PARENTAL INFLUENCE ON SUBJECT SELECTION AND ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN DISTRICTS MARDAN, MALAKAND AND PESHAWAR KHYBER PUKHTUNKHAWA PAKISTAN

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No possible conflicts of interest have been declared by the author(s) with respect to the study, authorship, and/or publication of this paper.

ABSTRACT

The current study examines that how parents influence on secondary school student's subject selection and academic performance in different districts of Khyber Pukhtunkhawa, Pakistan. The cross sectional and correlational research design was use on a target population of 600 Secondary schools students. A simple random sampling procedure was used to select the sample size of 520 students. G Power software was used to choose the sample size. The "Parental Influence on Subject Selection and Student Academic Performance Questionnaire," which was given to students, was used to collect data. For each variable Section, the reliability index was 0.78, 0.82, 0.79, and 0.73. The analysis of the data was done using mean and standard deviation for research questions and Pearson Moment Correlation Coefficient and regression analysis for hypotheses testing. The study's findings revealed that there is no substantial association between parental subject selection influence and students' academic achievement, and that parental subject selection influence does not predict secondary school students' academic success.

KEY WORDS

Academic career, Subject selection, Parental interest, Academic performance

1. INTRODUCTION

One of the most essential tasks of education in today's in our society is to assist learners in making various career choices, including subject selection by students that will match their specific interests, abilities, personalities, and other factors that are vital to their

growth. It is common knowledge that most young pupils struggle to choose subjects in secondary school. Secondary education (S.S) is the third stage in the existing educational system, which exposes students learn to as many disciplines as possible in primary school (P.S.) before allowing them to choose subjects in senior secondary school (SSS).

Making decisions from such a wide range of possibilities becomes a monumental effort for pupils. It is one of many critical decisions students will make in determining their future plans, and this decision will have long-term consequences for them. Okeke (2000) claims that parents and guardians have a substantial influence on their children's career and subject choices, and that parents' qualities played a key impact in students' technical topic choices.

Parents have a critical role to play in preparing their children for school. Mabunda (2002) claimed that parents have a bigger influence on their children's growth and future profession choices when it comes to career counseling. As a result, Ozioma (2011) found those students' levels of interest and their parents' social status sometimes influenced their children's interest in vocational topics, which this study relates to parental subject selection for their children.

According to Jordan, Orozco, and Averett in Odiriamatari (2015) research has shown that the degree to which a child's family can create a home environment that encourages learning, expresses high and realistic expectations for the child's achievement and future career, and is involved in the child's education at school and at home predicts the child's success in school and in the future. That, as studied in this study, parental participation in education refers to the numerous actions parents engage in both at home and at school in order to aid their children's overall learning experiences.

The influence of parents/guardians on subject selection and profession choice for their children has been shown negative impact on some of children's performance. The negative impact on some of these children's academic performance has led to numerous research findings indicating a reduction in student academic accomplishment in our educational system. Tenibaje (2009) who claims that pupils' academic performance in Nigeria is deteriorating at an alarming rate agrees with this trend. Academic achievement is viewed as a very important tool for determining a student's success as well as their potential to contribute to social growth. According to Olaitan (2017) pupils who achieve beyond the average of the society's standard are not only recognized as brilliant, but also as likely to contribute meaningfully to the society's growth, progress, and sustenance in the near future. As a result, the society keeps a close eye on its pupils' academic achievement at all levels of educational institutions, whether elementary, secondary, or university (Olaitan, 2017).

Based on the decline in student academic performance, Ibanga and Eremie (2017) asserted that kids will require a great deal of assistance from all school officials, particularly the principal, instructors, and counselors, who will collaborate on topic selection. This is in line with Ozioma (2011), who found that in some schools, a lack of guidance counselors or the absence of guidance counselors influenced the study of vocational subjects in secondary schools. As a result, most students who were talented and capable of studying vocational or technical topics were not advised to enroll in areas in which they would excel. This is in line with FRN (2004) which states that pupils should be streamed at the end of JSS based on their exam scores, academic performance, aptitude, and vocational interest. Students were further streamed into science, arts, technology/

technical, or commercial fields once they reached senior high school. This is in order to assist pupils in determining their future job path. As a result, the study aims to provide some insight into these concerns as well as demonstrate parental effect on secondary school kids' subject selection and academic performance in the districts of Mardan, Malakand, and Peshawar, Khyber Pukhtunkhawa.

2. LITERATURE REVIEW

According to Hewitt (2010), factors influencing children's topic selection and job choice cannot be both intrinsic and extrinsic. He went on to say that most children are affected by their parents' preferred vocation, while others pursue the career educational options that are available to them. Finally, some students choose to pursue their own passion or career regardless of how much or how little it pays them. Finally, he claims that a variety of factors influence students' perceptions of their suitability for a given career, including their choice of science topics, degree of success, disparities in work features, and ethical background. Borchert in Alphonse (2016) found that numerous parental characteristics influenced children's subject selection in secondary school in Parents' influence on subject selections. Environmental influences, opportunity factors, and personality variables are among them. While Ebong (2015) discovered that a student's familial background has a significant impact on their course choice. Parental expectations, parent level of education, parent socio-economic position, parental occupation, and parent-child interaction are some of the parental characteristics that influenced children's topic selection in secondary schools, according to Wachira (2018).

Ebong (2015) investigated the impact of family background on students' academic progress in secondary schools in Abak local government, Akwa Ibom State, Nigeria. The study's goal was to see if the students' performances were influenced by their parents, gender, examiners, or the examination body. The study guide was composed of three research questions and three hypotheses as a consequence of the investigation. The study's study design was based on a survey. Which one thousand four hundred and forty (1440) senior secondary three (SS 3) Physics students were chosen from his research population of 12 schools using the basic random sample technique; six (6) each were chosen from both Day and Boarding Schools within the study Local Government Area. The data also showed that the student's performance in the physics exam was unaffected by family structure, parent occupation, or parent educational level. In contrast to what most past research has revealed, teachers have a major impact on student progress in science (Physics), according to his findings.

Whiteley and Porter (1998) looked into how career and subject selection has revealed a variety of impacts on such decisions. The Tertiary Entrance Procedures Authority (TEPA) commissioned their study, which looks at similar concerns from a student's perspective over a four-year period. They wanted to figure out how school rules and practices affect pupils, as well as other factors that influence individual subject choices and career choices. Their study identifies preliminary assessments of the considerable qualitative data acquired from the project's first three phases relating to senior school topic selection. They predicted that using a qualitative research methodology would provide more insight into these processes and procedures based on the findings of the study. Furthermore, the purpose of this article was to assess the usefulness of information

provided at decision-making moments, as well as elements that impede or facilitate students' post-secondary decisions, from the perspective of the students.

Osuafor and Okonkwo (2013) evaluated the impact of family background on secondary school biology students' academic achievement in Anambra State. They were curious about how students' Anambra State familial backgrounds influenced their scholastic development in Biology as senior secondary school students. They conducted their investigation through a survey. A total of 546 Senior Secondary Two (SS 2) biology students were chosen from 14 schools in the research area's Awka, Nnewi, and Onitsha Education Zones using a simple random sampling technique. As a result of their findings, their research concluded that, contrary to most previous studies, family background had minimal impact on kids' science achievement (biology). Researchers should look into other probable variables that contributed to students' poor performance in Biology and science issues in general in order to find a long-term solution to the problem.

Purpose of the Study

The major goal of this study is to investigate parental effect on secondary school students on subject selection and academic performance in different districts of Khyber Pukhtunkhawa, Pakistan. It will determine to the greatest extent feasible how much parents influence their children's secondary school topic choices. The study will, however, be guided by the following objectives.

1. To determine the extent parental occupational preference influence students' subject selections in secondary school.
2. To determine the extent parental values influence students' subject selections in secondary school.
3. To determine how parental education influence students' selections in secondary school.
4. To determine the extent parental influence on subject selection predicts the academic performance of students in secondary school.

Hypotheses

The study was formulated with the following research hypotheses as shown below:

Ho1. There is no significant relationship between parental occupational preference on subject selection and academic performance of in secondary school.
Ho2. There is no significant relationship between parental values on subject selection and academic performance of in secondary school.
Ho3. There is no significant relationship between parental education on subject selection and academic performance of in secondary school.
Ho4. Parental influence on subject selection will not predicts the academic performance of students in secondary school.

3. MATERIALS AND METHODS

This study employed a cross-sectional and correlational research approach. The correlational research design is one that aims to determine whether or not there is a relationship between two or more variables. Because this study attempts to establish the

association between parental influence on topic choices and academic achievement among secondary school students in different districts of Khyber Pukhtunkhawa Pakistan.

3.1 Study Area

The data was collected from all public and private secondary schools in Mardan, Malakand and Peshawar districts of Khyber Pukhtunkhawa Pakistan. Theses district is mostly occupied by the Pushtoon and Sarayki tribes and Pushtoo and Urdu languages are the predominant language that is used for communication.

3.2 Study Population

The population of the study was all the public and private senior secondary schools and all the senior secondary students of 2021 session in Mardan, Malakand and Peshawar districts of Khyber Pukhtunkhawa.

3.3 Sample Size

A sample size of twenty two (22) secondary schools and five hundred twenty (520) students were used for the study. Firstly, 22 schools were selected using simple random sampling technique to choose the sample schools; this was done by balloting to select two schools from each District. The reason this sampling technique was adopted, was to allow equal opportunity for all the target population.

3.4 Study Instrument

The study instrument was a questionnaire of Parental Influence on Subject Selection and Student Academic Performance Questionnaire (PISSSAPQ). The instrument was made up of two parts, part 1 and part 2. The part 1 is the introduction to respondents while the part 2 is the area to be responded, and it is in turn divided into sections; section A and section B. The Section A consists of the respondents' Demographic Data such age and type of school. The Section B is a twenty (20) item questionnaire designed to elicit information from the respondents on Parental Influence on Subject Selection and Student Academic Performance. From item 1- 5 measured Parents' Occupation from item 6 - 10 measured Parental Values and Expectations from item 11 - 15 measured Parental Education and from item 16 - 20 measured Academic Performance. The twenty (20) item questionnaire was constructed on a modified four scale point Likert Scale of Great Extent = 4, Moderate Extent = 3, Low Extent = 2 and Not at All = 1.

The questionnaire titled "Parental Influence on Subject Selection and Student Academic Performance Questionnaire (PISSSAPQ)" with the help of three research assistants the instruments were administered and retrieved. After an introductory letter to the various head of schools before the administration of the research instruments. The instruments were administered in three days; the first day, six schools were administered, the second day was five schools and the third day was another five schools. The sampled students were all arranged in a classroom, in the manner of examination to make the students serious with the exercise with the assistance of their teachers before administration of the instrument by the researcher and her assistants. The researcher and her assistants made sure as they administered, they also guided the respondents (students) where necessary and endeavor to retrieve the questionnaire that same day.

3.5 Data Collection Method

Therefore, the method of data collection used in this research work, is the primary data. The primary data was consists of sixteen (16) items in well-structured and non-disguised closed ended questionnaire that was administered to the respondents and retrieved by the researcher.

3.6 Data Analysis Procedure

The data obtained from the questionnaires were analyzed using Pearson Product Moment Correlation Coefficient and Regression Analysis at 0.05 level of significant and a decision rule of rejecting the null hypothesis if the p-value is smaller than the chosen alpha level. Hypotheses 1 to 3 were tested using Pearson Product Moment Correlation Coefficient while hypothesis 4 was tested using Linear Multiple Regression Analysis.

4. RESULTS AND ANALYSIS

Table 1

There is no significant association among parental occupational preference on subject selection and academic performance of students in secondary school.

Table 1
Pearson Product Moment Correlation of Parental Occupational Preference and Academic Performance

Variable	Parental Occupational Preference	Academic Performance
Parental Occupational Preference Pearson Correlation. (Sig. 2-tailed)	1	-0.41
		.462
N	520	520
Academic Performance Pearson Correlation. (Sig. 2-tailed)	-0.41	1
	.462	
N	520	520

The correlation between the variables is negative, $r = -.041$, $p – value = 0.462$. The Sig. (2-Tailed) value is 0.462. This value is greater than .05 alpha levels. Therefore, the null hypothesis is not rejected. This implies that, there is no significant relationship between parental occupational preference and academic performance. In other word, parental occupational preference on the subject selection for their children does not have positive influence on their academic performance.

Table 2

There is no significant relationship between parental values and expectations on subject selection and academic performance of students in secondary school.

Table 2
Pearson Product Moment Correlation of Parental Values
on Academic Performance

Variable	Parental Occupational Preference	Academic Performance
Parental Value	1	0.61
Pearson Correlation (Sig. 2-tailed)		.366
N	520	520
Academic Performance	0.61	1
Pearson Correlation. (Sig. 2-tailed)	.366	
N	520	520

The correlation between the variables is positive but very low, $r =. 061$ $p - value = .366$. The Sig. (2-Tailed) value is .366. This value is greater than .05 alpha levels. Therefore, the null hypothesis is not rejected. This implies that, there is no significant relationship between parental values on academic performance. In other word, parental values on their subject selection for their children do not have positive influence on their academic performance.

Table 3
There is no significant relationship between parental education on subject selection and academic performance of students in secondary school.

Table 3
Pearson Product Moment Correlation of Parental Education
and Academic Performance

Variable	Parental Occupational Preference	Academic Performance
Parental Value	1	0.75
Pearson Correlation (Sig. 2-tailed)		.140
N	520	520
Academic Performance	0.75	1
Pearson Correlation. (Sig. 2-tailed)	.140	
N	520	520

The correlation between the variables is positive but very low, $r = .075$, $p - value = .140$. The Sig. (2-Tailed) value is .140. This value is greater than .05 alpha level. Therefore, the null hypothesis is not rejected. This implies that, there is no significant relationship between parental education and academic performance. In other word, parental education on subject selection does not have positive influence on their children academic performance.

Table 4

   Parental influence on subject selection will not predicts the academic performance of students in secondary school.

Table 4
Regression Analysis Summary for the Prediction of Parental Influence
on Subject Selection and Academic Performance of Students

Model (Variables)	B	Std. Error	Beta	t	*p*-value
Constant	10.234	1.051		9.715	.000
Parents' Occupation	-.089	.065	-.089	-1.749	.120
Parental Values	.078	.081	.066	1.029	.265
Parental Education	.087	.071	.074	1.232	.178
R= .112; R2 = .014					
Adjusted R2 = .008;					
F-Stat. = 1.645 (.206)					

a.   Dependent Variable: Academic Performance of Students

   In the Table 4 shows the F-stat is 1.645; p-value is 0.206 while the alpha level is 0.05. The *p*-value of 0.206 is greater than the alpha level. This revealed that the null hypothesis is not rejected. Implying that, the parental influence (parents' occupation, parental values and parental education) will not significantly predict academic performance of students. Also from table 4, the predictor (independent) variables; parents occupation" with (β = -.089), had a negative predictor on academic performance of students, parental values with (β = .065), had a positive but very low predictor on academic performance of students and parental education with (β = .074), also had a positive but low predictor on academic performance of students. The *p*-values for the independent variables are all greater than the chosen alpha level of 0.05. The R of .112 which is very low is the absolute value of the Correlation Coefficient; The R2 of .008 indicates that, the three independent variables (parents' occupation, parental values and expectation and parental education) will not predict academic performance of students by almost 0.8 percent while the Adjusted R2 of .008 shows the goodness-off it of the model.

5. DISCUSSION OF FINDINGS

   In the test of hypotheses, hypothesis one revealed no significant relationship between parental values and expectations on subject selection and academic performance of students in secondary school. Also hypothesis two revealed no relationship with parental occupational preference on subject selection and academic performance of students in secondary school. This finding correspond with the findings of Osuafor and Okonkwo (2013), which in their study, they reveal revealed that; family structure, parents' occupation and educational level of parents, did not have significant influence on students' academic achievement in biology and Ebong (2015) who also revealed that family structure, parent occupation and educational level of parent did not have significance influence on student's performances in physics examination. Also in hypothesis three, the study revealed no relationship with parental education on subject selection and academic performance of students in secondary school. The findings is also in line the findings of Osuafor and Okonkwo (2013), which reveal revealed that; family structure, parents' occupation and

educational level of parents, did not have significant influence on students' academic achievement in biology and also with that of Ebong (2015) who also revealed that family structure, parent occupation and educational level of parent did not have significance influence on student's performances in physics examination.

6. CONCLUSION

The purpose of this study was to see how parental influence on topic choices affects students' academic performance in secondary school in several districts of Khyber Pukhtunkhawa, Pakistan. According to the findings, parental influence on subject selection can have a beneficial or negative impact on students' academic success. Furthermore, the study discovered that there is no substantial link between parental influence on subject choices and secondary school kids' academic achievement. As a result of the study's findings, parents should let their children to choose or select secondary school subjects based on their interests.

RECOMMENDATION

Based on the findings, some recommendations were made; students should always maintain their choice of subject based on what they are interested in, and not to succumb to the pressures of their parents who impose subjects they lack interest in. Parents should be enlightened on the importance of subject selection and career guidance. The enlightenment can be channel through workshops and Parents/Teachers Association (PTA) meetings.

Based on the negative implication of parents selecting subjects for their children, the parent should be enlighten on the importance of letting their children selected their school subjects based on their own interest. The enlightenment can be done through Parents/Teachers Association (PTA) meetings. As a result of the findings, parents should have one on one talk with their children on what they are interested in and encouraged them to take their studies seriously. Rather than selecting their subject for them.

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