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**Students' Practices And Perceptions Regarding
Discipline Selection Based On Parents' Advice
And Its Impact On Academic Achievement In
Higher Education**

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Students' Practices And Perceptions Regarding Discipline Selection Based On Parents' Advice And Its Impact On Academic Achievement In Higher Education

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Abstract

The current study focuses on students' practices and perceptions regarding discipline selection based on parents' advice and its impact on academic achievement in higher education. The objective of the study was to determine the impact of subject selection based on parents' preferences on academic achievement. The hypothesis of the study was that there is no significant association between students' academic achievement and the selection of subjects based on their parents' advice. This mixed-method study employed purposive sampling for the qualitative component, utilizing a targeted recruitment approach through institutional contacts to reach relevant participants. For the quantitative component, a proportionate simple random sampling technique was used. The sample consisted of 15 participants for the qualitative part and 382 participants for the quantitative part. Phenomenological and survey research designs were used for the qualitative and quantitative components, respectively. The target population included 6247 students from BS (7th & 8th semesters) across 10 higher education institutions (HEIs) in Khyber Pakhtunkhwa. Word cloud and thematic analysis were used for the qualitative data, while Pearson product-moment correlation (r) and linear regression were applied as inferential statistics for the quantitative data. The findings revealed a weak positive correlation between subject selection based on parents' advice and academic attainment, indicating a weak impact. The study recommends that parents should recognize and respect their children's autonomy in making major subject selections, allowing them to take ownership of their academic journey and fostering a sense of responsibility and individuality.

Keywords: Perceptions, Bachelor of Science/ studies (BS), parents' advice, Aptitude, Academic Achievement

Introduction

Each and every human being has a different nature of behavior and perception regarding different phenomena of life. Neither human life is static nor does every human being have the same perception about the world around him. Individual differences are there in every aspect of life of the human being (Lerner, 2021). Same nature of case is here in the selection of major academic subject at tertiary level.

According to Assadourian, (2017) education plays integral part in the survival and promotion of human beings. Education is not only limited to learn the existing knowledge discovered by philosophers, scholars and scientists but it is the legal and moral obligation of the existing human beings to take innovative steps to unveil the hidden realities of the nature and human psychology to give new dimensions for the purpose of overall development and human prosperity.

While to unveil the new knowledge or bring excellence in the existing knowledge an individual must have mastery in the relevant field (Ericsson, 2014). Different colleges and universities offer different disciplines for this purpose. Now it depends on an individual to select the area in which he/ she want to get mastery. Two types of behaviors in this regard are in practice in the existing scenario; in advance and developed countries learners' knowledge and aptitude are assessed in every stage of their education i.e. elementary, secondary and higher secondary then in the light of their interests and aptitudes opportunities are provided to the learners in their area of interest and aptitude for higher education. While in the backward and developing countries students' interest and aptitude are not properly assessed in the early stages and thus students select their disciplines for higher education in different manners such as on the basis of their personal interest, on the advice of their parents or elders, on the recommendations of their peers, and on the scope of the particular subject in the existing environment but sometimes it happens that students apply for a subject in different universities or different academic subjects in a same university just for the sake of getting admission in the particular university. It means university is preferred as compare to the discipline, this type of practices are common in Pakistan at BS level.

Selecting any subject to study in school or college or university can be remarkable assignment for pupils. Most of the students select a subject on the basis of his interest in the particular subject; some involve their parents in this matter while some students frequently pursue assistance from their friends or peers in this regard. There are sufficient numbers of students who select their majors just for the sake of subject market value in the particular time or disciplines that have big job chances. These all modes of selection of major may be

supportive in some cases but it is significant to ponder the effect they may have on academic attainment.

According to Lent, Brown and Hackett (2002) the trends and practices that students usually assume while choosing a subject at the Bachelor of Science/ Studies (BS) level can differ depending on reasons such as their personal interests, academic performance, career goals, and guidance from friends and family members.

One of the major independent variables under examination in this research is subject selection on the advice of parents.

Significance of the Study

The study on students' practices and perceptions regarding the subject selection based on parents' advice and their subsequent impact on academic achievement in higher education at the Bachelor of Studies (BS) level holds profound importance for several stakeholders, comprising students, teachers, policymakers, institutions, and society as a whole.

Knowing the impact of practices and perceptions regarding parents' advice based subject selection at the BS level program is important for enabling more knowledgeable decision-making. By throwing light on these ways, the study can help students in making selections that support bitterly with their interests and goals, possibly leading to higher gratification and motivation in their academic quests.

Statement of the Problem

The process of choosing an academic subject is a important stage in the educational journey of students pursuing higher education. This choice is complex and multidimensional, influenced by several features, comprising personal interests, parental advice, peer recommendations, and the apparent importance of the selected subject.

It is within this context that this research aims to explore students' practices and perceptions regarding subject selection on the advice of parent at the Bachelor of Studies (BS) level program and its substantial impact on academic achievement.

Objectives of the Study

To find out the impact on academic achievement of subject selection on the preference of parents.

Research Question

How does subject selection based on the parents advice influence students' academic achievement?

Null Hypothesis

1. There is no significant association between students' academic achievement and the selection of subject based on their parents' advice.

Literature Review

Subject Selection on Parents' Choice and Students' Performance:

Subject choice on the recommendation of parents can have both positive and negative effects on students' academic success in higher education. While parent assistance can offer valued visions and backing, it is significant to ponder the individual needs and desires of the student. When parents' guidance based on a learner's interests and aptitudes, it can improve their inspiration and commitment with the selected subjects. Parents' give help that aligns with learners' interests, it affects their academic motivation and attainment positively (Fan & Williams, 2010). Subject selection on the advice of parents:

According to Wilder, (2014), parents' guidance on the selection of subject can be mainly helpful when it aligns with a learner's occupational goals further future job predictions and market demands can positively affect students' academic attainment. Amato and Keith (1991) determined that parental assistance for self-sufficiency in decision-making was connected to higher academic success.

Parental involvement in their youngsters' education is essential because the difficulties that students confront cannot be resolved by either the family or the school by themselves. Parental engagement, according to Henderson (1987), "is absolutely important to a good system of public education; it is neither a quick cure nor a luxury" (p. 153). In fact, studies show that enhancing parental participation on both a quantity and quality level is the fastest approach to boost a student's academic achievement (Fuller & Olsen, 1998).

Kim, Bowles and Fruth (1976) have discovered that parents' involvement in the scholastic process enriched a child's chances for future academic success. They claimed that parental involvement is a crucial component in high school students' aspirations and success. According to Marquand (1987), parental involvement in school matters creates an effective environment for students to learn both at school and at home. One of the eight objectives set by the National Education Objectives Panel is that "every school will encourage partnerships that will strengthen parental involvement and participation in improving the social, emotional, and academic growth of children" by the year 2000. (U.S. Department of Education, 1994).

According to Spera, (2005) involvement of the parents in their children's education like nursing their progress and supporting in home assignment is positively related with students' academic attainment in higher education level. If parents have high hopes from their children's academic success and give them emotional backing and boost this can also support their children in developing a progressive attitude towards education and a strong work ethic, this may in turn lead to improved academic results.

Kim, & Sax, (2009). Students who have more regular communications with faculty members, including those initiated by parents, have a tendency of advanced levels of academic attainment. Parents can play a serious role in sponsoring student-faculty communication by boosting their children to pursue opportunities to be connected with faculty members and by giving emotional and monetary backing for these activities.

Desforges and Abouchaar (2003) claim that parental support and involvement was absolutely connected to students' academic attainment in all fields of life including cultural and socioeconomic backgrounds.

Fan and Chen (2001) in the light of a meta-analysis of 66 studies established that parents' participation has positively association with the academic attainment through different cultures, ranks, and themes.

Epstein and Voorhis (2001) in their Epstein Model which includes six types of involvement of parents in their children different conditions such as nurturing, collaborating, offering, learning at home, decision-making, and cooperating with the community established that it has significant role in increasing academic attainment in various circumstances. However, in the view of Crosnoe et al., 2016; Wang & Sheikh-Khalil, (2014) the effect of parental participation on academic attainment may contrast depending on the nature of involvement and the cultural background such as parents' involvement in the form of parental expectations had a positive effect on the academic attainment of students in china while not on the students of America.

Grolnick et al. (2002) found that excessively monitoring parents can negatively affect their college-age children's academic success. All those students who had strong supervisory parents were less motivated to learn, had inferior marks, and less persisting in their studies.

Xu and Corno (2003) found that parental participation can have negative repercussions if parents are unable to know the academic aptitudes and needs of their children. When parents pressed their children to select tough courses or partake in additional events in which they were not interested in, it could lead them to lesser academic success.

Pomerantz and Dong (2006) found that parents who were excessively engaged in their adult children's lives, such as continuously checking in on their results and projects, could lead to deterioration in their children's intrinsic motivation and independence. This, in turn, could lead to lesser academic success.

In the light of different studies it is pertinent to say that parental involvement has a positive impact on their children's education and academic achievement and also it has a negative impact on their children's education and academic career subject to the nature of involvement and a cultural setting. Although Parents can assist their children by extending

academic support, setting high expectations, and communicating with their children's teachers but excessive control and compulsion can also demoralize and discourage their children.

In the views of Wang and Sheikh-Khalil (2014) parents' contribution and emotional assistance influenced learners' psychosomatic modification and academic attainment positively. Further the effect of parental guidance on the subject selection and academic success can fluctuate based on individual positions and the quality of the parent-student association.

Academic Achievement

Academic achievement is the term for the level of expertise in educational work gained or as formally attained familiarity with subjects at school level, which is typically demonstrated in the proportion of marks got by pupils in tests (Kohli, 1975). Academic success is a prerequisite for advancement to the next grade, according to several studies, and it is the cornerstone to all future achievement in life. Higher achievers have a tendency to maintain their level of success in the working sector as well.

According to Ries, Hahn, and Barkowski (1984), academic success has a big impact on how well students think of themselves. An analysis of associates of academic attainment and its ramifications for education experts and policy designers would be significant if one were to accomplish the academic objective of distinction and maximize academic achievement. Binet's labors to forecast children's scholastic accomplishment from their Intelligence quotient scores are a good place to start when recognizing the factors that affect academic success. The strongest predictor of academic success is intellect, according to a large body of evidence (Karnes, Whorton, and Curries (1985).

Methodology

Research Methodology

The principal aim of this study is to examine the impact on academic achievement of students who had selected their major at BS level program based on their parents advice, as well as to explore the associations between subject selection on the parents' advice and the academic attainment in the light of students' perceptions in HEIs (Higher Education Institutions) of the southern districts of Khyber Pakhtunkhwa, Pakistan. This study employs a mixed method research design. The following procedures were implemented for this study:

Research Design

The study utilized a mixed-method research design, combining both quantitative and qualitative approaches. This design was selected to capitalize on the strengths of each method. At first stage qualitative interviews were conducted with 15 respondents. The quantitative component involved a survey, which allowed the researchers to collect responses from a large number of participants within a reasonable time frame and in a cost-effective manner (Sekaran

& Bougie, 2016). Additionally, the study employed a cross-sectional research approach, where data were collected and examined at a single point in time. As Gray (2021) notes, a cross-sectional study is relatively less subjective and provides greater accuracy.

This mixed-method approach enabled the researchers to obtain a more comprehensive understanding of the research topic by incorporating both numerical data and in-depth, contextual insights from the interviews. The survey provided a broader, more representative perspective, while the interviews allowed for a deeper exploration of the participants' attitudes and experiences (Bell, Bryman & Harley, 2022). By integrating the quantitative and qualitative findings, the researchers were able to gain a more holistic and robust understanding of the phenomenon under investigation.

Target Population

The target population for this study comprises students in the 7th and 8th semesters from the five universities and five old and famous postgraduate colleges in the southern districts of Khyber Pakhtunkhwa, Pakistan. These semesters were nominated because, optional subjects are taught during the 1st and 2nd semesters in Pakistani universities and colleges, while major subjects getting only superficial attention. Therefore, the 1st and 2nd semesters were excluded to get more accurate academic achievement of BS students in the form of GPA in their respective major subjects. The total number of 7th and 8th -semester students in the above-mentioned universities and colleges is 6247 (Director of Academics and principals of the relevant universities and colleges for the academic year 2022-23).

Sample

For the qualitative part purposive sampling was employed, utilizing a targeted recruitment approach through institutional contacts to reach relevant participants, while a proportionate simple random sampling technique was used for quantitative part. Sample size for qualitative part was 15 as according to Creswell (2013), 5 to 25 participants are often sufficient for phenomenological studies. Sample for quantitative part was selected through a proportionate simple random sampling technique. The total sample size of 382 participants was determined following the guidelines provided by Krejcie and Morgan's table (1970), with a confidence level of 95% and a margin of error of 5%. The calculation was based on an estimated proportion of 0.5 for the population. This sample size was chosen to ensure statistical reliability while taking into consideration the available resources and constraints. Firstly, departments with 7th and 8th-semester students were selected randomly in each college and university, and then sample students were chosen according to the ratio of students in these institutions.

Research Instruments

A self- made structured interview and questionnaire were used for data collection. Structured interview was consist of seven open ended questions on the different modes of subject selection including subject selection on the advice of parents, while the questionnaire was developed using five-point Likert scale in the light of literature and related studies under the supervision of supervisor. For the achievement, students GPA in the previous semesters were collected through questionnaire.

Data Analysis

The study utilized a mixed-method research design, combining both qualitative and quantitative approaches. This design was selected to capitalize on the strengths of each method. The qualitative data was analyzed through thematic analysis, which involved identifying and examining recurring patterns and themes within the interview texts. Additionally, a word cloud generation technique was used to visually represent the key concepts and ideas that emerged from the interview data. The quantitative component involved a survey, which allowed the researchers to collect responses from a large number of participants within a reasonable time frame and in a cost-effective manner (Sekaran & Bougie, 2016). Moreover, the study employed a cross-sectional research approach, where data were collected and examined at a single point in time. As Gray (2021) notes, a cross-sectional study is relatively less subjective and provides greater accuracy. To test the hypotheses of the study, inferential statistics in the form of Pearson product moment correlation and regression analysis were used, as both of the variables of this particular study were measured through an interval scale, which is believed to be a continuous variable (Glass et al., 1972; Lubke & Muthen, 2004).

Results

Qualitative Part A.

Question 1. *Do you think that subject selection on the advice of parents'/guardians has an influence on a student's academic performance in the BS level program? Please explain.*

- **Decreased Academic Achievement:** A mismatch between the chosen subject and the student's interests can result in lower academic achievement and performance.

4. Impact on Student Engagement and Attendance

- **Boredom and Lack of Engagement:** Students may feel bored and disengaged if they study subjects chosen by their parents, leading to irregular attendance and lower academic outcomes.
- **Fulfillment of Parental Expectations:** Students might feel they are only studying to fulfill their parents' expectations rather than pursuing their own interests, impacting their engagement.

5. Personal Development and Exploration

- **Missed Opportunities for Personal Growth:** Choosing subjects based on parental expectations can result in missed opportunities for personal development and exploration of the student's true interests and passions.
- **Limited Exploration of Interests:** Students may not have the opportunity to explore their own interests and passions, limiting their academic and personal growth.

6. Impact on Academic Performance

- **Positive Performance with Aligned Interests:** If parental advice aligns with the student's interests, it can positively impact academic performance by enhancing motivation and engagement.
- **Negative Performance with Misaligned Interests:** Conversely, if the advice does not align with the student's interests, it can lead to decreased academic performance.

7. Role of Parental Education and Awareness

- **Educated Parents:** Parents who are educated and aware of their children's potential can make more informed decisions that positively influence academic performance.
- **Uneducated Parents:** However, the majority of parents might not be so educated or aware, and their decisions regarding subject selection may not be effective, potentially hindering academic achievement.

These themes collectively highlight the multilayered effect of subject selection based on parental advice on students' academic performance at the BS level. Each theme emphasizes different aspects of how parental guidance, pressure, and alignment (or misalignment) with student interests impact motivation, engagement, personal growth, and overall academic success.

Theme 3: Influence of Parental Advice

- **Parental Guidance vs. Personal Interest:** Balancing between following parental advice and pursuing personal interest.
- **Adjustment and Adaptation:** The process of adjusting to a subject chosen based on parental advice.

Theme 4: Job Scope and Market Demand

- **Job Market Dynamics:** Choosing subjects that have a broad scope and multiple job opportunities.
- **IT and Future Trends:** Preference for fields like IT which are expected to dominate future job markets.

Theme 5: Career-Oriented Selection

- **Long-term Career Satisfaction:** Selecting subjects that align with long-term career goals and job satisfaction.
- **Skill Enhancement and Professional Growth:** Choosing subjects that offer opportunities for developing relevant skills and professional growth.

Theme 6: Personal and Internal Motivation

- **Internal Satisfaction:** The internal satisfaction derived from studying a subject of personal interest.
- **Passion-Driven Performance:** Performance improvements driven by passion and interest in the subject.

Theme 7: Strategic Subject Selection

- **Strategic Academic Choices:** Making strategic choices in subject selection to align with personal, academic, and career goals.
- **Balance of Interest and Importance:** Balancing personal interest with the importance and scope of the subject in the current context.

These themes and sub-themes condense the respondents' varied perspectives on selecting their discipline at the BS level, reflecting a mix of personal interest, career orientation, parental influence, and strategic academic choices.

Question 3. *Should students have the authority to make their own choices regarding their subject selection in the BS level program? If so, what is your opinion for this perspective?*

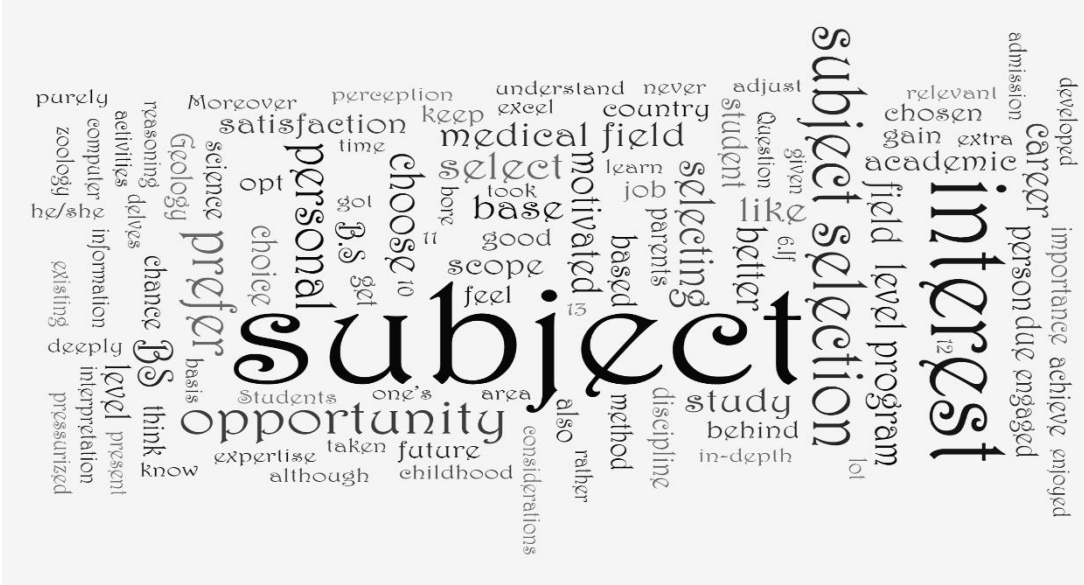


Fig
3.A

Response about student’s freedom to select the subject

*Themes generated from respondent interview about **Should students have the authority to make their own choices regarding their subject selection in the BS level program? If so, what is your opinion for this perspective?***

Theme 1: Importance of Personal Choice in Subject Selection

- **Enhanced Engagement and Performance:** Personal interest in a subject leads to higher engagement and better academic performance.
- **Intrinsic Motivation:** Students are more motivated and passionate when they choose subjects based on their interests.

Theme 2: Recognizing Individual Potential and Strengths

- **Self-Awareness and Potential:** Students are aware of their strengths and can make informed decisions about their subject choices.
- **Alignment with Personal Strengths:** Selecting subjects that align with personal strengths enhances academic success.

Theme 3: Challenges and Constraints in Subject Selection

- **Systemic Barriers:** Entrance exams and admission criteria often restrict students' ability to choose their preferred subjects.
- **Merit-Based Admissions:** Many students are unable to pursue their interests due to not meeting merit criteria.

Theme 4: Conditional Autonomy in Subject Selection

- **Partial Authority:** Students should have some authority in choosing subjects but within certain limits.
- **Comparative Analysis:** Observing other countries where students have more freedom in subject selection and its positive outcomes.

Theme 5: Career Orientation and Future Prospects

- **Career Alignment:** Subject choices should align with career goals for long-term satisfaction and success.
- **Future Career Opportunities:** Selecting subjects with broad career opportunities enhances future job prospects.

Theme 6: Parental Influence and Cultural Norms

- **Parental Recommendations:** In many cultures, parents heavily influence or decide their children's subject choices.
- **Balancing Influence and Autonomy:** Finding a balance between respecting parental advice and allowing student autonomy.

Theme 7: Impact on Academic Achievement and Personal Development

- **Positive Academic Outcomes:** Students who choose their own subjects tend to achieve better academically.
- **Personal Growth and Development:** Personal interest-driven subject selection fosters deeper understanding and appreciation of the subject matter.

Discussion of the Interview Result Based on Thematic Findings

- Subject selection based on parents' or guardians' advice has a multifaceted influence on academic performance at the BS level. While parental guidance can offer valuable experience and support, potentially aligning students with beneficial career paths, it often leads to stress and disengagement if it misaligns with the student's interests and abilities. This misalignment can result in decreased motivation, lower academic achievement, and missed opportunities for personal growth. Therefore, a balance between parental advice and the student's personal interests is crucial for optimal academic performance and overall well-being.
- The responses to Question 6 reveal several key themes regarding subject selection at the BS level. A predominant theme is the importance of personal interest, as many respondents believe that choosing a subject based on personal passion leads to greater motivation, deeper engagement, and better academic performance. For instance, Respondent No.1 and No.9 argue that personal interest drives students to delve deeper into their studies, resulting in enhanced learning and academic success. Another

significant theme is the recognition of individual potential and strengths. Respondents like No.2 and No.3 highlight that students are best suited to select subjects they excel in and have a genuine interest in, which can lead to better performance and satisfaction. However, challenges and constraints also emerge as crucial considerations. Respondent No.4 notes that external pressures, such as parental influence or admission criteria, can restrict students' freedom to choose their preferred subjects, potentially hindering their academic journey. Overall, the consensus among respondents is that empowering students to make their own subject choices, aligned with their interests and strengths, is vital for their academic success and personal development.

- The consensus from the responses indicates a strong belief that students should have the authority to make their own choices regarding subject selection in the BS level program. Many respondents emphasize that allowing students to choose subjects based on personal interest and potential leads to higher motivation, engagement, and academic performance. This autonomy fosters a sense of ownership and responsibility towards their education, as highlighted by Respondents No.1, No.3, and No.9. However, there are notable concerns about external factors such as parental influence and institutional admission criteria, which can restrict students' freedom of choice, as pointed out by Respondent No.4. Despite these challenges, the overall sentiment is that student empowerment in subject selection is crucial for personal and academic growth. Providing guidance and support in this process can further enhance students' decision-making abilities and career readiness, making a strong case for granting them this authority.

Part B.

The questionnaire comprised of 20 statements divided into four distinct areas i.e. Subject selection based on personal interest (5 items), Subject selection based on parental advice (5 items), Subject selection based on the perceived scope and importance of the subject (5 items), Subject selection based on peer recommendations (5 items)

Moreover, the questionnaire collected demographic information and students' Grade Point Averages (GPAs).

Note: In this particular study the area of subject selection based on parental advice was focused. The data analysis was organized in tables, each accompanied by graphical representations and interpretations.

Table 1: Comparative analysis of the subject selection mode i.e. On the basis of personal interest, on the advice of parents, on the existing scope of the subject, and on the recommendation of peers/ friend and academic achievements.

	N included	percent	N excluded	Percent	Mean	N	Std. Deviation
Academic achievement * sub. choice	382	100.0%	0	0.0%			
On the basis of personal interest					3.5117	166	.40583
On parents advice					3.1471	93	.36461
On the basis of scope and importance of the subject					3.3071	44	.27240
On the basis of peer recommendation					2.6310	70	.22741
None of these					3.1750	9	.49984
Total					3.2301	382	.47892

Table 1 indicates that students who select subjects on the basis of personal interest have the highest mean score, followed by those who choose subjects on the basis of scope and importance, on parents' advice, for none of these reasons, and on the basis of peer recommendation.

Table 2

The choice of parents should be given preference in the selection of subject.

	SDA	DA	UD	A	SA	Total
Responses	32	167	30	139	14	382
Percentage	8%	44%	8%	36%	4%	100%

Table 2 indicates that majority of respondents i.e. 52% - combined "Strongly Disagree" and "Disagree" categories; express a lack of support for giving preference to the choice of parents in the selection of academic major. This advocates that a substantial portion of students values their own independence in making these choices.

Table-3: The students should opt a subject of his or her parents' choice whether one has least interest in the subject.

	SDA	DA	UD	A	SA	Total
Responses	41	172	41	117	11	382
Percentage	11%	45%	10%	31%	3%	100%

Table 3 indicates that a substantial majority of respondents i.e. 56% - combined "Strongly Disagree" and "Disagree" categories, express a lack of support for the idea that students should select for a subject based on their parents' choice, particularly when they have

the minimum interest in the subject. This advocates that a significant quota of students values their own interests over parental preferences

Table 4: *In the discipline selection there is no other option than parents' choice.*

	SDA	DA	UD	A	SA	Total
Responses	43	196	34	93	16	382
Percentage	11%	52%	9%	24%	4%	100%

Table 4 shows that most of the respondents i.e. 63% - combined "Strongly Disagree" and "Disagree" categories, indicate strong disapproval to the idea that there is no other option than parents' choice in discipline selection. This suggests that most students consider there should be alternative aspects considered in addition to or instead of parental favorites.

Table 5: *Guardians have the right to decide a subject for a student.*

	SDA	DA	UD	A	SA	Total
Responses	3	189	45	95	15	382
Percentage	10%	49%	12%	25%	4%	100%

Table 5 indicates a variety of views among students. A substantial proportion i.e.59% - combined "Strongly Disagree" and "Disagree" categories, expresses disagreement with the idea that guardians have the solitary right to decide a subject for a student.

Table-6: *If given another chance, i would prefer a subject of my parents' choice.*

	SDA	DA	UD	A	SA	Total
Responses	81	176	38	63	24	382
Percentage	21%	46%	10%	17%	6%	100%

Table 6 indicates that significant majority of respondents i.e. 67% - combined "Strongly Disagree" and "Disagree" categories; express a lack of support for preferring a subject based on their parents' choice if given another chance. This advocates that most students' value making their own decisions regarding academic majors.

Table 7 B: *Comparative analysis of the relationship between subject selection on the advice of parents and academic achievement.*

		Correlations	
		Academic achievement	Subject selection on parents advice
Academic achievement	Pearson Correlation	1	.265**
	Sig. (2-tailed)		.001

	N	382	382
Subject selection on parents advice	Pearson Correlation	.265**	1
	Sig. (2-tailed)	.000	
	N	382	382

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

Table 7 B reveals that:

Correlation between Academic Achievement and Subject Selection on Parents' Advice:

The Pearson correlation coefficient (r) between "Academic achievement" and "Subject selection on parents' advice" is 0.265.

The significance level (Sig.) is 0.001, representing that this correlation is statistically significant at the 0.01 level (2-tailed).

Strength and Direction of the Relationship

The positive correlation coefficient (0.265) advocates a positive linear relationship between academic achievement and subject selection on parents' advice. As one variable increases, the other tends to increase as well.

Statistical Significance

The correlation is statistically significant at the 0.01 level (2-tailed), meaning that the observed relationship between academic achievement and subject selection on parents' advice is unlikely to be due to random chance. This strengthens the credibility of the correlation.

The positive correlation implies that students who select subjects based on parents' advice tend to perceive little bit high academic achievement.

This finding suggests that parental guidance in the selection of academic disciplines may have a positive impact on students' academic performance.

Table 8 B: Analysis of the impact of subject selection on the advice of parents on academic achievement.

Model	R	R Square	Adjusted R Square	β	F-statistic	Sig
v	.265 ^a	.070	.068	.265.	28.77	.001

a. Predictors: (Constant), subject selection on the advice of parents

b. Dependent Variable: Academic achievement

Table 8 B shows the model summary regarding the impact of subject selection on the advice of parents on academic achievement. The above table infers that the value of $R^2 = .070$ which indicates that 7% variation was occurred in dependent variable (academic achievement) due to predictor (subject selection on advice of parents). The above table shows that the value of $F = 28.77$ which means model found fit. Positive beta value (.265) reveals that if a single unit

increase in IV (subject selection based on advice of parents) than .265 SD unit increase in DV (Academic achievement). The value of $p = .001$ less than .05 which depicts that null hypothesis is hereby rejected. Thus subject selection basis of advice of parents of students has significant impact their academic achievement.

Findings

Following were the findings of the research study on the “Students’ practices and perceptions regarding subject selection on the basis of parents’ advice and its impact on the academic achievement in higher education”

1. The major part of the surveyed individuals i.e. 52% does not support the idea to give preference to the choice of parents in the selection of major. Another words they value their own autonomy in making subject selection like decisions.
2. A substantial majority of respondents i.e. 56% express a lack of support for the idea that students should select for a subject based on their parents' choice, particularly when they have the minimum interest in the subject. This advocates that a significant quota of students values their own interests over parental preferences.
3. A significant majority of respondents i.e. 63% express strong disapproval to the idea that there is no other option than parents' choice in discipline selection. This suggests that most students consider there should be alternative factors considered in addition to or instead of parental favorites.
4. A substantial proportion i.e. 59% expresses disagreement with the idea that guardians have the sole right to decide a subject for a student.
5. Most of the respondents i.e. 67% express a lack of support for favoring a subject based on their parents' choice if given another chance. This advocates that majority of students’ value making their own decisions regarding academic disciplines.

Discussion

A study conducted by Sota, Voke, and Agi,(2020) on the topic “Parental Influence on Subject Selection and Academic Performance of Secondary School Students” in Rivers-East Senatorial District, Rivers State. It determined that there is no significant relationship between parental influence on subject selection and students’ academic performance and that parental effect on subject choice will not forecasts the academic attainment of students in secondary school.

The results of the current study expose that subject selection on the advice of parents has positive correlation with the academic achievement although its strength is weak so it opposes the findings of Sota, Voke, and Agi,(2020) study on the topic “Parental Influence on Subject Selection and Academic Performance of Secondary School Students”

A meta-analysis of including 52 studies conducted by Jeynes, (2007) at California State University on the topic of “The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement’ found that parental participation have a significant effect on all the academic variables such as academic attainment combined, grades, standardized tests, and other measures that usually comprised of teacher rating scales and directories of academic attitudes and behaviors.

The results of the current study unearth that subject selection on the advice of parents has positive correlation with the academic achievement thus support the study of Jeynes, (2007).

Conclusion

1. Learners do not support the idea to give preference to the choice of parents in the selection of major.
2. Scholars do oppose the idea that students should select a subject based on their parents' choice, although they have the least interest in the subject.
3. Students have strong disapproval to the idea that there is no other option than parents' choice in discipline selection.
4. Students express disagreement with the idea that guardians have the sole right to decide a subject for a student.
5. Scholars oppose the idea that if another chance was given they will select a subject of their parents’ choice.

Recommendations

1. For Students

- (a) Students should opt for major subjects that align with their personal interests and passions. They should consider what genuinely excites and motivates them.
- (b) Students should reflect on their long-term career goals and aspirations. They should choose a major that not only captures their interest but also aligns with their envisioned professional path.

2. For Parents

- (a) Parents should establish open and honest communication with their children about their academic interests, passions, and career aspirations. Parents should encourage them to share their thoughts and concerns regarding major subject choices.
- (b) Parents should understand their child's interests and preferences. Parents should develop a practice of active listening with the children and they

should pay attention to their eagerness and curiosity about certain subjects, and consider these insights in the decision-making process.

3. For Govt. /Policy makers:

- (a) Govt. should formulate inclusive admission policies that permit students to trail higher education in the subjects of their interests and desires. Further it should ensure that admission procedures accommodate a various range of disciplines, nurturing a student-centric approach.
- (b) Govt. / Policy makers should create and fortify career counseling programs at tertiary institutes. These programs should facilitate students in exploring their interests, understanding latent career paths, and making knowledgeable decisions about their academic pursuits.

4. For colleges and universities:

Universities and colleges should plan such admission standards that incorporate aptitude assessments along with academic performance and consider executing aptitude tests or interviews to measure students' inherent strengths and interests pertinent to the selected discipline.

5. For employers:

Employers, recruitment firms or even government departments should swing towards a competency-based hiring approach where applicants are gauged based on their hands-on skills, industry knowledge, and ability to apply notional concepts to real-world situations.

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