

**Relationship between Familial-Monitoring and Academic Achievement of
Secondary School Students in Multan Division**

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Abstract

The purpose of the study was to find out relationship between familial-monitoring and academic achievement of the secondary school students. The study was confined to (632) public secondary schools (male and female, urban and rural) in Multan division. The sample of the study was 886 urban students (boys), 785 urban students (girls), 803 rural students (boys) and 337 rural students (girls). The total sample comprised of 2811 students of 9th class. After reviewing the related literature, a hypothetical framework was developed to measure the familial monitoring of secondary school students. A Self-inventory of five point rating scale was developed for the students of 9th class. The self-inventory was consisted of thirty statements about familial monitoring. The validation of research instrument was checked by five research-experts (professor). The reliability of research instrument was .89. The factor loading of components of family social capital was determined by using Component Factor Analysis (Exploratory Factor Analysis). Sampling Adequacy was measured by using KMO (Kaiser-Meyer-Olkin) of Sampling Adequacy that was .92 (as marvelous). Academic achievement of the students was determined from their marks of SSC Examinations year 2015. Data collected from the students were analyzed on SPSS-20. Frequencies, Crosstabulation. Chi-square was calculated to determine the association between familial monitoring and academic achievement of secondary school student. From this study, it was concluded that, familial monitoring was closely related to academic achievement of secondary school students. The children, whose parents monitored all the activities of their children regularly, got better grades than the children whose parents did not, monitored them regularly.

Keywords: Familial-monitoring, academic achievement, parental involvement, parental perceptions, parental expectations.

Introduction

Duncan (2007) investigated that families that have many children, their educational outcomes are not better because they have a few or null resources. In such families parents may not be able to pay full attention on their children. This is why; parents cannot monitor all the activities of their children. When there is a big family,

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parents will not have much time and money for each adolescent. In this way, all types of family capital, economic, person and societal capital will be divided among the offspring. It is concluded that adolescents in large families do not have verbal power; their home environment is not inspirable and they have negative behavior (Duncan, 2007).

Chassin (2009) concluded that, besides the presence of a relationship between parents and children, Parents should keep an eye on all the actions of their kids at home and at school. A structure of the family (two-parent, single-parent, step-parent family) also changes the familial monitoring. In different structures of a family, parents monitor their children in different ways. Association between parents and teachers provide better opportunities to get good grades for the adolescents. Associations with good fellows can also provide opportunities for the adolescents for better educational outcomes. Associations with bad fellows may be resulted in disappointed educational outcomes. For example, when a child will have the relationship with a child that suffers in anti-social behavior; the first child will also be involved in bad behavior (Chassin, 2009).

Problem Statement

In order to investigate that family social capital have effects on students' academic achievement, the problem to be investigated in the study was: Relationship between familial-monitoring and academic achievement of secondary school students in Multan division.

Objectives of the Study

The study was conducted to determine the association between familial-monitoring and academic achievement of secondary school students.

Literature Review

Parents should also monitor the children in their co-curricular activity involvement. Participation in co-curricular activities has a great importance in the modern age. Jordan (2001) found that the adolescents who do not partake in co-curricular activities, their educational outcomes are not satisfied. Later on these children cannot stay in a school for a long time. Co-curricular activity involvement is a better way for the students to study with concentration. Concentration is very important to get good results in study. When a student takes part in sports, he learns many societal attitudes. These attitudes and principals are very important to be successful for a student in his future life (Michaels, Ronald, & Mullis, 2010).

Duncan (2007) concluded that the adolescents who regard as their father as their future image, their educational outcomes are satisfactory. The children, who regard as their father as their future image, get the good grades in their school results. Moreover, the children, who regard as their father as their future image, they have good social behavior than their fellows who regard as their future image a family member

besides father, or they have no future image. The children who regard as a male as their future image, imagine that they will have good educational outcomes than their fellows who do not regard as a male as their future image. The teenagers who do not regard as anybody as their future image, they indulged in bad habits sooner or later. Children who belong to one-parent families 'show mischief and their academic achievement are also low.

One good feature of familial monitoring caused in parental expectations for their adolescent's school performance (Bloom, 2004), parents' association with their children is the source to get better performance in school. Moreover, when the parents are attached to school and discuss the teachers of their children about their problems, this act of the parents will be helpful to get good grades in school (Epstein, 2001). Yet some theories about parental involvement are emerged. Epstein (2001) has presented some stages of familial monitoring in their adolescent's achievements. Epstein (2001) presented four types of familial monitoring: (a) crucial errands, (b) attachments between parents and teachers, (c) familial monitoring of children at school, and (d) familial monitoring of students in studies at residence. Later, Epstein (2001) presented six stages of familial monitoring: (a) how a family can make better their children's learning, (b) association between family and educational institutions, (c) parental involvement in school related behavior of their children, (d) how parents help their children in studies in home, (e) parental involvement about co-curricular activities of their children and (f) parental involvement in to make closer relationships between school and community. Epstein presents that how teachers can play an important role to make better parental involvement.

In past decades, many researchers found that familial monitoring is very important in adolescent's school achievements (Henderson & Mapp, 2002). Familial monitoring linked with family' duties in monitoring their adolescents at residence and in educational institutions. Monitoring may be, to ask the children about their school activities. Parent participation plays a vital role at high school results. When parents are involved, high school students get the good grades and their school vision is vast and they will not have anti-social behavior (Deslandes & Roger, 2008).

There is a close association between social economic status (SES) and parental contribution in adolescent's learning. The researchers are taking a great interest in this respect. These two factors are closely related. Similarly, demographic factors can change the level of parental involvement (Baumrind & Black, 2010). Research in these part shows that parents monitoring in their adolescent's activities in may be in various patterns and in various stages. For instance, researchers found that parents of African American children were very interested to visit the class rooms of their children and the parents of Asian American children were not interested to stopover the class rooms of their children. However, parents of Asian American children had the comprehensive vision about the future of their children and they were much involved in helping to do

the home work of their children. The researchers concluded that, Asian American students got the good grades in school.

Many researchers found that familial monitoring has positive influence on school performance of their adolescents. Hara (2008) suggested that bigger familial monitoring is the means of getting good grades by the students. In many studies, it is found out that familial monitoring is very helpful in determent that how well the students will show performance both at elementary and secondary school levels. Hara (2008) investigated that the influences of familial monitoring has the lasting effects at the elementary school level. The results of familial monitoring are noticeable in understanding activities, mathematics attainment and in many school subjects. Familial monitoring is closely related to parental education and family background .In modern age; a lot of researchers want to know more of the ground rules about familial monitoring. Familial monitoring, is a complicated term, different people have different meanings. In current age, different researchers are very interested to know that what is meant by familial monitoring. Hara (2008) described different levels of familial monitoring. She also described that; it will be very useful if different researchers try to know that, which aspect of familial monitoring have the more influences on children's results. Grolnick and Apostoleris (2006) notes that if the researchers found that, what familial monitoring included, then, it will be easy to found that how much affects the familial monitoring have. Moreover, many researchers are trying to found, about which levels of familial monitoring are the most noteworthy. Hoge and Crist (1997), for example, described that familial monitoring is the result of; family visions, family attention, and familial monitoring in school. From these, four factors, (Hoge & Crist, 2007) concluded that family prospect were very vital. Some researchers are agreed and some are disagree about the results of parental expectations. Mau's (2005) conclusions were that, because familial visions were more crucial, so familial monitoring on homework was very important. She explained that although white parents were taking interest in school related tasks than Asian and Asian-American parents, but the Asian and Asian-American parents had good expectation about the future of their children. So the Asian and Asian-American children showed the better performance in school.

Jordan and Averett (2001) determined the components that may affect the familial monitoring. Family features (for example, qualification of the parents, parents configuration, family group, parent gender, and the time parents spent exterior the home) and kid facial appearance (for example, epoch, sex, classes, and educational outcomes) may be some factors that alter familial monitoring. Research has clarified that uncivilized parents and sole parent less monitor the actions of their children. For example, Deslandes and Roger (2008) determined that outdated families and knowledgeable parents are more interested to supervise the actions of their children (parent inspiration and admiration, help with homework, ask the children about their school actions, and participation of students in educational co-curricular activities.

Astone (1999) also mentioned that adolescents who belong to sole parents or step-parents, their homework were less supervised than the students from conventional families. Deslandes and Roger (2008) mentioned that mothers were more interested to monitor their children's educational affairs than fathers. Epstein (2001) investigated that learned parents and those who do not had additional responsibilities were more interested to supervise their kids at educational institutions. Deslandes and Roger (2008) completed that the children belong to a family with less members, were more monitored than the children with big family. Child characteristics also effects parental monitoring. For example, Deslandes and Roger (2008) mentioned that mothers of adolescent boys had the close association with teachers than did mothers of adolescent girls. Parents pay more concentration to supervise their children's activities when their adolescents are learning in elementary grades or they are indulged in anti-social behavior. According to Eccles and Harold (2006), parents of intelligent students are more interested in school tasks than do parents of dull young people. Epstein (2001) concluded that parent's take less interest to monitor their children steadily as adolescents are get admission in secondary school. When Deslandes and Roger (2008) compared parental monitoring in Grades 8, 9, and 10, he found a constant decrease in familial monitoring, but an incessant adds to in adolescent self-sufficiently.

It is necessary for Parents, they should be aware of their roles because, this responsibility is very necessary to monitor the activities of their children. In other words, we can say that parents will take more interest to supervise the actions of their children if they think their monitoring is very significant as parents. Hoover-Dempsey, Jones, and Reed (1999) suggested three parts of role construction of parents, i. e. Parent's association with teachers, parent's relationships with society and relationships with family members.

Researchers have also found that teachers will monitor the activities of their children at school if the parents are associated with school. Parents will be more interested to monitor their behavior if they think that both teacher and students insist and ask for their monitoring (Dempsey, 2000).

Researchers found that parents will be more interested to monitor their children if they consider that their kids invited them to do so. Students' invitations are the result of their civilized manners. For example, when student's demand to be monitored by the parents for help with homework, they are expressing explicit invitations. Similarly, if the children wanted to do homework alone, parents should tend to reduce their monitoring. If an adolescent has the lower achievement, they are expressing implicit invitations. When young people demand for help, this is an expression of explicit invitations.

Parental monitoring is the awareness about school and parents' views about the school atmosphere for their adolescents. This is because those schools have the duty of collaboration with every student's parents. This is very vital for civilizing the student's

grades at school. Familial monitoring means as the contact of parents with school and get in touch with about school programs and students' presentation.

There is a lot of research in psychology and education that domestic atmosphere has the lasting effects on adolescent's school performance, these effects are stronger than social properties (The Home Environment, 1993). The positive home atmosphere factors comprise a father or mother spending time in monitoring actions of their children to develop their achievements. These home atmosphere factors are known as social capital (Coleman, 2008), because they conclude that if the parents monitor all the activities of their children at school and at home, their student's achievements will be better (Larrivee, 2007).

Research Question

Is there any association between familial-monitoring and academic achievement of secondary school students?

Null Hypothesis

There is no significance association between familial-monitoring and academic achievement of secondary school students

Population of the Study

The total number of students (male and female) of 9th class who took the 2015 annual examination from B.I.S.E Multan was 123010. The total number of public secondary schools was 632 (male & female, urban & rural). So all the students of 9th grade of (632) Public Secondary Schools (male and female, urban and rural) of Multan division was the population of this study. The students of 9th class were selected for study.

Sampling Method

In the present study cluster sampling and proportionate stratified random sampling techniques were used. There were four districts in Multan division. The number of public secondary schools in each district was different. So the number of schools from each district was taken proportionately to the total number of schools in each district. Ten percent of schools from each district and from each category were selected. Cluster sampling technique was used to select the sections of students.

Only students of 9th class of public secondary schools (boys& girls, urban & rural) were included in the study, sampling layout is given in the table on next page. The instrument was administered 3000 Secondary Schools. Data were received from 2811 students. The response turned out to be 94%.

Table 1

Schools and students from public secondary and higher secondary schools in Multan division

District		Male		Female		Total
		Urban	Rural	Urban	Rural	
Multan	Total School	53	60	26	30	169
	Sample School	5	6	3	3	17
	Total Students	9192	10111	8667	7570	35540
	Sample Students	237(250)*	245(250)	201(210)	98(100)	781(810)
Khanewal	Total School	55	67	39	44	205
	Sample School	6	7	4	5	22
	Total Students	10496	9535	8908	7930	36869
	Sample Students	252(260)	203(215)	267(280)	105(110)	827(865)
Vehari	Total School	31	56	21	59	167
	Sample School	3	5	3	5	16
	Total Students	8789	8465	7615	4781	29650
	Sample Students	222(225)	193(200)	178(190)	70(90)	663(705)
Lodhran	Total School	27	31	14	18	90
	Sample School	3	4	2	2	11
	Total Students	6242	5710	5912	3998	21862
	Sample Students	175(200)	143(174)	157(168)	65(78)	540(620)
	Grand total Schools	136	202	78	135	632
	Total Sample of School	17	22	12	15	66
	Grand total Students	34719	33821	31102	24279	123021
	Total Sample of Students	886(935)	784(839)	803(848)	337(378)	2811(3000)

*Proposed Sample

Development of Research Instrument

To determine the familial monitoring of the sampled students, the researcher developed a questionnaire after review of related literature about the research topic. The researcher developed a hypothetical framework for this purpose. Based on this format, the researcher developed the questionnaire consisting 30 statements that were about students' familial monitoring. These statements were on five points Likert type scale. The coding on Likert type scale were as, 5 = always, 4 = most of the time, 3 = sometimes, 2 = rarely, 1 = never.

Academic Achievement

Academic achievement in letter grades of the sample students was determined from their annual results of B.I.S.E Multan as per board standards. Detail is given here,

Student's academic achievements (Grades) were as,

A+ = 90% and above (Exceptional)	A = 80% to 89% (Excellent)
B+ = 70% to 79% (Very good)	B = 60% to 69% (Very good)
C = 50% to 59% (Fair)	D = 40% to 49% (Satisfactory)
E = 33% to 40% (Only pass marks)	F = below 33% (Fail)

Total sample=2811

Passed students in all subjects =1410

Failed students in one subject=475

Failed students in two subjects =358

Failed students in three subjects=371

Failed students in all subjects (failed as a whole) =197

However, total marks of all sample students were taken from their result cards of B.I.S.E Multan

Data Analysis

Crosstabulation, Chi-square, were calculated to determine the association between familial monitoring of and academic achievement. Frequencies of demographic variables were calculated. Reliability Coefficient of factors was calculated. Self-Inventories for parent-child relationship were confirmed using KMO (Kaiser-Meyer-Olkin)

In this research, the researcher wanted to determine the association between familial monitoring and student performance. Familial monitoring consisted of thirty statements. First of all, scores of these statements were added, and then these scores were converted into ordinal data because in interval data, range of scores was vast. Crosstabulation cannot be used for vast range of scores. In the following Table, different letters (A+, A, B+, B, C, D, E, F) show the level of familial monitoring e.g. letter A+ denote the best level of familial monitoring. Then A, denote the low level of familial monitoring than A+ and so on. Letter F denote the lowest level of familial monitoring. Then association between familial monitoring and grades of students was determined.

Table 2

Association between familial-monitoring and academic achievement of secondary school students

Grade		Familial-Monitoring								Total	Sig.
		A+	A	B+	B	C	D	E	F		
90% and above	Count	17	14	6	6	2	1	0	0	46	.01
	Expected Count	21.1	11.9	7.1	3.1	1.7	.8	.2	.1	46.0	
80% to 89%	Count	66	46	29	14	9	7	1	1	173	
	Expected Count	79.3	44.6	26.6	11.8	6.2	3.0	.9	.6	173.0	
70% to 79%	Count	154	79	44	27	10	3	3	0	321	
	Expected Count	147.1	82.7	49.3	21.8	11.5	5.5	1.7	1.0	321.0	
60% to 69%	Count	204	110	68	31	25	14	3	1	456	
	Expected Count	209.0	117.5	70.1	31.0	16.4	7.8	2.4	1.5	456.0	
50% to 59%	Count	150	89	46	21	8	7	1	2	324	
	Expected Count	148.5	83.5	49.8	22.0	11.6	5.5	1.7	1.0	324.0	
40% to 49%	Count	41	14	20	1	4	1	0	0	81	
	Expected Count	37.1	20.9	12.5	5.5	2.9	1.4	.4	.3	81.0	
Fail in one or two subjects	Count	395	214	123	58	25	11	5	2	834	
	Expected Count	382.3	214.9	128.2	56.7	30.0	14.2	4.5	2.7	834.0	
Fail in three or in all sub	Count	261	158	96	33	18	4	2	3	575	
	Expected Count	263.6	148.1	88.4	39.1	20.7	9.8	3.1	1.8	575.0	
Total	Count	1288	724	432	191	101	48	15	9	2810	
	Expected Count	1288.0	724.0	432.0	191.0	101.0	48.0	15.0	9.0	2810.0	

$\alpha = 59.897$ Sig. = .01

In table 2, Crosstabulation results are shown. In this table significance value (.01) shows the strength of confidence, it means that, there is strong association between family monitoring and academic achievement. A family who monitor all the activities of its children, their children shows the better performance but a family who does not monitor all the activities of its children, their children does not show the better performance of secondary school students.

H₀: There is no significance association between familial-monitoring and academic achievement of secondary school students.

Thus there is a significance association between familial-monitoring and academic achievement of secondary school students. Null Hypothesis claiming that there is no significance association between familial- monitoring and academic achievement of secondary school students is therefore rejected.

Discussion

Several studies report that familial monitoring has positive influence on school performance of their adolescents. Hara (2008) suggested that bigger familial monitoring is the means of getting good grades by the students. In many studies, it is found out that familial monitoring is very helpful in determining that how well the students will show performance both at elementary and secondary school levels.

Grolnick and Apostoleris (2006) notes that if the researchers found that, what familial monitoring included, then, it will be easy to find out how much affects the familial monitoring have. Moreover, many researchers are trying to find out, about which levels of familial monitoring are the most noteworthy. Hoge and Crist (1997), for example, described that familial monitoring is the result of; family visions, family attention, and familial monitoring in school. From these, four factors, (Hoge & Crist, 2007) concluded that family prospect were very vital. Some researchers are agreed and some are disagree about the results of parental expectations. Mau's (2005) conclusions were that, because familial visions were more crucial, so familial monitoring on homework was very important. She explained that although white parents were taking interest in school related tasks than Asian and Asian-American parents, but the Asian and Asian-American parents had good expectation about the future of their children. So the Asian and Asian-American children showed the better performance in school.

A study was conducted by Dornbusch (1987) to investigate that which style of parents was helpful in achieving good scores. Two types of parenting attitudes were described in that research. Authoritarian parents wanted to control their children by force but the democratic parents used a civilized manner with their children. It was concluded from the study that the second type that was authoritative or democratize, was helpful for adjustment of children in a society and to achieve good grades. Thus these researchers investigated that authoritative or democratize style help the students in good performance. This result of previous studies supports the result of this study.

Recommendations

Following recommendations are given: (1) there should be a close relationship between parents and their children so that better school results should be achieved, (2) parents should be aware of their children's personal problems and they should try their best to solve these problems, (3) it is induced from the study that the home discipline should be democratic because it employs explanation, discussion and reasoning to help the children, (4) parents should try to know the Psychics of their children, (5) family members should be in contact with school for the betterment of their children and (6) parents should monitor their children regularly in all their activities.

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