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Parents' Advice-Based Discipline Selection and its Impact on Academic Performance in Higher Education: Insights from Students' Perceptions

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Abstract

This study emphasizes the common perceptions of students regarding discipline selection on their parents' advice and its impact on academic attainment in tertiary education. The objective of this particular study was, to find out the effect on academic achievement of discipline selection on parental advice. A mixed-method approach was utilized. The target population of the study was comprised of senior students of BS-level programs. Samples for qualitative and quantitative were 15 and 382 respectively. Phenomenological design for the qualitative part while survey design was employed for the quantitative part. Word cloud and thematic analysis were used for the qualitative data, while Pearson (r) and linear regression were employed as inferential statistics for the quantitative data. The findings reveal a weak positive association between discipline selection based on parents' advice and academic performance. The study recommends that parents should recognize and respect their children's autonomy in making subject selections.

Keywords: Perceptions, Parents' Advice, Aptitude, Passion, Discipline Selection and Academic Achievement

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Abstract

This study emphasizes the common perceptions of students regarding discipline selection on their parents' advice and its impact on academic attainment in tertiary education. The objective of this particular study was, to find out the effect on academic achievement of discipline selection on parental advice. A mixed-method approach was utilized. The target population of the study was comprised of senior students of BS-level programs. Samples for qualitative and quantitative were 15 and 382 respectively. Phenomenological design for the qualitative part while survey design was employed for the quantitative part. Word cloud and thematic analysis were used for the qualitative data, while Pearson (r) and linear regression were employed as inferential statistics for the quantitative data. The findings reveal a weak positive association between discipline selection based on parents' advice and academic performance. The study recommends that parents should recognize and respect their children's autonomy in making subject selections.

Keywords: [Perceptions](#), [Parents' Advice](#), [Aptitude](#), [Passion](#), [Discipline Selection and Academic Achievement](#)

Introduction

There is a big diversity in the nature and behavior of human beings. Each human being has its own way of thinking about the phenomena of life. This diversity of choices, behaviors, likes and dislikes, jobs, and other multiple activities is the beauty of

nature. This specialty and uniqueness in traits and other fans have made a vibrant life and have broken the static nature of life. These individual differences exist everywhere in the world (Lerner, 1982). Similarly here in the choice of major academic discipline differences of opinion exist in higher education. Assadourian, (2017) states that



education plays an essential role in the existence and elevation of human beings. Human beings of the day are not supposed to rely on the knowledge and skills developed by great philosophers, educationists, scholars, and scientists but need to work day and night for promotion and development. Innovations are the cry of the day and bringing human-friendly invention and knowledge is the responsibility of every human fellow in his/her era.

It is the obligation of everyone to have mastery in one of the fields of life while exploring new knowledge or bringing brilliance to the current knowledge (Ericsson, 1996). Getting master a discipline a student gets admission in the field liked by him/her or suggested by others. Commonly two types of practices are adopted in the whole world. In advanced and developed countries students' portfolios are maintained and decision for their future subjects is taken on the basis of his/her capabilities while in backward or developing countries, such practices are not common and students are offered different disciplines at BS level and students are to choose their subject on different ways i.e. personal interest or on the directions of their elders or by friends recommendation or the existing value of a discipline in the market. Sometimes it has been observed that students choose their subject just for the sake of admission to a particular college or university. The latter practices are common in Pakistan.

Another trend that has emerged in recent times, is the marks race which has not only hampered badly the students' capabilities but the overall education industry. Whatever the mode of subject selection may be it is important to see the impact of this particular practice on academic performance. This is still open to probe.

Lent, Brown, and Hackett (2002) emphasized that the practices that students commonly adopt while selecting their discipline at the BS level can vary due to multiple reasons i.e. their subject selection modes. Some common practices in this regard are, on the basis of own interest, existing market value, parents' wishes, friends' suggestions, career goals, and chances of high marks.

In this regard, subject selection on the advice of parents is under investigation in this research study as an independent variable.

Significance of the Study

The study under investigation i.e. subject selection based on parents' advice and knowing its effect on academic performance in tertiary education has substantial importance for numerous stakeholders, consisting of students themselves, all teachers, policymakers of education and state, different institutions, and the whole society.

It is important to know the impact of practices and perceptions regarding the choice of discipline on the advice of parents on academic performance at BS level program for making knowledgeable decisions in this regard. These can become helpful both for students and their parents while moving towards higher satisfaction and inspiration in their educational pursuits.

Statement of the Problem

Selecting an academic discipline is an important step in the career of scholars while attaining tertiary education. The choice of subject is not only difficult but also multifaceted, which is influenced by numerous features i.e. Personal interests based on parents' advice, peer /friends' recommendation, and current importance of the subject selected.

The research study concentrates on discovering the perceptions that students adopt regarding the subject/ discipline selection based on parental advice at BS (Bachelor of Studies) level program and its considerable impact on academic attainment

Objectives of the Study

To determine the effect of parents' advice-based subject/ discipline selection on academic performance.

Research Question

Does discipline selection on the basis of the parents' advice affect students' academic attainment?

Null Hypothesis

1. There is no significant relationship between students' academic performance and discipline selection on the basis of 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 is based on a learner's interests and aptitudes, it can improve their inspiration and commitment to the selected subjects. Parents' help that aligns with learners' interests, 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 a 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 boosting a student's academic achievement (Fuller & Olsen, 2002).

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 academic institution will encourage relationships that will strengthen parental participation. This mutual participation

will improve the academic, emotional, and social growth and development of learners 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 assignments is positively related to students' academic attainment at higher education levels. If parents have high hopes for their children's academic success and give them emotional backing and a 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 to 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 were 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 a positive association with academic attainment through different cultures, ranks, and themes.

Epstein and Voorhis (2001) in their Epstein Model which includes six types of parental involvement in their offsprings' different conditions such as nurturing, collaborating, offering, education at home, making decisions, and cooperating with the public established that it has a significant role in increasing academic attainment in various circumstances. However, in the view of Crosnoe et al., (2016; Wang & Sheikh-Khalil, (2013) the impression of parents' participation in educational 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, 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 light of different studies, it is pertinent to say that the involvement of parents has an affirmative impact on their children's education and academic performance and also it has a negative impact on their children's schooling and educational career due 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 excessive control and compulsion can also demoralize and discourage their children.

In the views of Wang and Sheikh-Khalil (2013) parents' contribution and emotional assistance influenced learners' psychosomatic modification and academic attainment positively. Further, the effect of parental guidance on subject selection and academic success can fluctuate based on individual positions and the quality of the parent-student association.

Academic Achievement

In general, the term academic achievement is used for marks attained by students in an exam or his/her overall educational performance in the test or exam conducted by any educational institution. Or

it is the level of educational expertise in a particular educational system or familiarity with a certain subject at school. (Kohli, 1975). Sowing academic performance is compulsory for promotion to the next class. According to multiple studies, academic performance is a keystone for a successful future in the educational journey.

Ries, Hahn, and Barkowski (1984) describe that academic performance has a significant effect on students thinking about themselves. An analysis of companions of academic accomplishment and its complications for educational experts and policymakers would be noteworthy if one were to achieve academic objectives.

Binet's hard work and struggle in this regard foresees that learners' educational success from their IQ scores is a decent place to take initiative when knowing the features that touch educational realization. The strongest predictor of academic success is intellect, according to a large body of evidence (Karnes, Whorton, and Curries (1985).

Methodology

Research Methodology

The main objective of the current study is to investigate the effect on educational performance of learners who opt for their discipline at BS level program on the basis of their parents' wish or direction instead of personal choice. Further to discover the relationship between subject selection on the parents' advice and the academic success as perceived by students in 10 numbers of colleges/universities situated in the southern part of Khyber Pakhtunkhwa, Pakistan. A mixed-method research approach was employed in this study. The following process and procedure were employed for the study:

Research Design

Mixed-method research approach was employed conjoining both the quantitative and qualitative methods. This approach was selected in order to take advantage of each method. Qualitative interviews were recorded from the sample students at the first stage and a survey was conducted for quantitative data collection through a self-made questionnaire developed in the light of students' interviews and existing literature. That's why researchers were able to gather information from

sufficient respondents within a limited time and in a cost-effective method (Sekaran & Bougie, 2016). Moreover, the cross-sectional research approach was employed, where data were gathered and observed at a single point. Gray (2004) has described that cross-sectional research is relatively less personal and gives greater accuracy. Researchers obtained a more complete insight of detailed background understandings from the respondents' interviews.

The survey provides big numerical data in the shape of representative perspectives, while the interviews give the participants' attitudes and proficiencies (Bell, Bryman & Harley, 2022). The researchers were able to collect an all-inclusive and strong understanding of the phenomenon under examination by mixing the quantitative and qualitative findings.

Target Population

BS students of the 7th and 8th semesters from the five old and famous postgraduate colleges and five universities situated in the southern part of Khyber Pakhtunkhwa (Pakistan) were the target population. The total number of enrolled students in the specified semesters was 6247 (College Principals and Directors Academics of the concerned institutions, 2022-23).

Sample

For the qualitative part, purposive sampling was employed, utilizing a targeted recruitment approach through institutional contacts to reach the relevant participants, while a proportionate simple random sampling technique was used for the quantitative part. The sample size for the qualitative part was 15 as according to Creswell (2013), 5 to 25 participants are often sufficient for phenomenological studies. The sample for the quantitative part was proportionate simple random sampling. 382 partakers were selected as a sample in the light of recommendations delivered by Krejcie and Morgan (1970), having a 95% confidence level and 5% margin of error. In the first phase, all those departments were randomly selected where 7th and 8th-semester students were enrolled, and then according to the ratio sample students were selected.

Research Instruments

Researcher-made structured interviews and questionnaires were used for data collection. The structured interview consisted of seven open-ended questions on the different modes of subject selection including subject selection on the advice of parents, a five-point Likert scale was used while developing the questionnaire. This particular questionnaire was developed on the basis of qualitative data findings and related literature review, students GPAs of the 1-7 semesters were gathered also through the said questionnaire.

Data Analysis

A mixed-method research approach, This approach 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.

Moreover, to represent the key concepts and ideas that emerge from the interviews a word cloud generation technique was utilized. The survey was conducted for the quantitative part where researchers collected sufficient data from the responses of sample students in a reasonable time frame which according to (Sekaran & Bougie, 2016) is cost-effective. Additionally, a cross-sectional research approach was employed where data were gathered and analyzed at a single point. To test the hypothesis of the study Pearson (r) and regression analysis were used. Inferential statistics was used because both variables of the study were measured through an interval scale, which according to (Glass et al., 1972; Lubke & Muthen, 2004) are continuous variables.

Results

Qualitative Part A.

Question 1

Do you consider that the selection of a subject on the basis of parents/guardians' advice has an effect on a student's academic achievement in the BS-level program? Please explain.

Intrinsic Motivation: Students are more motivated and fervent 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 knowledgeable decisions about their subject choices.

Alignment with Personal Strengths: Selecting subjects that align with personal strengths improves academic achievement.

Theme 3: Challenges and Restraints in Subject Assortment

General Obstacles: Entrance exams and admission criteria often limit students' ability to select their favored subjects.

Merit-Based Admissions: Many students are unable to follow their interests due to not meeting merit standards.

Theme 4: Conditional Autonomy in Subject Selection

Incomplete Authority: Students should have some power in selecting subjects but within certain limits.

Relative Examination: Noting the other such countries where scholars have more liberty in subject assortment and its positive consequences.

Theme 5: Career Orientation and Future Forecasts

Career Association: Subject selections should align with career ends for long-standing gratification and achievement.

Future Career Chances: Choosing discipline with big career chances improves future job estimates.

Theme 6: Parental Influence and Cultural Norms

Parents Recommendations: Parents deeply influence or decide the discipline of their children in many cultures.

Balancing Influence and Self-sufficiency: Detection of a balance between regarding parents' advice and permitting student independence.

Theme 7: Impact on Academic Achievement and Personal Development

Constructive Academic Consequences: All those students who select their own discipline tend to attain better academics.

Personal Development: It is a Personal interest that nurtures deeper understanding and gratitude of the subject matter.

Discussion

Interview Result on the Basis of Thematic Findings

Selection of subjects on the advice of parents/guardians has multi-dimensioned effects on academic achievement at the BS level program. Parental guidance plays an integral role in subject selection if the subject aligns with the interest of students then it is supportive of academic achievement, while it can create stress and tension if the particular subject misaligns with the interest and passion of a student and it may hamper academic results. Thus balance between parents' advice for a subject and student interest in a subject is important for good academic performance.

Responses to question No. 6 disclose some important themes regarding the selection of the subject at the BS level program. The main theme is personal interest in a subject, as most of the learners consider that selecting a discipline based on personal interest leads to more motivation, in-depth involvement, and improved academic achievement. Respondents No.1 and No.9 have a viewpoint regarding discipline selection based on personal interest motivated for deeper study which can cause improved learning and academic achievement.

Another important theme of these is the acknowledgment of personal aptitude and strengths. For example, Respondents No.2 and No.3 have highlighted that students can decide better, the subject to be selected apparently the subjects will be those in which students have an interest and

excel, which can lead to good performance and gratification. Still, challenges and restraints may develop as critical deliberations.

Respondent No.4 has described some peripheral forces in the shape of parental pressure for certain subjects or tough admission criteria that can check students' liberty to select their favored subjects, possibly delaying their academic performance. Generally, the agreement among respondents is that authorizing students to make their own decisions in subject selection, aligned with their passions and strengths, is significant for their academic achievement and individual development.

The responses of the respondents show that discipline selection based on personal interest is more beneficial both for students and the institution as if provided such environment, students will excel in their respective discipline, if not so and restricted by different external forces like tough admission criteria or parental pressure on the selection of certain subject will hamper the academic journey of the students. This independence in the subject selection on their own selves will foster a sense of possession and responsibility towards their schooling, as emphasized by Respondents No.1, No.3, and No.9. However, there are prominent fears about peripheral factors such as parents' undue pressure and institution tough and complex admission

criteria, which can check students' liberty of subject selection on their interest-based, as described out by Respondent No.4. In spite of these defies, the general emotion is that student authorization in subject choice is vital for personal and academic development. Provision of direction and support from parents/guardians etc. in this connection can further improve students' decision-making capabilities and career willingness, making a strong case for allowing them this power.

Part B

The questionnaire was composed of 20 items/statements and these statements were further divided into four different domains. These areas were 1). Selection of discipline based on interest (5 items), Selection of subject on the basis of parents' advice (5 items), Selection of subject on the basis of apparent scope and significance of the subject (5 items), Selection of discipline based on peer/friends recommendations (5 items)

Additionally, demographic information and students' Grade Point Averages (GPAs) were also collected through the same questionnaire.

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 examination of the discipline selection method i.e. Based on personal interest, parents' advice, existing scope and importance of the discipline, and based on peer recommendation and educational achievements.

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

Table 1 shows that learners who choose discipline based on their own interests have the maximum

mean score, followed by those who select discipline on its scope and significance, parents' advice-

based, without any reason, and based on peer/friend 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 the majority of respondents i.e. 52% - combined the "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 value their own independence in making these choices.

Table-3

The students should opt for a subject of his or their parents' choice whether one has the least self-interest in the discipline.

	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 survey takers i.e. 56% - combined "Strongly Disagree" and "Disagree" categories, express a lack of support for the concept that learners should choose for discipline on the basis of their parent's

choice, particularly when they have the minimum interest in the subject. This advocates that a significant quota of students value 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 participants i.e. 63% - combined the "Strongly Disagree" and "Disagree" categories, indicating strong disapproval of 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 I was given another opportunity, I would favor a discipline 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 a significant majority of respondents i.e. 67% - combined the "Strongly Disagree" and "Disagree" categories; express a lack of support for preferring a subject based on their

parents' choice if I were given another opportunity. This advocates that most students value making their own decisions regarding academic majors.

Table 7

Comparative examination of the association between discipline selection on the wish of parents and academic performance.

Correlations		Academic achievement	Subject selection on parents' advice
Academic performance	Pearson Correlation	1	.265**
	Sig. (2-tailed)		.001
	N	382	382
Parents advice-based discipline selection	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

Association between Academic performance and discipline Selection on Parents' Advice:

Pearson (r) between "Academic performance" and "parents' advice-based discipline selection" 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

The positive correlation coefficient (0.265) suggests a positive linear association between academic performance and parents' advice-based discipline selection it means that when one variable increases the other one also increases and vice versa.

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 suggests that learners who choose discipline parents' advice-based tend to perceive a little bit high academic achievement.

This finding suggests that parental guidance in the choice of educational disciplines may have a positive impact on students' educational attainment.

Table 8

Exploration of the effect of parents' advice-based discipline selection on academic achievement.

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

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

Dependent Variable: Academic performance

Table 8 B reveals the model summary about the effect of discipline selection on the advice of parents on academic performance. The table deduces that the worth of $R^2 = .070$ which shows that a 7% disparity happened in the dependent variable (academic performance) due to the independent variable (parents' advice-based discipline selection). The table reveals that the worth of $F = 28.77$ that the intent model established fit. Positive beta value (.265) discloses that if a unit increases in IV (parents; advice-based discipline selection) then .265 SD units increase in DV (Academic performance). The worth of $p = .001$ is less than .05 which portrays that null is rejected. Parents' advice-based discipline selection has a significant effect on their academic performance.

Findings

The findings of the study are:

- The major part of the surveyed individuals i.e. 52% do not support the idea of giving preference to the choice of parents in the selection of major. In other words, they value their own autonomy in making subject-selection-related decisions.
- A considerable majority of respondents i.e. 56% express a lack of support for the concept that learners should choose a discipline on parents' advice particularly when they have the minimum interest in the subject. This advocates that a significant quota of students value their own interests over parental preferences.
- A significant majority of respondents i.e. 63% express strong disapproval of 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.
- A substantial proportion i.e. 59% expresses disagreement with the idea that guardians have the sole right to decide a subject for a student.
- Most of the respondents i.e. 67% express a lack of support for favoring parents' advice-based discipline if they were given another opportunity. This advocates that the 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 no substantial association between parental effect on discipline selection and students' academic attainment and that parents' effect on discipline selection will not forecast the educational attainment of learners in secondary-level institutions.

The results of the current study expose that discipline selection on the advice of parents has a positive relationship with academic performance although its strength is weak so it opposes the findings of Sota, Voke, and Agi, (2020) study on the topic "Parentats' Influence on Subject Selection and Academic Performance of Secondary School Students"

A systematic review of 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" establishes that parental involvement has a significant effect on all the academic variables such as academic attainment combined, grades, standardized examinations, and other procedures that usually encompassed of tutor rating scales and directories of educational attitudes and actions.

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

Conclusion

- Learners do not support the idea of giving preference to the choice of parents in the selection of a major.
- Scholars do oppose the concept that learners should choose a discipline based on their parents' choice, although they have the least interest in the subject.
- Students have strong disapproval of the idea that there is no other option than parents' choice in discipline selection.

- Students express disagreement with the idea that guardians have the sole right to decide a subject for a student.
- Scholars oppose the idea that if another chance was given they would select a subject of their parents' choice.
- Parents should have a close liaison with their children and should listen to their views about discipline selection.
- Govt. should devise such policies where a student may have a chance to excel in his desired area of discipline instead of the so-called marks system.
- Colleges and Universities should devise admission criteria that not only concentrate on academic marks but aptitude also.
- Recruitment firms and other employers should develop such recruitment criteria where industry knowledge, hands-on skills, and notional concepts of real-world situations are valued instead of degrees only.

Recommendations

- Learners should select major subjects that fit with their individual interests and desires.
- Parents should encourage their children to express their own choice of discipline instead of pressuring the disciplines which are not liked by them.

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