



PARENT-CHILD RELATIONSHIPS, PSYCHOLOGICAL CAPITAL AND PERFORMANCE

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Abstract:

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The goal of the study was to assess the impact of the relationship between parents on the academic performance of high school students as an intermediary of psychological capital. The study was conducted at specialized high schools in Hanoi. After 6 months of data collection from February to August 2022, the study collected 389 valid surveys and analyzed using Smart PLS software. The results showed that the (good) relationship between parents and children (assessed at time 1) and learning outcomes (assessed at time 3) through the intermediary role of capital psychological (assessed at point 2). Students who were aware of high-quality relationships with their parents reported high levels of psychological capital and achieved better objective academic achievement over time. The theoretical and practical significance of the results discussed, as well as strengths and weaknesses and the direction of future research.

Keywords: Parent-child relationships, psychological capital, performance, Hanoi, Vietnam

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1. Introduction

Education is concerned as a national policy in Vietnam, invested by the Government with a higher proportion of GDP than many countries in the world. At the same time, the interest in education is also reflected in international cooperation and laws on education,... In recent years, educational administrators have innovated training programs, teaching methods, strengthened teaching facilities, improved the professional qualifications of teachers, promoted social interest, and invested more in educational activities,... In addition to the high proportion of GDP for education, the investment in education for the children of the family is also quite high. Therefore, family is one of the factors affecting students' academic performance.

In the context of positive education – education for both traditional skills and well-being (Seligman et al. 2009) – psychological capital structures (PsyCap) have received increasing



attention in the educational research curriculum (Luthans et al. 2012). However, previous studies have often focused on predicting academic outcomes (self-reports), rather than their possible axioms (e.g., Datu et al. 2016; Siu et al. 2014). Therefore, to date, there are no studies examining how family factors can lead to the development of PsyCap and its later role in producing objective learning outcomes (i.e. GPA, GPA). However, it has been well established that: (1) learning activities do not depend entirely on the characteristics or learning environment of the student (DeBernard et al. 2004; Richardson et al. 2012); and (2) family factors play a relevant role in student learning (Bergin and Bergin 2009; Martin et al. 2007)

Mathematics is a science that deals with the logic of numbers, structures, spaces, and transformations. Mathematics is in everything around us, in everything we do. In particular, Mathematics in the high school program plays a very important role in developing and developing core general competencies (autonomy and self-study; problem-solving and creativity capacity) and mathematical competencies (mathematical thinking and reasoning capacity, mathematical modeling capacity, mathematical problem-solving capacity, mathematical communication capacity, ability to use mathematical tools). The Math program at high school level also provides general, basic and essential mathematical knowledge and skills, creating opportunities for students to experience and apply mathematics in practice; help students have a relatively general view of math-related professions, as a basis for future career orientation for students. Therefore, it is very important to find out the factors affecting students' Math performance, in which the role of the family (education, career, parental income) is a factor that needs to be considered and studied. This study aims to understand how family factors such as parental occupation, parental education, family collection influence students' math performance.

2. Research Overview

2.1. *Expectations and conceptions of parents with their children's education*

As parents, everyone wants their children to have a good and bright future. Wishing your child to study well, be obedient, polite... is the general mentality of parents. However, today, some parents have too much expectation of their child's abilities and have inappropriate ways of waking up that negatively affect their children's academic performance. They don't understand that their children are still just kids. But the child needs flexibility, not imposition, forcing him to be like this and that, according to the paranoid expectations of his parents.

In a recent survey of 150 households in Kim Lien ward – Hanoi by the Institute of Sociology – Vietnam Academy of Social Sciences, some concepts and expectations of parents for their children's education are as follows:

Most parents expect their children to do well in school so that they can have a stable career later. However, the method of educating children of parents towards those goals is different,



depending on economic, educational and professional characteristics... of each family. Up to 94.3% (the highest percentage) of respondents expect their first child to finish college or university. This is followed by the expectation that your child will finish intermediate school (8%), high school (4.9%). Thus, it can be seen that the general concept is that high education will lead to high social status. Many parents also believe that striving for education is the best path for their children. This is understandable when the number of students registering for university college exams is increasing.

In families with different educations, expectations for your child's education level are also different. Highly educated parents expect their children to go to college and university. However, the percentage of mothers who want their sons to study is higher than the percentage of mothers who want their daughters to study high, while fathers do not discriminate about their children's gender in this regard. Is the issue of gender inequality in learning between boys and girls that has long been raised by the press and researchers has a root cause from the very conceptions and prejudices of mothers?

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The results of the study show that the trend of parents today is to want their children to finish college and university to have a stable career later. However, this issue also needs to be discussed more, because with the current labor and employment situation in Vietnam, do students who graduate from colleges and universities have the opportunity to find jobs easier than those who graduate from vocational schools? This question is waiting to be answered when the situation of "excess of workers" is becoming more and more common in our country. Many university graduates, especially those in the humanities and social sciences, do not get jobs, while intermediate or vocational school graduates are employed. So, how to solve the problem of employment in Vietnam today?

2.2. Factors affecting children's academic performance

There are many factors affecting children's learning results such as: learning environment, fertility ability, children's hard work, parental attention, reputation of the school ... But according to some of our studies, parental interest is the first factor that helps children learn well. This interest is reflected in the fact that parents know how to create a quiet learning environment, always care about their learning, guide them to do homework when they have difficulties, and think about solving difficult exercises with them. The interest is also expressed in the care of the learning tools for the child, to the emotional thoughts of the child when returning from school. If the child lives in a family where dad reads books at night, mom sews shirts, both parents are ready to answer questions, help him do difficult math problems, then surely his studies will be more effective than a family where dad gets drunk at night, Mothers yelled and beat their children.



Besides the attention of parents, the hard work of children is also one of the factors that have a great impact on academic performance. A hardworking, self-conscious child will acquire in-depth knowledge and learn better than lazy children. Children's fertility also has an impact on their academic performance.

In addition, the prestigious school factor, the wealth of the family ... also has an effect on children's learning outcomes. Parents in Kim Lien ward assessed the hierarchy of the above factors as follows: The first factor that helps children learn well is the attention of parents accounting for 47.4%, then the hard work of children (38.0%), then the child's fertility (33.3%), then the wealth of the family (18.2%), followed by families with highly educated people (9.5%) and finally prestigious schools (3.8%).

Thus, it is clear that parents' interest in both material, mental and time spent on their children's learning has the strongest impact on their child's academic performance. The subjective factors of the child also make an important contribution to their learning process. In addition to the aforementioned factors, the education level of parents and a number of other factors also have an impact on children's learning.

Still in the study in Kim Lien ward – Hanoi, when analyzing the correlation between the education level of fathers and the learning ability of children, it was found that no father with a basic general education had a good education. This rate was only found in highly educated fathers and increased among fathers with college or university degrees or higher (up from 65.8% to 70.5%).

Among the indicators given to assess the influence of factors on children's learning, there are two indicators that parents pay a lot of attention to: parents controlling television programs and checking their children's education. Nearly 90 percent of children do well because their parents regularly control their tv shows. In contrast, 30% of children learn on average because their parents never control the TV shows their children watch.

The fact that parents directly examine their children's education has the strongest influence on their academic performance. The rate of good schooling dropped significantly from 80.4% when parents very often checked their children's education to 50% when parents only did this occasionally. The average learning rate also dropped dramatically from 50% when parents occasionally checked their children's education to 20% when parents never did. Thus, checking their learning process has a significant impact on children's learning results ... However, controlling the education of children depends a lot on the education level as well as the occupation of the parents. The education level of parents is high, it is much more convenient to check and motivate children to study, parents can directly guide their children's education. If the education level of parents is limited, it is difficult to monitor the learning process of children. In



fact, there are many parents who finish high school but are "hands off" before their children's 4th and 5th grade difficult assignments.

In addition to the above factors, occupational specificity also has a significant impact because the occupation will determine the status of parents, time outside their jobs and the cost of children's education. In addition, the extent to which occupation affects caring for children is reflected in the relationship between work needs and the need for better childcare. When it comes to the question: Have grandparents ever reduced their working hours or refused to work overtime to have time to take care of their children? The results showed that about 1/3 of respondents had reduced working hours or refused part-time jobs to take better care of their children. Among the mental workers who paid more attention to their children when considering work with their children was 30% in comparison with other occupational groups (manual labor, trade and other occupations): 13%, 30% and 32% respectively. It is worth noting that, with this same question, the number of women who have reduced their working time or refused part-time work is greater than that of men (40% vs. 23%). With these conclusions in mind, should parents spend more time controlling tv shows as well as checking learning, spending more time caring about their children to help them get better academic results?

So far, there have been many factors that affect student performance. In which the family factor is shown by many researchers to have an effect on academic performance. Epstein (1988) studied what aspects of parenthood have an impact on student performance, including: (1) the learning environment at home, (2) the exchange of information in the classroom, (3) active participation in school activities, (4) participation and supervision of learning activities at home, and (5) participate in the underlying decisions of the school board. More specifically, Epstein (1988) suggests six types of parental involvement in schools: parenting skills, contacting the school, volunteering to support the school, supporting learning at home, sharing school planning and governance decisions, and partnering with schools and communities. But parental involvement at school only partially demonstrates the impact of the family on student performance.

Christenson et al. (1992) also identified five types of family factors that can influence student performance:

- Expectations for children's academic performance and reasons for that expectation.
- Organizing learning, refers to the structure of the learning environment at home and how this environment encourages and supports the child's learning.
- Emotional environment in the home.
- Discipline, refers to the parenting method used to control a child's behavior.
- Parental involvement, including various activities that allow parents to participate in the educational process at school and at home.



Here Christenson et al. (1992) added elements of expectations, home learning environment, family emotional environment, discipline, and parental homeschooling participation. This creates a more complete view of the impact of families on student performance.

In their analysis of 8th grade student achievement, Sui-Chu and Willms (1996) complemented Epstein's (1988) study when it came to parental involvement at school: contacting school staff, volunteering, and attending school activities such as parent-teacher conferences. Sui-Chu and Willms (1996) also showed that parental involvement at home is also reflected in home discussions about school activities, monitoring student activity at home. However, in 1999, Evans added a number of family factors that impact student performance, Evans mentioned 6 groups of factors that affect student performance: (i) Demographic characteristics: age, cultural and linguistic context, gender, type of school, socioeconomic status, place of residence. (ii) Psychological characteristics of students: preparation for learning, learning strategies, commitment to goals, motivation for learning. (iii) Previous academic results: General academic results, subject learning results, exam results, university studies. (iv) Social factors: support of family and friends, academic regime, finances. (v) Institutional factors: organizational commitment, integrated learning, social integration, expectations, characteristics of the course, nature of the course, teaching activities, administration.

Among the factors mentioned by Evans (1999), "Family support" and "expectations" are family factors that influence student performance. Not stopping there, the results of Dickie's (1999) study established a research model of factors affecting learning outcomes including: family characteristics, school resources, learner characteristics and personal abilities. This is a unified model because it reflects the influence of the above three groups of factors. This study adds a family-specific factor that impacts student performance.

Anderson Kermyt, G. (2010) focuses on the structure of the family. Anderson Kermyt G. studied people in South Africa and the results showed that family structure had an important influence on school attendance, the highest level of education they had and the late school age. Anderson Kermyt's findings show that children live best when they live with both of their biological parents, and they live worst when they don't. These differences across types of families remained after control for socioeconomic household factors, suggesting that school outcome differences were not the result of different resources across families, but rather differences in incentives to invest in children's care due to other relationships. placenta.

The study by Daniele Checchi, Francesco Franzoni et al. (2000) pays much attention to the finances of the family (family income, the amount of money invested in education). The researchers identified a model that predicts the relationship of investment in parents' education and their children's learning outcomes. The basis of this model is that parents must spend part of



their income invested in their children's education. If the investment in children's education increases, parents' consumption will decrease but their children's future income will increase.

In 1988, Marlaine E. Lockheed, Bruce Fuller, and Ronald Nyirongo pointed out that cultural factors influence student achievement more than their parents' careers and educational attainment. The study was conducted on fourth- and seventh-graders from 11 urban and 10 rural elementary schools, randomly selected, then interviewed, taking language and math tests. Students who lived in urban areas did better on the Math test, but students in rural areas did better on the language test. This study showed the difference between the language and mathematics results of rural students compared to urban students, but the subjects of the study were only focused on fourth and seventh graders, so the above results may no longer be true in terms of primary or secondary students.

In 2013, the Nigerian Institute of Educational Sciences published a paper on the influence of family background on the academic performance of secondary school students in Anambra State. The study was conducted on 546 randomly selected students from 14 schools in Awka, Nnewi and Onitsha, Anambra State. Data was collected using questionnaires related to information about family structure, parents' occupations, and parental qualifications. After analyzing the data, the scientists showed that these factors do not have much impact on student achievement. Therefore, research should focus on other factors that may contribute to student performance, or organize research more broadly, focusing on more specific classes of subjects: students in specialized programs and students in basic programs.

In 2013, Oginni published a paper on students' family backgrounds and math performance. The study was conducted on all students of basic secondary school in Ekiti State. The study sample consisted of 100 students, 20 students were randomly selected at each school. Oginni used the GPA questionnaire and math questions as survey tools. From the findings of the study, he concluded that the education level of parents, family income has a direct and strong influence on students' academic performance for Math. The study was the opposite of a 2013 study by the Institute of Educational Sciences in Nigeria. That shows that students in each country are influenced differently by family factors.

In 2014, Hossein Kareshki and Zahra Hajinezhad explored the role of school quality with family backgrounds with students' math performance in the Middle East. The two scientists compared the correlation between schools and family backgrounds in the UAE, Syria, Qatar, Iran, Saudi Arabia, Oman, Lebanon, Jordan and Bahrain. The study used 2011 TIMSS data. Research shows that school factors (school resources, number of resources, etc.) have a stronger impact on learners' math performance than family factors. The above results analyzed the differences between countries in Asia, but did not include Vietnam.



In 2018, Zhonglu Li used data from the 2010 China Family Council Study (CFPS2010) and analyzed two aspects that affect student performance: Parental competition for high-quality educational institutions and parenting behavior, educational support from the family. Zhonglu Li used the survey questionnaire, which analyzed the results and showed that urban students with higher living standards were more strongly affected by family competition, and had higher expectations than rural children. The study did not specify the influence of families on student performance in a particular subject.

In Vietnam, author Nguyen Van Hoan (2007) also offers 5 factors from the family side that affect children's learning results through self-study activities: (1) material conditions necessary for self-study of students, (2) determining the right motivation for learning for children, (3) guide children on self-study methods, (4) maintain self-study habits for children in the family, (5) parents encourage and encourage children's spirits, causing excitement and joy in learning for children. Many studies have demonstrated that differences in learning outcomes exist between groups of students. These groups are classified based on gender, race, income, place of residence demonstrating differences in academic performance between income groups, gender influences.

Trinh Nguyen Thi Bang (2013) researched the impact of family factors on the learning outcomes of high school students. This study was conducted on 378 parents and grade 12 students in Can Tho city. The results were the gender of parents (PHHS), marital status of PHHS, occupation of PHHS, average monthly income of the family, education level of PHHS, the amount of time PHHS takes care of children, the amount of money PHHS invests in their children to participate in further education has an impact on students' learning outcomes. The author also proposed a number of measures to improve the quality of learning for high school students in Can Tho city based on research results.

3. Research Methodology

The study was conducted at specialized high schools in Hanoi. After 6 months of data collection from February to August 2022, the study collected 389 valid surveys and analyzed using Smart PLS software. The results showed that the (good) relationship between parents and children (assessed at time 1) and learning outcomes (assessed at time 3) through the intermediary role of capital psychological (assessed at point 2).

Research model



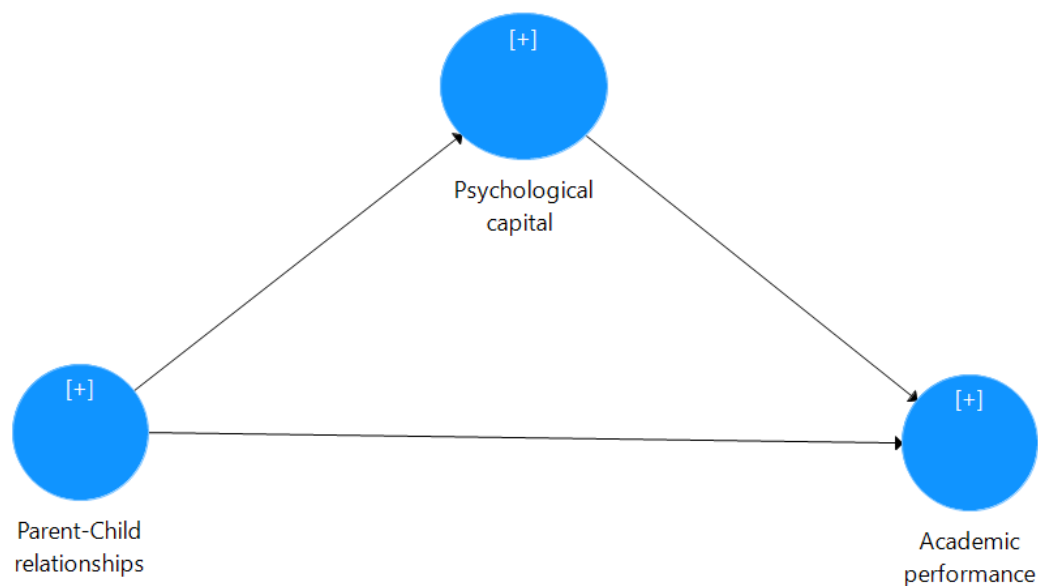


Fig. 1. Research Model

4. Research results

Results of measurement model evaluation

Table 1

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Academic performance	0.848	0.873	0.846	0.533
Parent-Child relationships	0.880	0.884	0.882	0.651
External links	0.819	0.843	0.824	0.545



Table 2

Discriminant Validity

Fornell-Larcker Criterion

	Academic performance	Parent-Child relationships	External links
Academic performance	0.730		
Parent-Child relationships	0.375	0.807	
External links	0.325	0.034	0.738

Table 3

Model_Fit

Fit Summary

	Saturated Model	Estimated Model
SRMR	0.049	0.049
d_ULS	0.221	0.221
d_G	0.146	0.146
Chi-Square	446.343	446.343
NFI	0.898	0.898

Results from table 1, table 2, and table 3 show that all study scales and variables are satisfied.

Next, the study conducts structural model verification

The results of testing the research hypothesis are as follows:



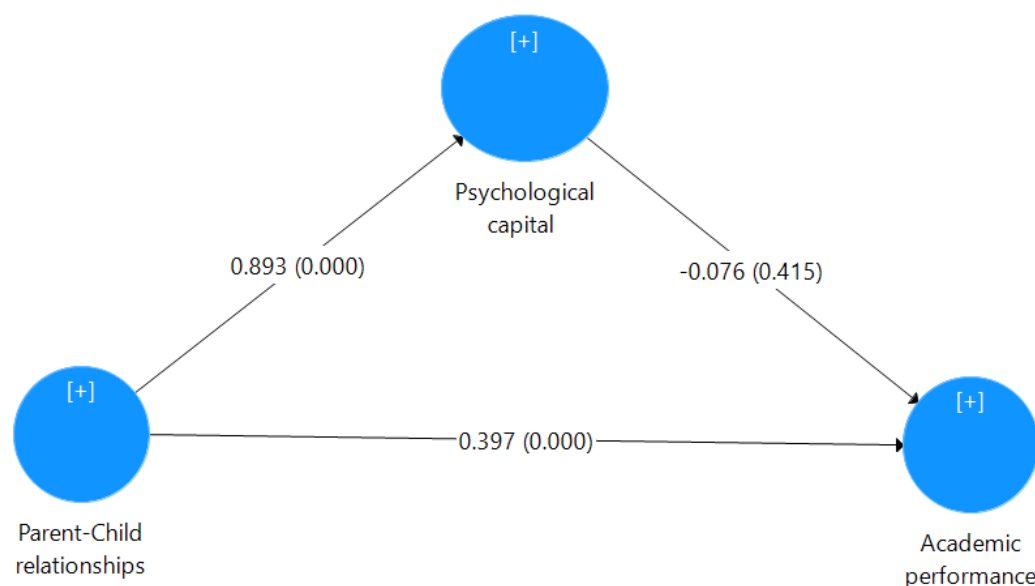


Fig. 3. Research results

The results of the study showed that the relationship between parents and children had a positive impact on psychological capital and children's learning outcomes with impact coefficients of 0.893 and 0.397 respectively at the same 1% significance ($P_{value} = 0.000$). This means that the relationship between parents and children is very important for the academic performance of high school students in Hanoi. However, psychological capital has not had a statistically significant impact on academic performance. Finally, the study assessed a number of factors from the family and the relationship of parents and children to the math performance of students specializing in Hanoi, the results are as follows:



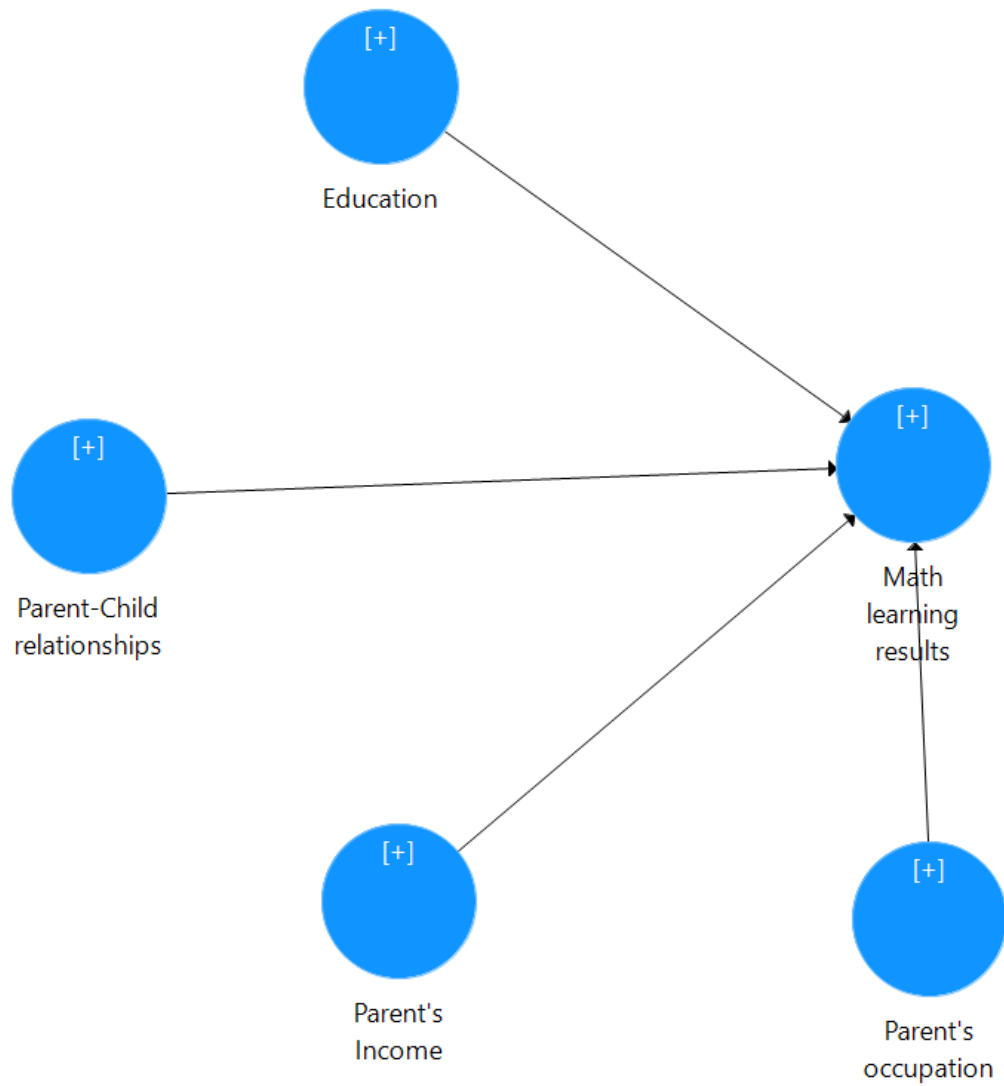


Fig. 3. The model evaluates the factors affecting math learning outcomes

The inspection results are as follows:



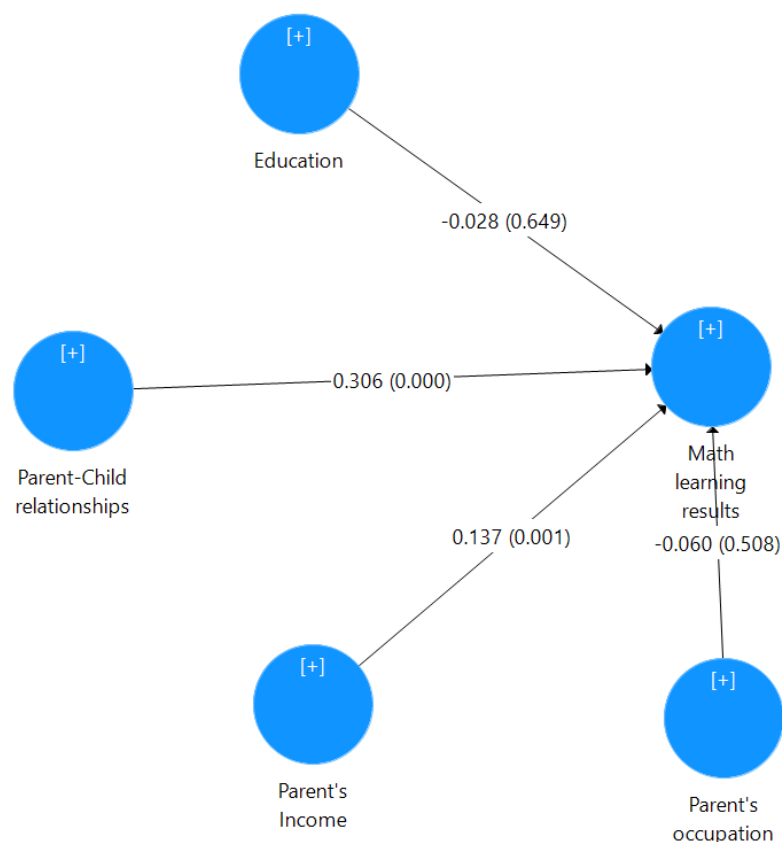


Fig. 4. Hypothesis test results

The results showed that only parents' income and parent-child relationship had a statistically significant positive effect on the math performance of high school students in Hanoi Vietnam with impact coefficients of 0.306 and 0.137 respectively at a significant 1% ($P_value = 0.000$). The rest of parents' careers and qualifications have not had a statistically significant impact on the math performance of high school students in Hanoi Vietnam.

5. Conclusions

There are many factors that affect a student's math performance. However, in this study, we focused on the study of factors from the family side. The results of the above study show that family factors (the relationship between parents and children, family income) have influenced the performance of high school students in math. These factors have a positive effect on student achievement. Therefore, there is no denying the role of the family in the learning process of students. This result is also evidenced by previous studies such as studies on social economic status that have shown to influence student performance. This study has only investigated students in Ha Noi area, so this relationship is quite clear about the income, career and education



factors of parents. However, from this study, it is also shown that further studies survey students in rural and remote areas to see similar or different results. This study only looked at the family factors that affect math performance, so it also raises the issue for further studies of this influence on other subjects of high school students.

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