

IMPACT OF PARENTS' HIGH EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOLS STUDENTS IN DISTRICT NORTHWAZIRISTAN.

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ABSTRACT

Survey type was used for this study. The aim of this study was to investigate the Impact of Parents High Expectations on the Secondary Schools Students' academic achievement in North Waziristan Agency. All the 10th class students (Public and Private Schools) as well as their parents were the population of the study. The sample of this study was 440 in which (220=10th class students and (220=parents of the same students). For data collection from both students and parents, two separate questionnaires were used. Five-point Likert scale with Strongly Disagree (SDA), Disagree (DA) Undecided (UN) Agree (AG) and Strongly Agree (SA) was used. SPSS was used to analyze the data. Frequency and percentage and Linear Regression were used to for analysis of the Impact of Parents' High Expectations on the Secondary school students' academic achievement in District North Waziristan. As a conclusion the Impact of Parents' High Expectations was identified and was related with the academic achievement of Secondary students. Some suggestions were also added to the study.

Keywords: Expectation, Academic Achievement, District North Waziristan

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INTRODUCTION

Families are considered as one of the significant and most influential factors of their ward's lives. The family has the power to make, keep and change the students. Thus, the families can motivate and tolerant, with the active involvement in the educational processes and educational practices. But if families who will not be involved in the students' educational activities, their children may not be motivated or may not perform well in their education. Thus, their educational career may be affected and they may not be able to improve their academic achievements. There should be programs of awareness in community regarding their children education and their academic performance.

Parents are the most influential character in students' educational lives. Families are considered as the primary trainers of students. Students start to learn behavior and social values at home. Therefore parents should give proper time to their children and should motivate them through encouragement, appreciation their work, giving reward on better performance, discussing the advantages of education and sharing their high expectations. Thus they would be able to improve their children's academic achievement. According to (Rao, et al. 2000), academic attainment is a attractive issue of interests within the researchers community as the research community has considered as a scale of child's adjustment in a school and the for the child's future outcomes. (Narad, A. Abdullah, B. 2016) educational attainment of the children and the all the educational system is revolving around it. Educational outcome of the students is the gauge through which the school is measured whether the is succeeded or failed in its task. Not only school, but families also expect from their children well educational outcome, as they think that greater educational performance can lead their children to better career opportunities and secure their future. According to (Murthy and Kulshreshta, 1999), academic achievement means the

education gotten and measured by marks, the teachers have given. In the contexts of education, academic achievement are the education related aims and goals which are to be achieved by students, their teachers or by their educational institutions over a particular time and academic achievement is measured either by exams or continuing process of assessment and the aims and goals may be different from one student or educational institution to another. Academic achievement is the result of educational process, and to see how much the students, teachers or educational institutions have succeeded in achieving their educational aims and goals. Academic anxiety and academic attainment were inverse and significantly linked to one another. Academic attainment of a student is affected by certain elements such as students' personality, his intellectual ability, environment he is living in, etc

The significant role of families has been recognized by the teacher and family themselves that their involvement in their wards educational process for complete development of their children, for improvement in the students' personality and bright future of the students. According to Gonzalez- Pienda, et. al., (2002), "if families do not assist students in their education, it would be difficult for teacher to take help from his academic experience for supporting student in learning the fruitful contents. According to UNESCO, (1992) family can facilitate students in their learning process out of school time usually in an informal manner. Family teaches and trains students in the primary days of their lives, the fundamental skills, behavior and norms and other characters which are necessary for the students' daily life. The learning which take place and which has not been written is provided by the parents to the children, is fruitful and to some hove, is very high level skilled, i.e. the education gained by the students at home level can facilitate the children to confront in a successful way the demands of the present limits of families as well as the whole community.

It is a fact that parents or families can play an important contribution in shaping their children's attitude towards education, help to improve their academic achievements. Parents can motivate their children by sharing their expectations with their children, discussing the advantages of education and encourage them. According to (Carpenter, 2008), parents' expectations also have been considered to have a strong effect on the student's educational attainment. This argument and thought has been favored second by many researchers and have been "verified in certain research works through the decades". For example, (Vartanian et al., 2007; Yamamoto & Holloway, 2010) indicates a positive relationship between parents' expectations and student attainment and it has been written in many recent researches.

According to (Trusty, J. 2003), families' high expectations also contribute to improve the students, Educational attainment. Parent's expectations from the students are a vital and important effect on high school students' achievements, high school credit hours completion, and participation in extracurricular high schools events. (Zhan, 2006), denoted that secondary schools' students' parents' expectations for students' learning performance are directly correlated with higher students' math and reading marks. (Spera, C. 2006) describes that when adolescents keep in view that their parents have high education related expectations, they take more interest in school and learning activities. They show better academic self-regulations, and greater objectives pursuance. (Gutman, L. M. 2005), claims that there are proofs that the African American parents' expectations for students have higher effect on eighth and Ninth class math marks when parents also discuss with the adolescents that better academic attainment is referred to efforts, instead of by a desire to perform well than the others.

According to (Patrikakou, E. N. 2004), family's aspirations influence students' aspirations; therefore, we can say that family's aspirations affects children's achievements. For example (Marchant, G. J, et al, 2000) reveals "when the student knows that his parents prefer his educational attainment, therefore the students will show competence and motivation educational process. (Sands, T., & Plunkett, S. W. 2005) describes that in fact, the parents' expectations, their encouragement and motivation provided by the families have greater force than the assistance provided by the peer group. (Jeynes, 2005), elaborates that many of the families share and discuss their children's school-based problems, therefore it positively affect the expectation of parents about children's academic attainment. (Ma, X. 1999) claims that families high expectations and aspirations regarding mathematics along with common discussion at home level about their children's schools progress and success as well as schools based issues in standard nine, and they are the most effective indicators of children's participation in advance mathematics course at high school level.

According to (Lee and Bowen 2006), parent's greater education related expectations and aspirations are directly connected with greater students' academic attainment across demographic variables. (Lee & Bowen, 2006) in his study it was consistent along with other findings that indicate the greater parents' expectations and aspirations about their children. (Luneburg and Irby 2002) claims that parents' expectations about their children's attainment—participating in school based practices, are encouraging and motivating factors. (Carpenter, 2008) denotes, that parent's expectations and aspirations also have been seen positively affecting the children's better academic attainment. (Grolnick, friendly, and Bellas 2009) elaborates that when parents positively trust in the children's capability and have greater expectations and aspirations for their children is more likely to be developed". The researchers denote that, parent's

high expectations and aspirations about in how a better way their children's can achieve and their attitude towards the values of the assignments the children are working on may affect children's motivation.

According to (Gottfried, Fleming, & Gottfried, 1994) families' expectations and aspirations has been found significantly affect children's motivation. For example, that family who has high expectation and aspirations about his child's educational performance, it develops intrinsic motivation in child for learning. Thus, the child tries to perform well in school. (Peng & Lee, 1992) tells that parents' who share with their child the school based practices indicates the strong link with child's greater attainment. Similarly (Henderson and Berla 1994) describes that parents who take part in (in home as well as school) with their children's school based activities increases children's success. (Ceballo, R. 2004) elaborates that families' greater expectation and aspirations also play an important role between risk and children's success. (Martinez, C. R., et al. 2004), claims that educational motivation of the students by Latino parents is associated with attendance and they retain in schools.

(Halle, T. G. et al, 1997), parents' expectations and aspirations about their children's' academic attainment in school was strongly associated with the children's success in school. Parent's expectations are positively connected with better performance and greater academic achievement. According to (Patrikako, E. N. 1997) results of his study seconds that argument that families' greater expectations and aspirations are significant in developing the educational expectations and, thus, in this way achievement of adolescents. (Singh et al 1995) denoted that parents must give preference parents' expectations and aspirations which are linked with the families' hopes about their children's continuation of educational process. Families' greater high expectations and aspirations strongly affect students' academic attainment in both direct and

indirect ways if parents discuss with their children their educational practices. Many of the researchers work focus on families' high expectations and aspirations usually positively affect students' academic achievements. Specifically, (Baker and Soden, 1998) claims that families' high aspirations are strongly connected with the students' greater educational outcome.

Statement of the Problem

It could not be denied that if family do not take proper care of their children's educational process, it might be impossible for children to achieve better than the students whose family properly looks after their children. So, the researcher is conducting a research on the topic "*Impact of parents' high expectations on the academic achievements of Secondary Schools Students in District North Waziristan*".

Objectives of the Study

Objectives of the study are mentioned below:

1. To identify the Role of Parents' High Expectations on the academic achievements of Secondary Schools students' in District North Waziristan.
2. To investigate the Impact of Parents' High Expectations on Secondary Schools students' academic achievement in District North Waziristan.

Research hypothesis

Ho1. There is no significant Impact of Parents' High Expectations on Students' Academic Achievement in District North Waziristan.

Ho2. There is significant impact of parents' encouragement on students' academic achievement at secondary level.

RESEARCH METHODOLOGY

Design of the Study

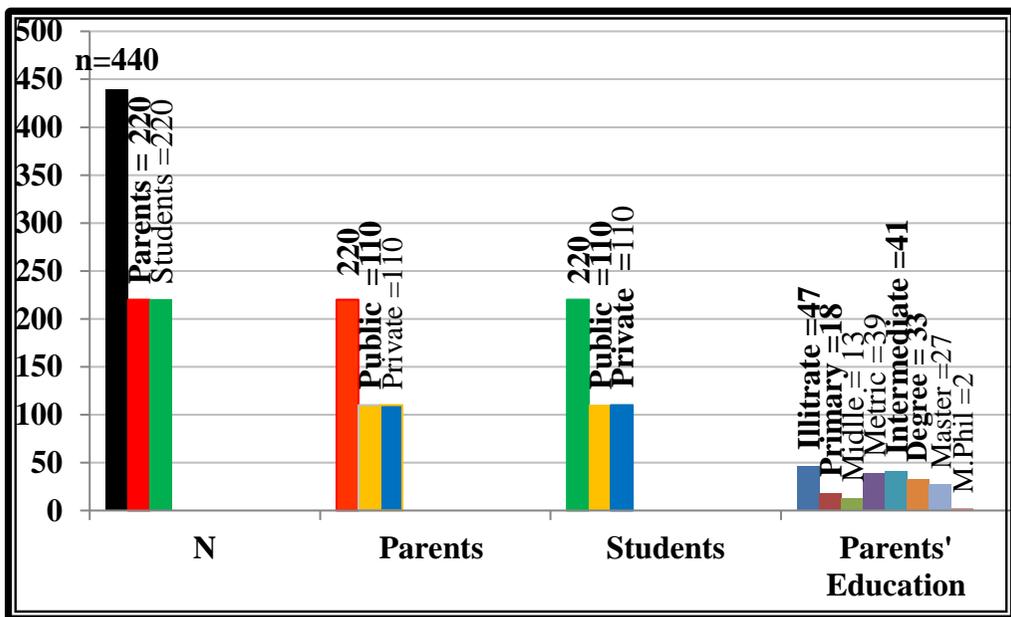
This was a descriptive research study.

Population and Sampling of the Study

Population was comprised of all the students and their parent (Public+ Private) Secondary Schools in Distract North Waziristan. The researcher collected data through the stratified random sampling method. According to Chambers and Skinner (2003), Choosing sample from the total population is an issue. The sample is shown in the table below.

According to John curry formula the total number of respondents were 440 out of 3038. In which 220 students were taken as respondents out of 1519 and 220 out of 1519 parents of the same students were taken as samples.

Demographic information of respondents (n = 440)



Sample Size Rule of Thumb {Curry, J. (1984)}

If the respondents are;	10	-	100	then	100%
	101	-	1000	then	10%
	1001	-	5000	then	5%
	5001	-	10000	then	3%
	10000 or above			then	1%

RESULTS AND DISCUSSION

Table1 for Ho1: Identification of “Impact of Parents’ High Expectation on the Academic Achievements of Secondary Schools Students”.

Parents’ High Expectations			
Statements	Views	Frequency	Percentage
Parents’ High Expectations	Strongly Disagree	2	.9 %
	Disagree	85	38.6 %
	Undecided	14	6.4 %
	Agree	77	35.0 %
	Strongly Agree	42	19.1 %
Childs’ Encouragement	Strongly Disagree	1	.5 %
	Disagree	86	39.1 %
	Undecided	14	6.4 %
	Agree	80	36. %
	Strongly Agree	39	17.7 %
Studying at Home	Strongly Disagree	00	00 %
	Disagree	72	32.7 %
	Undecided	19	8.6 %
	Agree	115	52.3 %
	Strongly Agree	14	6.4 %
Educational Activities	Strongly Disagree	00	00
	Disagree	77	35.0 %
	Undecided	23	10.5 %
	Agree	119	54.1 %
	Strongly Agree	1	.5 %
Not assigning other activities	Strongly Disagree	00	00
	Disagree	85	38.5 %
	Undecided	41	18.6 %
	Agree	89	40.3 %
	Strongly Agree	5	2.3 %
Study Room	Strongly Disagree	00	00
	Disagree	92	41.8 %
	Undecided	22	10.0 %
	Agree	79	35.9 %
	Strongly Agree	27	12.3 %

In the above Table 1, to identify the “Impact of Parents, High Expectations on Students’ Academic Achievement at secondary level in District North Waziristan, the statements were taken from Parents’ Questionnaire (PQ) which were Parents’ High Expectations, Childs’ Encouragement, Studying at Home, Educational Activities, Not assigning other activities, and Study Room respectively (shown in the above table). Total parents’ respondents were = 220 (n = 220).

Statement1: 77= (35 %) respondents were agree and 42 = (19.1%) were Strongly Agree while 85 = (38.6%) disagree 2 = (.9%) were Strongly Disagree with, “Studying at Home”, But 14 = (6.4 %) remained Undecided. Majority of the respondents are Agree with the statement.

Statement2: 80= (36%) of the respondents were agree and 39 = (17.7%) were Strongly Agree while 86 = (39.0%) disagree and 01 = (.5%) were Strongly Disagree with, “Educational Activities at Home”, But 14 = (6.4 %) remained Undecided. Majority of the respondents are Agree with the statement.

Statement3: 115 = (52.3%) of the respondents were Agree and 14 = (6.5%) were Strongly Agree while 72 = (32.7%) disagree and 0 = (0%) were Strongly Disagree with, “Educational Activities”, But 19 = (8.6 %) remained Undecided. Majority of the respondents are Agree with the statement.

Statement4: 119= (54.1%) of the respondents were Agree and 1 = (.5%) were Strongly Agree while 77 = (35.0%) disagree and 0 = (0%) were Strongly Disagree with, “Educational Activities”, But 23 = (10.5 %) remained Undecided. Majority of the respondents are Agree with the statement.

Statement5: 89 = (40.3%) of the respondents were Agree and 5 = (2.3%) were Strongly Agree while 85 = (38.5%) disagree and 0 = (0%) were Strongly Disagree with, “Not Assigning other Activities”. But 41 = (8.6%) remained

Undecided with the statement. Majority of the respondents are Agree with the statement.

Statement6: 79 = (35.9%) Agree and 27 = (12.3%) were Strongly Agree while 92 = (41.8%) were disagree and 0 = (0%) were Strongly Disagree with “Study Room” But 22 = (10.0 %) remained Undecided. Majority of the respondents are Agree with the statement.

According to the above statistic the majority of the respondents were Agree with the statements. Which identify role of Parents’ High Expectations on the academic achievement of secondary school students in District North Waziristan.

Table 2: Parents’ High Expectations.

Dependent Variable	Predictor	R Square	Beta Score	Sig.
<i>Students’ academic achievement</i>	<i>Parents’ high expectation</i>	.10	.32	.00

In table 2 shows the results of the linear Regression, parents’ expectations as predictor of students’ academic achievement. The value of R Square is =.10 which means that independent variable is responsible for the 10% of the variance in the dependent variable. The variance is significant at .05 level of significance because the P value is <.05.

The Beta value shows that a unit change in independent variable will cause .32 unit changes in dependent variable.

Thus, H₀₁ that there is no impact of parents’ high expectation on students’ academic achievement at secondary level is rejected.

Table 3: Childs' Encouragement.

Dependent Variable	Predictor	R Square	Beta Score	Sig.
<i>Students' academic achievement</i>	<i>Childs' Encouragement</i>	.10	.32	.00

In table shows the results of the linear Regression, child's encouragement as predictor of students' academic achievement. The value of R Square is = .10 which means that independent variable is responsible for the 10% of the variance in the dependent variable. The variance is significant at .05 level of significance because the P value is <.05.

The Beta value shows that a unit change in independent variable will cause .32 unit changes in dependent variable.

Thus, Ho2 that there is significant impact of parents' encouragement on students' academic achievement at secondary level is rejected.

DISCUSSION

This study proves that Parents' High Expectations has strong impact on students' academic achievements at secondary level in District North Waziristan, as claimed by Carpenter, (2008) that parental expectations and aspirations also have been suggested to have effects on their children's achievement. This common-sense notion has been backed by prior research and has been "confirmed in numerous studies over multiple decades"

According to this study there is significant impact of parents' high expectation on students' academic achievement at secondary level is rejected and the values indicates that there is significant impact of parents' encouragement on student's academic achievement at secondary level in District north Waziristan. This results seconds (Richardson, 2009) who noted that parents' encouragement

regarding their child's performance will result in positive results and the child will aspire and work hard so as not to disappoint their parents.

CONCLUSIONS

According to table 1 the Impact of Parents' High Expectations is identified, the researcher decided on Agree and Strongly Agree which were in the majority. Therefore, we can indicate that impact of parents' high expectation is identified and all the statements; "Parents' High Expectations", "Childs' Encouragement", "Keeping child Studying at Home", "Educational Activities at home", "Not assigning other activities" and "Study Room" rejected Ho1 which shoes that Parents' high expectation has a role in students' academic achievement at secondary level.

According to table 2 both the statements; Parents' High Expectations and Childs' Encouragement, Ho2 is rejected and both the above tables indicates that Parents High Expectations has strong impact on students' academic achievements at secondary level.

SUGGESTIONS

1. Parents should encourage their children to for better educational performance at secondary level in North Waziristan Agency.
2. Parents should share their high expectations with their children to motivate them for better performance at secondary level.
3. Parents should spare some time for general discussion with their children regarding their educational activities at school.
4. Parents should facilitate their children in their educational process for better academic achievement.

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