental guidance overall	46(21.5)	122 (57.0)	46 (21.5)	86.1308	7.62758
Parental motivation	54 (25.2)	150 (70.1)	10 (4.7)	24.7477	2.20581
Parental support	63 (29.4)	120 (56.1)	31 (14.5)	24.8645	2.27155
Parental involvement	45 (21.0)	147 (68.7)	22 (10.3)	18.8785	2.54982
Parental monitoring and supervision	100 (46.7)	77 (36.0)	37 (17.3)	17.8832	3.54983

Predictors of parental guidance: The results of the regression analysis (Table-5) revealed that among the predictor variables that were measured, area of study of the respondents happened to be the best predictor of parental guidance. Parental guidance increased 9.193 units when their children studied in science group than in humanities and business studies group. Similarly, parental guidance increased 4.793 units when their children studied in government school in comparison to non-government school. Age of the fathers was significantly associated with guidance that is 1 year increase in father's age lead to 0.50 units increase in parental guidance. On the other hand, age of the mothers was negatively correlated with guidance which indicates that 1 year increase in mother's age lead to 0.37 units decrease in parental guidance. Surprisingly, year of schooling of the fathers and mothers was insignificant in predicting parental guidance. In addition, occupation and monthly income of both the fathers and mothers; age, sex and living arrangement of the respondents didn't have any significant impact on the outcome variable.

Table 5: Predictors of parental guidance

Variables	*Parameter Estimates*			
	B	*Beta*	*t*	*p-Value*
Constant	74.523		6.459	0.000
Age of father	0.501	0.412	2.769	0.006**
Year of schooling of father	-0.136	-0.085	-0.997	0.320
Occupation of father	0.321	0.018	0.223	0.824
Monthly income of father	3.397E-5	0.023	0.363	0.717
Age of mother	-0.374	-0.294	-1.979	0.049**
Year of schooling of mother	0.194	0.105	1.783	0.076
Occupation of mother	-0.268	-0.008	-0.098	0.922
Monthly income of mother	0.000	0.048	0.584	0.560
Age of respondent	-0.254	-0.021	-0.351	0.726
Sex of respondent	1.180	0.077	1.063	0.289
Living arrangement of respondent	1.137	0.036	0.624	0.533
Type of educational institution	4.793	0.270	3.682	0.000***
Area of study	9.193	0.545	9.287	0.000***
R	0.602			
R Square	0.362			
Adjusted R Square	0.321			

*** Significant at p <0.01; ** Significant at p <0.05

Relation between parental guidance and academic achievement: Pearson's Correlation was conducted to assess the relationship between parental guidance and academic achievement. Table 6 reveals that there was a positive correlation between parental guidance (overall) and students' academic achievement (r=0.589, p<0.05). In specific cases, students' academic achievement was positively correlated with parental motivation (r=0.239, p<0.05), parental support (r=0.296, p<0.05), parental involvement in school activities (r=0.423, p<0.05) and parental monitoring and supervision (r=0.568, p<0.05). So it can be concluded that parental guidance is positively correlated with students' academic achievement at secondary level of education.

Table 6: Relation between parental guidance and academic achievement (Pearson's Correlation Coefficient)

Variables	Academic achievement
Parental guidance (overall)	.589**
Parental motivation	.239**
Parental support	.296**
Parental involvement	.423**
Parental monitoring and supervision	.568**

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

Effects of parental guidance on students' academic achievement: A multiple regression analysis technique was applied to test the effects of parental guidance as an independent variable on academic achievement as dependent variable. In addition, background information of the students and socioeconomic status of the parents were added as control variables. The results (Table 7), show that the one variable model is able to predict variation in the dependent variable significantly up to 34.7 percent at 0.000 levels. The coefficient for parental guidance variable is 0.054 and is statistically significant at 0.000 levels, which indicates that 1 unit increase in parental guidance leads to 0.054 unit increase in academic achievement of the students.

Findings also reveal that when the control variables, such as, year of schooling, occupation and monthly income of the fathers and mothers; age, sex, living arrangement, type of educational institution, area of study, and study time of the students were inputted into the multiple regression analysis model together with the parental guidance, the model still is significant in explaining the variations in the dependent variable. The proportion of variation jointly explained by all the variables increased from 34.7 percent to 52.8 percent. However, in this case the impact of the parental guidance score is also statistically significant in explaining the variation in academic achievement of the students. In addition to parental guidance, year of schooling of father, type of educational institution and area of study of the students are statistically significant in explaining the variation of students' academic achievement.

Table 7: Effects of parental guidance on academic achievement (Linear Regression)

Variables	*Parameter*			
	B	*Beta*	*t*	*p-Value*
Independent variable				
Constant	-0.691		-1.567	0.119
Parental guidance	0.054	0.589	10.622	0.000
R	0.589			
R-square	0.347			
Adjusted R-square	0.344			
Control variables				
Constant	0.596		0.596	0.552
Year of schooling of father	0.022	0.149	2.021	0.045**
Occupation of father	-0.043	-0.026	-0.377	0.707
Monthly income of father	-9.971E-6	-0.073	-1.348	0.179
Year of schooling of mother	0.007	0.040	0.789	0.431
Occupation of mother	-0.130	-0.041	-0.597	0.551
Monthly income of mother	1.189E-5	0.039	0.557	0.578
Parental guidance	0.031	0.332	5.571	0.000***
Age of respondent	0.030	0.027	0.527	0.599
Sex of respondent	0.122	0.087	1.394	0.165
Living arrangement of respondent	0.018	0.006	0.127	0.899
Type of educational institution	0.467	0.286	4.380	0.000***
Area of study	0.628	0.405	6.404	0.000***
Study time in a day	-0.006	-0.011	-0.194	0.847
R	0.727			
R Square	0.528			
Adjusted R Square	0.497			

*** Significant at p <0.01; ** Significant at p <0.05

Discussion

Parental guidance in children's education has been proclaimed for years as being a very important predictor of student achievement (Jesse, 1997). At present the role of parental guidance in children's education has become a central issue in education policy and research. Level of parental guidance differs from culture to culture and society to society. Parental involvement has different dimension, which have differential influence on academic achievement of their children. From the findings of previous studies, it is evident that academic achievement of students not only depends on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in this regard (Rafiq, Fatima, Sohail, Saleem & Khan, 2013).

Findings of this study indicated that majority of the students' academic achievement was high and variations among the respondents were statistically significant in terms of educational institution and study time of the students but the variations were not statistically significant with reference to age, sex and living arrangement of the students. Findings of the

study indicated that parental guidance was positively correlated with academic achievement of the students which indicates that as parental guidance increase, academic achievement of students also increases. The influence of parents on children's school achievement is well documented in numerous studies. This is consistent with the findings of previous studies that greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement (Slavin, 2006; Heckhausen, 1967).

In addition to parental guidance, year of schooling of father, type of educational institution and area of study of the students were significantly correlated with students' academic achievement. Findings from the previous studies indicated that, year of schooling of father was positively correlated with academic achievement of the students (Furstenberg, Cook, Eccles, Elders & Sameroff, 1999; Davis-Kean, 2005). With reference to predictors of parental guidance, findings of this study revealed that area of study of the respondents, type of educational institution, age of father and mother were statistically significant predictors of parental guidance but year of schooling, occupation and monthly income of father and mother; age, sex and living arrangement of the students didn't have any significant impact on the outcome variable. Mpiluka (2014) in his study also found the positive correlation between type of educational institution and academic achievement which revealed that parental guidance increased when their children studied in public school in comparison to semi-public school.

Parental guidance is an important predictor of children's academic achievement in school. At present, parents take care of their children's academic activities at different levels of education particularly, from elementary level to secondary level. As secondary level is the basic time period for academic life, so child needs a lot of care regarding his or her studies from their parents. Overall, the findings of this study indicated that parental guidance is significantly correlated with academic achievement of the students. As children are the future of any nation and the progress of any nation depends upon the education that they acquire today. So, it is necessary for any nation to take special care of children by providing them an excellence education (Chaudhry et al., 2010).

Conclusion

In Bangladesh, secondary education is considered as the stage which laid a solid foundation for better academic achievement and performance of the students with the aim of producing competent manpower for the growth and development of nation. And in this stage, proper parental guidance is very important for better academic achievement of the students. From the findings of the study, it is evident that parental guidance is positively correlated with student's academic achievement. In addition to parental guidance, other factors like type of educational institution, year of schooling of father and area of study are also significantly correlated with students' academic achievement. Parents need to be aware about the importance of their involvement in children's academic activities so that, they can ensure conducive learning environment at home and participate in school programs. As a result students will be motivated for better academic achievement. In addition, effective methods of parental involvement must be implemented in schools to assure the academic success of children.

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