Family Social Capital as A Predictor for Academic Achievement for Secondary School Students in Multan Division

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The purpose of the study was to determine the relationship between family social capital and academic achievement of secondary school students. The study was confined to (632) public secondary and higher secondary schools (male and female, urban and rural) in Multan division. The study was confined to 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. A self-inventory five-point rating scale was developed for the students. Self- inventory consisted of thirty statements. Self-inventory was based on, education level of the family, family-child relationships, familial monitoring, parenting style (attitude) and Family-school association. Academic achievement of the students was determined from their marks of Board results. Data collected from sample students were analyzed through SPSS-20. Frequencies, Crosstabulation and Chi-square were used to determine the association between various components of family social capital and academic achievement. Through this study, it was found that various components of family social capital, e.g. education level of the family, family-child relationships, familial monitoring, parenting style and the parent-school association had an association with students' academic achievement.

Keywords: *family social capital, familial-monitoring, family expectations*

Introduction

Family social capital is a term that explains the relationships of family members in a family. Family social capital is the attachment among adolescents and their parents and when families consist of other individuals, attachments with them. Social capital includes the relationships between individuals. These relations are meant for members of the family because these relations depend upon the sum of expectations, beliefs, values, and thought of trust between individuals (Coleman, 1988). Social capital means common beliefs of social relations and the drives that are created from these relations to do work for one another. Social capital is a sum of beliefs or norms that are distributed among the actors of a society that make them able to co-operate with each other. Social capital may be understood by the two phrases that are, Social- meaning connecting the peoples of the community and how the community is established and Capital defined as the economic status of the society in the form of money or property (Woodcock, 2008).

Family social capital depends upon the capability of the family members to make the struggle for the prosperity of the adolescents and the capability of the society to work for the welfare of all actors. To provide a conducive environment for the children, an intense sense of community shared values and participated in the trust is necessary. The social capital in families, societies, and educational institutions are

necessary for the development of better school-community connections. Besides this, social capital consists of the sum of relationships among actors and these relationships are constructive because, they are based on a sum of expectations, a set of shared values, and a sense of trust among actors (Coleman, 2008). Thomas Kellaghan, (2005) investigated that the quality of the social attachments is closely related to students' academic achievement and social behaviour. The family environment is the most important factor to determine adolescents' school performance, empowerment and the retention in the school. It is recognized that parents' interest in students' educational affairs has important influences on all aspects of adolescents' life including social, emotional and intellectual. Educated and civilized families play an important role in adolescents' success. Although it is concluded that families have the most powerful effects on students' school success, yet there is no mention of which family influences(economic nature, education level or anything else) has great importance (Thomas Kellaghan, 2005). Family structure may be; a family where an adolescent living with both mother and father; step-parent family (adolescent lives with one or two step-parent); single-parent family (adolescent is living with only one biological father and mother); and besides above family types (adolescent is living in some other family type). A lot of research has investigated that there is a close association between family structure and academic achievement. Coleman (2008) argues that if there is not present a parent in

the family, then there is a lack of monitoring of the children that will impact on the social regulation of the children. Researchers have particularly discussed that single parent monitors less and have less control over their children than married parents. Researchers found that children in step-parent families have to face many difficulties in academic careers as children in single-parent families (Brewer, K.2000).

Coleman (2008) investigated that family social capital is stronger in educationally stable families. When the parents have an understanding of each other, adolescents take advantage of the unity of their parents. Moreover, adolescents take advantage of that social relations that both father and mother have with other individuals, beyond the family group e.g. neighbours, school people, and co-workers. Coleman (2008) concluded that the families consisting of both father and mother are more beneficial in adolescents' social adjustment, the reason is that there are two persons with whom the adolescent is attached that is not present in other family forms. Moreover, in such situations, there are two persons who are involved in their adolescents' development and whose social capital beyond the family help the child in academic achievement. Moreover, it is a matter of concern that in modern families, the female working hours are the result of weak relations within the families because, in this situation, the mother will have no time to take care of their children at home. These relations are very important in the socializing process of adolescents to develop group norms (Coleman, 2008). Parental involvement may be described as parental

expectations for their adolescent's school performance (e.g., Bloom, 1990), parents' relationship with their adolescents about their all activities, parents' contribution in school activities, parents' association with school actors about their students (e.g., Epstein, 1992), and father and mothers' monitoring of their children at residence. However, some hopeful hypothetical typology for father and mother engagement has created. Epstein (1992) has recommended a commonly predictable framework to determine different types of father and mother engagement in their adolescent's education. Epstein (1992) determined four levels of father and mother engagement: (a) core responsibilities, (b) attachment between school and home(c) father and mother engagement at school, and (d) father and mother engagement in studies at residence. Later, Epstein (1992) extended the framework and prescribed six grades (types) of school-linked chances for father and mother engagement: (a) helping father and mother engagement in adolescent rearing techniques, (b) father and mother association with teachers, (c) involving parents in school volunteer activities, (d) engagement of father and mother in homework at home (e) father and mother engagement in decision making at teaching institution, and (f) engagement of father and mother in taking community closer to school. Epstein sees the matter mostly with the point of view of teaching institutions and that is associated mainly with what teaching staff may work to inspire great engagement of father and mother. Parental involvement is the sharing of information about school and parents' concept of impressing the

school climate for their adolescents. This is because educational institutions have the duty of co-operation with every adolescent's parents. This is very important for improving the student's academic achievement. (Swedish National Agency for Education, 2011). Parental involvement has been conceived to monitor the adolescents in all their activities for their academic performance.

Objectives of the Study

The study was conducted to:

1. determine the relationship between family social capital and academic achievement of secondary school students.
2. determine the association between the educational level of the family and academic performance of secondary school students.
3. determine the association between parent-child relationship and academic achievement of secondary school students.
4. determine the association between familial-monitoring and academic achievement of secondary school students.
5. determine the association between parenting style and academic achievement of secondary school students.
6. determine the association between the parent-school association and academic achievement of secondary school students.

Null Hypothesis

H_{01}**:** There is no significant association between family social capital and

academic achievement of secondary school students.

$H_{02:}$ There is no significant association between the educational level of the family and the academic achievement of secondary school students.

$H_{03:}$ There is no significant association between parent-child relationship and academic achievement of secondary school students.

$H_{04:}$ There is no significant association between familial-monitoring and academic achievement of secondary school students.

$H_{05:}$ There is no significant association between the parenting-style and academic achievement of secondary school students.

$H_{06:}$ There is no significant association between the parent-school association and academic achievement of secondary school students.

Delimitation of the Study

The students of 9th class were selected for the study. Data was collected early at that time when they had taken their Board examination of 9th class. The academic achievement of the students was taken from their exam's results. Family social capital was compared with student 'academic achievement.

Research Design

The researcher used Descriptive (Survey) research to collect data. The researcher selected sixty-six public schools to collect data from the students. To make the sample more representative, the researcher included all categories of public secondary schools e.g. boys urban secondary schools, boys urban higher secondary schools, boys rural secondary schools, boys rural higher secondary schools, girls urban secondary schools, girls urban higher secondary schools, girls rural secondary schools, girls rural higher secondary schools. Moreover, the researcher included the students of all groups, i.e. science (biology), Computer science and art.

Population of the Study

A total number of students (male & female) of 9th class who took the 2015 annual examination from B.I.S.E Multan was 123021. A total number of Public Higher Secondary and Secondary Schools was 632 (male & female, urban & rural). So all the students of 9th grade of (632) Public Secondary and Higher 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 the study.

Sample

In the present study, stratified cluster sampling techniques were used to select public schools from the total number of schools and sample students from the population. Sixty-six schools were proportionally selected. Students (2811) of 9th grade of the public (secondary & higher secondary schools, boys & girls, urban & rural) were included in the study.

Research Instrument

To determine the Family Social Capital of the sample students, the researcher developed the self- inventory after reviewing of related literature about the research topic. Researcher intensively studied research design, research instrument. So from the review of related literature, the researcher developed a self-inventory consisting of thirty particulars about student's demography and thirty statements

were on five points Likert scale. The coding on Likert scale were as, 5 = Always, 4 = Most of the time, 3 = Sometimes, 2 = Rarely, 1 = Never Academic achievement of the sample students was taken from their annual results of B.I.S.E Multan. Students' academic achievement (Grades) were as, A+ = 90% and above (Exceptional), A = 80% to 89% (Excellent) B+ = 70% to 79% (Very 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 = below33% (Fail)

Pilot Testing

Two pilot tests were taken from the students of 9th grade. When a first-time pilot test was taken, self- inventory was in the English language. The reliability of this pilot test was .58 that was low. After this test, self-inventory was translated into Urdu language, minor changes were made in the wording of self- inventory. Then the pilot test was administered for the third time. The reliability of this pilot test was .89 that was good and it was according to the research standard. After this self- inventory was approved for the final project.

Data Collection

Data was collected early from the students at the time when they have taken the examination of 9th class. So their examination roll nos. were also asked because their marks were needed. When the result was declared, their marks were taken from the Result Gazette. In this way, a relationship was determined between family social capital and academic achievement of students. The researcher personally distributed and collected data.

Data Analysis

Self- inventory consisted of thirty statements. Each statement was based on five-point Likert-scale. The data collected from sample students were analyzed through SPSS-20. Frequencies, Crosstabulation and Chi-square were used to determine the correlation between various components of family social capital and academic achievements. Data was distributed in five categories i.e. total sample, urban male students, rural male students, urban female students and rural female students.

Family Social Capital was divided into five components.

1. The educational level of the family, 2. Family-child relationships
2. Familial monitoring, 4. Parenting style (attitude) 5. Family-school association

Table 1

Association between Family Social Capital and Academic Achievement of Secondary School Students.

Grade			A+	A	B+	B	C	D	E	F	Total	
90% and above	Count		0	6	24	11	5	0	0	0	46	Sig.
	Expected Count		.4	9.5	22.9	9.1	2.3	1.1	.4	.2	46.0	
80% to 90%	Count		7	26	79	38	13	7	3	0	173	
	Expected Count		1.5	35.9	86.3	34.4	8.5	4.2	1.6	.7	173.0	
70% to 79%	Count		4	67	152	68	19	8	3	1	322	
	Expected Count		2.7	66.8	160.6	64.0	15.8	7.8	3.0	1.3	322.0	
60% to 69%	Count		7	86	214	95	28	18	8	0	456	.02
	Expected Count		3.9	94.6	227.4	90.7	22.4	11.0	4.2	1.8	456.0	
50% to 59%	Count		1	65	174	51	16	9	5	3	324	
	Expected Count		2.8	67.2	161.6	64.4	15.9	7.8	3.0	1.3	324.0	
40% to 49%	Count		1	19	44	13	4	0	0	0	81	
	Expected Count		.7	16.8	40.4	16.1	4.0	2.0	.7	.3	81.0	
fail in one or two subjects	Count		1	196	413	166	30	18	6	4	834	
	Expected Count		7.1	173.0	416.0	165.9	40.9	20.2	7.7	3.3	834.0	
fail in three or in all sub	Count		3	118	302	117	23	8	1	3	575	
	Expected Count		4.9	119.3	286.8	114.3	28.2	13.9	5.3	2.3	575.0	
Total	Count		24	583	1402	559	138	68	26	11	2811	
	Expected Count		24.0	583.0	1402.0	559.0	138.0	68.0	26.0	11.0	2811.0	

In table 1, Crosstabulation results are shown. In this table significance value (.02) shows the strength of confidence, it means that there is a strong association between family social capital and grades. The students, whose family social capital is strong, get better grades than other students. Similarly, the students, whose family social capital is weak; they do not achieve good grades. **H$_{01}$:** There is no significant association between family social capital and academic achievement of secondary school students. α= 62.608, Sig. = .02 .02 at the level of significance .05**,** T.V> C.V . Thus there is a

significant association between family social capital and academic achievement of secondary school students. Null Hypothesis claiming that there is no So H_{01} is rejected.

significant association between family social capital and academic achievement of secondary school students.

Table 2

Association between Educational Level of the Family and Academic Achievement of Secondary School Students.

Grade			A+	A	B+	B	C	D	E	F	Total	
							Family Education Level					
90% and above	Count		30	10	3	2	1	0	0	0	46	Sig.
	Expected Count		35.2	4.8	3.4	1.2	.8	.4	.2	.0	46.0	
80% to 89%	Count		120	22	17	8	2	3	1	0	173	
	Expected Count		132.4	17.9	12.9	4.7	2.8	1.4	.9	.1	173.0	
70% to 79%	Count		250	30	25	9	3	4	1	0	322	
	Expected Count		246.4	33.3	23.9	8.7	5.3	2.5	1.7	.1	322.0	
60% to 69%	Count		333	46	45	11	14	3	4	0	456	.03
	Expected Count		348.9	47.2	33.9	12.3	7.5	3.6	2.4	.2	456.0	
50% to 59%	Count		255	34	17	8	3	6	1	0	324	
	Expected Count		247.9	33.5	24.1	8.8	5.3	2.5	1.7	.1	324.0	
40% to 49%	Count		66	10	4	0	1	0	0	0	81	
	Expected Count		62.0	8.4	6.0	2.2	1.3	.6	.4	.0	81.0	
failed in one or two subjects	Count		654	80	56	22	12	4	6	0	834	
	Expected Count		638.2	86.3	62.0	22.5	13.6	6.5	4.5	.3	834.0	
failed in three or in all sub	Count		443	59	42	16	10	2	2	1	575	
	Expected Count		440.0	59.5	42.8	15.5	9.4	4.5	3.1	.2	575.0	
Total	Count		2151	291	209	76	46	22	15	1	2811	
	Expected Count		2151.0	291.0	209.0	76.0	46.0	22.0	15.0	1.0	2811.0	

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In table 2, Crosstabulation results are shown. In this table significance value (.03) shows the strength of confidence, it means that there is a strong association between the educational level of the family and grades. The students, whose family educational level is strong, get better grades than other students. Similarly, the students, whose family's educational level is low, they do not achieve the good grades. **H$_{02}$:** There is no significant association between the educational level of the family and academic

achievements of secondary school students. α= 51.608   Sig. = .03   .03 at the level of significance .05**,** T.V> C.V, Thus there is a significance association between the educational level of the family and academic achievements of secondary school students. Null Hypothesis claiming that there is no significance association between the educational level of the family and academic achievements of secondary school students. So H$_{02}$ is rejected.

Table 3

Association between Family-Child Relationship and Academic Achievement of Secondary School students

Family-Child relationship

Grade			A+	A	B+	B	C	D	E	F	Total	Sig.
90% and above	Count		2	6	5	8	16	6	3	0	46	
	Expected Count		3.9	5.3	7.8	9.5	9.6	5.9	3.1	1.0	46.0	
80% to 89%	Count		18	14	24	30	30	32	13	12	173	
	Expected Count		14.5	19.9	29.5	35.7	36.0	22.2	11.6	3.7	173.0	
70% to 79%	Count		32	39	52	57	69	43	24	6	322	
	Expected Count		27.0	37.0	54.9	66.5	66.9	41.3	21.5	6.9	322.0	.04
60% to 69%	Count		30	56	75	90	90	62	39	13	455	
	Expected Count		38.2	52.3	77.6	93.9	94.6	58.3	30.4	9.7	455.0	
50% to 59%	Count		24	29	56	74	72	45	18	6	324	
40 to 50%	Expected Count		27.2	37.2	55.2	66.9	67.3	41.5	21.7	6.9	324.0	
	Count		10	8	9	21	19	10	4	0	81	
	Expected Count		6.8	9.3	13.8	16.7	16.8	10.4	5.4	1.7	81.0	
fail in one or two subs.	Count		69	104	155	173	169	96	55	13	834	
	Expected Count		70.0	95.9	142.2	172.1	173.3	106.8	55.8	17.8	834.0	

										Total
fail in three or in all sub	Count	51	67	103	127	119	66	32	10	575
	Expected Count	48.3	66.1	98.0	118.7	119.5	73.7	38.5	12.3	575.0
Total	Count	236	323	479	580	584	360	188	60	2810
	Expected Count	236.0	323.0	479.0	580.0	584.0	360.0	188.0	60.0	2810.0

In table 3, Crosstabulation results are shown. In this table significance value (.04) shows the strength of confidence, it means that there is a strong association between parent-child relationship and grades. The students, whose parent-child relationships are strong, get better grades than other students. H_{03}: There is no significant association between parent-child relationship and academic achievement of secondary school students. α

= 64.469   Sig. = .04   .04   at the level of significance .05, T.V>. C.V Thus there is a significant association between family-child relationship and academic achievement of secondary school students. Null Hypothesis claiming that there is no significant association between family-child relationship and academic achievements of secondary school students. So H_{03} is rejected.

Table 4

Association between Familial-Monitoring and Academic Achievement of Secondary School Students.

Grade		Familial-Monitoring									
		A+	A	B+	B	C	D	E	F	Total	
90%and above	Count	17	14	6	6	2	1	0	0	46	Sig.
	Expected Count	21.1	11.9	7.1	3.1	1.7	.8	.2	.1	46.0	
80%to89%	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%to69%	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	.01
50%to59%	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%to49%	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	

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		A+	A	B+	B	C	D	E	F	Total
	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

In table 4, Crosstabulation results are shown. In this table significance value (.01) shows the strength of confidence, it means that there is a strong association between family monitoring and academic achievements. 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 do not show the better performance of secondary school students. H_{04}: There is no significant association between familial-

monitoring and academic achievement of secondary school students. α = 59.897
Sig. = .01.01 at the level of significance .05, T.V> C.V. Thus there is a significant association between familial-monitoring and academic achievement of secondary school students. Null Hypothesis claiming that there is no significant association between familial- monitoring and academic achievements of secondary school students. **So H_4** is rejected.

Table 5

Association between Parenting- Style and Academic Achievement of Secondary School Students.

Grade		Parenting-Style									
		A+	A	B+	B	C	D	E	F	Total	
90% and above	Count	2	8	16	13	5	2	0	0	46	Sig.
	Expected Count	3.7	10.0	17.7	10.8	2.8	.8	.1	.0	46.0	
80% to 89%	Count	5	32	68	44	18	4	1	0	173	
	Expected Count	14.1	37.5	66.5	40.7	10.5	3.1	.4	.1	173.0	
70% to 79%	Count	27	63	128	79	17	5	2	1	322	
	Expected Count	26.2	69.8	123.7	75.7	19.6	5.8	.7	.2	322.0	
60% to 69%	Count	43	88	161	122	33	9	0	0	456	.01
	Expected Count	37.1	98.8	175.2	107.2	27.7	8.3	1.0	.3	456.0	
50% to 59%	Count	20	70	129	72	21	10	1	1	324	
	Expected Count	26.4	70.2	124.5	76.2	19.7	5.9	.7	.2	324.0	
40% to 49%	Count	5	16	36	18	4	1	0	0	81	
	Expected Count	6.6	17.5	31.1	19.0	4.9	1.5	.2	.1	81.0	

fail in one or two subjects	Count	63	192	328	187	46	17	1	0	834
	Expected Count	67.9	180.7	320.4	196.1	50.7	15.1	1.8	.6	834.0
fail in three or in all sub	Count	64	140	214	126	27	3	1	0	575
	Expected Count	46.8	124.6	220.9	135.2	35.0	10.4	1.2	.4	575.0
Total	Count	229	609	1080	661	171	51	6	2	2811
	Expected Count	229.0	609.0	1080.0	661.0	171.0	51.0	6.0	2.0	2811.0

In table 5, Crosstabulation results are shown. In this table significance value (.01) shows the strength of confidence, it means that there is a strong association between parenting style and academic achievements. The students, whose parents use democratic attitude with their children, these children show better performance than other students.

H_{05}: There is no significant association between parenting-style and academic achievements of secondary school students.

$\alpha = 1.116$ Sig. = .01   .01 at the level of significance .05, T.V>C.V, Thus there is a significant association between parenting-style and academic achievements of secondary school students. Null Hypothesis claiming that there is no significant association between parenting-style and academic achievements of secondary school students. So H_{05} is rejected.

Table 6

Association between Parent-School Association *and Academic Achievement of Secondary School Students*

Grade		A+	A	B+	B	C	D	E	F	Total	
					Parent-School Association						
90% and above	Count	0	3	5	5	4	13	9	7	46	Sig.
	Expected Count	.0	1.9	5.6	8.4	10.3	9.2	6.4	4.0	46.0	
80% to89%	Count	0	10	23	26	36	33	23	22	173	
	Expected Count	.1	7.2	21.2	31.6	38.6	34.8	24.0	15.2	173.0	
70% to79%	Count	0	17	30	59	65	68	52	30	322	
	Expected Count	.2	13.3	39.5	58.8	71.9	64.7	44.7	28.2	322.0	
60% to69%		1	19	64	80	89	97	61	44	455	

	Count										
	Expected Count	.3	18.8	55.8	83.1	101.5	91.5	63.1	39.9	455.0	.02
50%to59%	Count	0	7	38	71	71	61	46	27	322	
	Expected Count	.2	13.3	39.5	58.8	71.9	64.7	44.7	28.2	322.0	
40%to49%	Count	0	5	12	19	15	15	8	7	81	
	Expected Count	.1	3.3	9.9	14.8	18.1	16.3	11.2	7.1	81.0	
fail in one or two subjects	Count	1	32	108	146	208	161	104	68	831	
	Expected Count	.6	34.4	101.9	151.7	185.5	167.1	115.2	72.9	831.0	
fail in three or in all sub	Count	0	23	64	106	138	116	86	41	575	
	Expected Count	.4	23.8	70.5	105.0	128.3	115.6	79.7	50.4	575.0	
Total	Count	2	116	344	512	626	564	395	246	2811	
	Expected Count	2.0	116.0	344.0	512.0	626.0	564.0	395.0	246.0	2811.0	

In table 6, Crosstabulation results are shown. This table shows that there is a strong association between the parent-school association and academic achievement of secondary school students. H_{06}: There is no significant association between the parent-school association and academic achievements of secondary school students. $\alpha = 59.755$ Sig. = .02   .02 at the level of significance .05, T.V >C.V Thus there is a significant association between the parent-school association and academic achievement of secondary school students. Null Hypothesis claiming that there is no significant association between the parent-school association and academic achievements of secondary school students. So H_{06} is rejected.

Discussion

This study concludes that the students, whose parents' qualification was high, achieved better grades than the students whose parent's qualification was low. This result also supports the results of previous studies. Dave and Dave (2001) determined the association between family education level and students' academic achievement. Broh (2002) concluded that the status of performance of adolescents in mathematics is closely related to the education level of a family where adolescents are living.

This study investigates that there was an association between parent-child relationships and academic achievement of secondary school students. If there are close relationships between children and parents, then children acquire good grades and vice versa. There is also a lot of research that investigates that parent-child relationships have a positive influence on school performance of their adolescents. Hara (1998) suggests that good parent-child relationships are the means of acquiring good grades by the students. Anderson

(1995) investigated the influences of parent-child relationships severe at the early school level. This study also concludes that there was a close relationship between family monitoring and students' grades. If the parents monitor all the activities of their children regularly, then there will be better effects on their children's studies because family members will not allow them to attend the bad company. This result also supports the results of previous studies. Henderson & Mapp (2002) investigated that parental monitoring is very important in adolescents' educational achievement. It is necessary for parents to recognize their roles because this awareness determines activities that they consider, are important and an important part of their obligations as parents. In other words, we can say that parents will take interest to become involved if they consider their participation is very important as parents. Hoover-Dempsey, Jones, and Reed (2000) suggested three parts of role construction, consisting of whether parents took responsibility for adolescent's education on themselves as parents, on the school, or on parent-school partnerships. Parenting style (attitude) is also another factor that affects the student's grades. In this study, it was investigated that the democratic attitude of the parents was a great factor that causes the good results of the students. This result of the study supports the results of previous studies. Dornbusch (1987) investigated that the democratic style of the parents was helpful in the good results of the students.

Conclusion

It was concluded from the study that, a family whose education level was high, its children's school performance was better and vice versa. Similarly, a family, whose members had close relationships with its children, their children attained good grades and vice versa. The students, who're parenting monitoring was better, their score was high and vice versa. The parents whose attitude with their children was democratic, their children's school performance was better than other children's performance. Similarly, a family, whose members were attached to the school, the children belonging to this family, achieved high grades than other children's school grades.

Implications of the Study

Parents will make their qualification better because this study investigated that the parents, whose qualification was higher; their children got better grades. Parents' qualification was associated with students' grades. By studying the results of this study, parents will make their domestic environment such that will be helpful for their children's education. Parents will help their children in homework because this study investigated that, the students whose homework was checked by their parents regularly, showed better performance in school results. When the results of this study will be established, children will be monitored in all activities regularly by their parents, in this way, children will not be involved in bad habits. From this study, parents will make close relationships with the school for the welfare of their children. This will have a good effect on their adolescents' achievement.

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