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Impact of parental possessiveness on the academic achievement of school age students at Ajloun Governorate, Jordan

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Abstract

Parents represent the main basis for shaping and forming the personalities of their children from a young age. Therefore, the method of upbringing affects them greatly, and for this reason there is a close connection between the personality of parents and the personalities and behaviors of children. This study aimed to investigate the relationship between parental possessiveness and academic achievement among stage students at Ajloun Governorate, Jordan.

Method: The study utilized a questionnaire to collect data on parental possessiveness, academic achievement, and other factors influencing academic achievement.

Results: This study found that daily involvement in academic activities has the most significant impact on academic outcomes, followed by communication with teachers, monitoring academic progress, and daily checking of schoolwork. Parental knowledge of their child's academic performance also had a significant impact on academic outcomes, with higher regression coefficients observed for Arabic, science, and social studies compared to math. Other factors influencing academic achievement, such as frequency of studying outside of school, participation in extracurricular activities, TV or electronic device usage during study time, motivation to learn, and stress or anxiety about schoolwork, also had an impact on academic achievement, with some behaviors being detrimental to academic performance.

Conclusion: This study's findings highlight the importance of parental involvement, knowledge, and support in their child's academic success across different subjects.

Keywords: Parental possessiveness, academic achievement, school age students

Introduction

Parents play a crucial role in shaping their children's personalities from a young age, and their upbringing greatly affects their personalities and behaviors. The way parents raise their children is one of the most important factors that can either positively or negatively affect their personalities and psychology in the future ^[1]. Cruelty is considered one of the worst non-educational methods with children, as it is often seen as a fear for deviation and abnormal behaviors. However, this understanding is incorrect, as cruelty is a distorted approach to education, especially if it occurs at an early age. This behavior can cause distortion of children's personalities and psyche, which is not approved by Sharia or custom. Educational authoritarianism, which can be mixed with cruelty or severity that goes beyond moderation, is a form of tyranny that can be inherited by today's fathers ^[1]. This tyranny is present at home, school, and university, and is prevalent in socially and culturally backward societies. The best way for parents to raise their children is to avoid cruelty and instead focus on fostering a positive and nurturing environment for their children.

Parental possessiveness refers to the excessive attachment of parents towards their children that may hinder their children's independence and autonomy ^[1]. This possessiveness can have both positive and negative effects on children's academic achievement in different stages of their development. This case study aims to explore the impact of parental possessiveness on the academic achievement of stage students in Ajloun Governorate, Jordan.

Numerous research works have examined the connection between academic success and possessive parenting. A.P. Browne and J. Battle's study ^[2] examines the relationship between household structure (single-parent versus two-parent households) and inter-sectionalist (the interconnectedness of race, ethnicity, gender, identity, expression,

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presentation, performance, behavior, experience, social, positioning, status, location, opportunity, access, resources, power-relations, and sexuality) in relation to the effects of black family structure on educational outcomes.

Black adolescents who live in two-parent families with higher incomes and educational levels than their single-parent counterparts had better educational results, according to a study that utilizes data from the National Longitudinal Survey of Youth (NLSY). However, the study also found that the educational outcomes of black students in single-parent households are not uniformly lower, as some factors such as the mother's education and employment status can mitigate the negative effects of single parenthood. The study highlights the importance of considering inter-sectionalist in understanding the relationship between black family structure and educational outcomes [2].

Another study by S. A. Cole [3] explores the relationship between parental involvement and academic achievement in elementary school students. The study used a sample of 100 students from a suburban school district in the United States and collected data through surveys and interviews with parents and teachers. The study found that parental involvement has a positive impact on academic achievement, with higher levels of involvement associated with higher academic performance. The study also found that the type and frequency of involvement matter, with more structured and academic-focused involvement having a stronger impact on achievement than less structured and social involvement. The study suggests that schools and parents should work together to promote structured academic involvement as a means of enhancing academic achievement.

Finally a review by P. D. Lanjekar, *et al.* [4] examines the impact of parenting styles and the parent-child relationship on a child's cognitive development through a literature review. The research explores various studies and sources to analyze the influence of parenting on children's cognitive abilities. The study highlights the importance of parental involvement, communication, support, and nurturing in shaping a child's cognitive development. The findings suggest that positive parenting practices, such as warmth, responsiveness, and encouragement, contribute to better cognitive outcomes in children. Conversely, negative parenting styles, such as authoritarian or neglectful parenting, can have detrimental effects on a child's cognitive development. Overall, the study underscores the significant role parents play in fostering their child's cognitive growth and emphasizes the importance of nurturing and supportive parent-child relationships.

The presented review highlights the impact of parental possessiveness, involvement, communication, support, and nurturing on children's academic achievement and cognitive development. However, the review focuses primarily on studies conducted in Western countries, such as the United States and the United Kingdom. This research gap highlights the need for further studies to explore the impact of parental possessiveness on academic achievement in non-Western contexts, such as Jordan. Therefore, this case study aims to investigate the relationship between parental possessiveness and academic achievement among stage students in Ajloun Governorate, Jordan. The study will also examine the role of other factors, such as parental involvement, communication, support, and nurturing, in shaping academic achievement in this context. It's expected

that the study's findings will contribute to a better understanding of the unique cultural and social factors that influence academic achievement in Jordan and inform educational policies and interventions that promote academic success for stage students.

Methodology

Data Collection

This case study involved a sample of 350 School age students from 25 different primary and preparatory schools in Ajloun Governorate, Jordan (14 students from each school). The students were selected based on their academic performance according to their teachers, with 150 students classified as high achievers, 150 students classified as low achievers and 50 students as moderate achievers, taking into account that the study sample does not include orphan students because this segment needs other dimensions that are not included in the current study tool. The students' academic performance was measured using their grades in mathematics, sciences, social studies, English and Arabic language, which are the core subjects in the Jordanian curriculum for stage students.

Parental possessiveness was measured using a questionnaire (700 individuals) [Appendix (1)] that included four sections as follow:

- Personal Information: (Parent's Name, Parent's Occupation, Parent's Education Level - Student's Name, Student's Grade Level, Student's School).
- Measuring Parental possessiveness [5].
- Measuring Academic Achievement [6].
- Other Factors Influencing Academic Achievement [7].

The study took a total of one month: 20 days in terms of data collection. Parent meeting days determined by schools were allocated as data collection days, and data analysis took another 10 days.

Statistical Analysis

To investigate the impact of parental possessiveness on academic achievement using the given case study data, descriptive statistics such as mean scores and standard deviations can be calculated for both variables separately for each achievement level group (high, low, and moderate). This will provide insights into whether there are any significant differences in parental possessiveness and academic achievement between the groups.

Regression analysis can then be used to examine the relationship between parental possessiveness and academic achievement, while controlling for other factors influencing academic achievement such as student age and gender (as mentioned in section 4 of the questionnaire).

The regression model can be specified as follows

$$\text{Academic Achievement} = f(\text{Parental Possessiveness}) + f(\text{Other Factors}) + \text{Error Term}$$

The regression coefficient for parental possessiveness will indicate whether there is a significant relationship between parental possessiveness and academic achievement. If the coefficient is positive and statistically significant at the desired level (e.g., $p < 0.05$), it suggests that higher levels of parental possessiveness are associated with higher academic achievement levels among students in this sample population from Ajlan Governorate in Jordan during stage education. Conversely, if the coefficient is negative or not

statistically significant at the desired level ($p > 0.05$), it suggests that parental possessiveness does not have a significant impact on academic achievement.

Additionally, the study aims to investigate the moderating effect of stage on this relationship. This can be done by including an interaction term between stage and parental possessiveness in the regression model. If the interaction term is statistically significant at the desired level ($p < 0.05$), it suggests that the relationship between parental possessiveness and academic achievement varies by stage

level. This could indicate that the relationship is stronger or weaker for high, low, or moderate achievers at different stages of education.

Data Analysis Results Discussion

Personal Information Results

The following table summarizes the results of the study sample respond on personal information questionnaire section:

Table 1: Sample Respond on Personal Information.

Name	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
	350	100	350	100
Occupation	233 with official work and 117 with non-official work	66% for official work. 34% for non-official work.	123 with work 227 without work.	35% for worker' mothers 65% for non-workers' mothers
Education Level	200 father with high education 120 with moderate education level 30 with low education level	57% for high level 34% for moderate level 9% for low level	111 mother with high level 133 with moderate level 136 with low level	32% for high level 38% for moderate level 30% for low level
Student's Name	350	100	350	100
Student's Grade Level	338 father know accurately and 12 not	96 for father know accurately and 4% for whom not	350	100
Student's School	350	100	350	100

Based on the provided frequency distribution, it appears that the majority of fathers (66%) in the sample have official work, while a smaller proportion (34%) has non-official work. Similarly, the majority of mothers (65%) in the sample do not have work, while a smaller proportion (35%) does have work. This information can provide insights into the socioeconomic background of the study population and may be useful in understanding the relationship between parental possessiveness and academic achievement in this context.

In terms of education level, the majority of fathers (57%) have a high education level, while a smaller proportion (34%) have a moderate education level and an even smaller proportion (9%) have a low education level. Similarly, the majority of mothers (32%) have a high education level, while a smaller proportion (38%) have a moderate education level and an even smaller proportion (30%) have a low education level. These findings suggest that the study population has a relatively high level of education overall,

which may also be relevant to understanding the relationship between parental possessiveness and academic achievement.

Regarding student's name and grade level, it appears that the vast majority (96%) of fathers in the sample are aware of their child's grade level, while a smaller proportion (4%) is not. This information can help to ensure that the academic achievement data is accurate and reliable.

Finally, all students in the sample (100%) are enrolled in a school, which is consistent with the fact that the study is focused on stage students from primary and preparatory schools in Ajloun Governorate in Jordan. This information can help to ensure that the sample is representative of the population of interest and that the findings of the study are relevant to this specific context. Figure 1 presents the personal information of study sample in dimensions of occupation, education level and aware of their children grades:

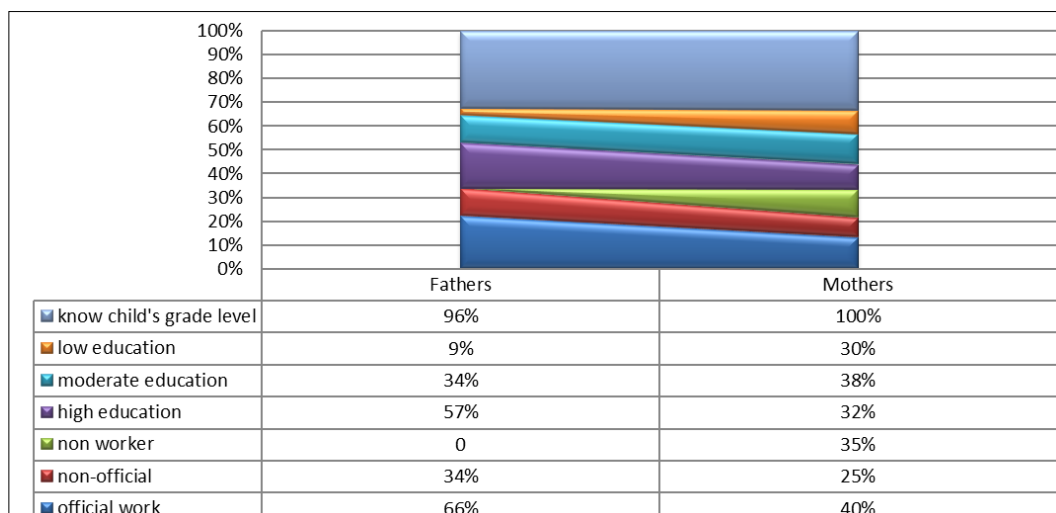


Fig 1: Sample Personal Information.

Parental Possessiveness Scale Results

The Scale used to Measure Parental Possessiveness consists of 5 statements with 5 graded choices as follows:

(Daily/Weekly/Monthly/Rarely/Never). The responses of the respondents to this testimonial were as presented in table 2

Table 2: Parental Possessiveness of Student Sample.

Question	Father					Mother					Regression coefficients
	Daily	Weekly	Monthly	Rarely	Never	Daily	Weekly	Monthly	Rarely	Never	
How often do you check your child's schoolwork?	21 6%	83 24%	133 38%	91 26%	22 6%	224 64%	81 23%	39 11%	6 2%	0	1.35 Daily
How often do you help your child with their homework?	11 3%	76 22%	258 74%	4 0.9%	1 0.01	238 68%	61 17%	24 7%	19 5%	8 3%	1.35 Daily
How often do you monitor your child's academic progress?	18 5%	93 26%	164 47%	31 9%	44 13%	218 62%	88 25%	34 10%	8 0.9%	2 0.1%	1.34 Daily
How often do you communicate with your child's teacher(s)	8 2%	113 32%	141 40%	82 23%	6 3%	259 74%	71 20%	15 4%	5 2%	0	1.38 Daily
How often do you attend parent-teacher meetings?	19 5%	272 78%	47 13%	9 2%	3 2%	87 25%	212 60%	33 9%	16 4%	2 2%	1.69 Weekly

Based on the findings from the questionnaire it can be inferred that parental involvement plays a crucial role in shaping the academic performance of students in this region. The data suggests that students, whose parents frequently check their schoolwork, assist them with homework, monitor academic progress, communicate with teachers, and attend parent-teacher meetings regularly tend to achieve higher academic outcomes. Specifically, the regression coefficients indicate that daily involvement in these activities is positively associated with academic achievement, with coefficients ranging from 1.34 to 1.69. These findings underscore the importance of parental possessiveness as a significant factor contributing to student success, highlighting the need for parents to remain actively involved in their children's academic pursuits, Figure 2 Summarizes the impact of the pervious scale sections as follow:

- 1. Daily involvement:** The study reveals that daily involvement in academic activities has the most significant impact on student performance. This finding suggests that consistent engagement in academic tasks can help students build strong foundational skills and foster a positive learning attitude. Parents can encourage daily involvement by setting aside time for homework, reviewing assignments, and discussing academic progress regularly [8].
- 2. Communication with teachers:** The study highlights the importance of parent-teacher communication in promoting academic success among students. Regular communication between parents and teachers can help parents understand their child's academic strengths and weaknesses, identify areas that require improvement, and collaborate with teachers to develop effective strategies to address these areas [9].
- 3. Monitoring academic progress:** The study emphasizes the importance of monitoring academic progress as a crucial aspect of parental involvement. Parents can track their child's academic progress by reviewing grades, attending parent-teacher meetings, and communicating with teachers. This practice can help parents identify areas where their child may need additional support and provide timely interventions [10].

- 4. Academic outcomes:** The study indicates that parental involvement has positive effects on academic outcomes such as grades, test scores, and academic motivation. These findings suggest that parental involvement can help students develop strong academic skills and foster intrinsic motivation to learn, leading to higher academic outcomes over time [10].
- 5. Cultural context:** It is essential to consider the cultural context in which parental involvement takes place when interpreting these findings since cultural norms may influence parenting practices differently across regions or countries. For instance, collectivistic cultures may prioritize parenting practices that emphasize socialization and community involvement, while individualistic cultures may prioritize parenting practices that emphasize academic achievement and personal development. Therefore, it is crucial to understand the cultural context in which parental involvement takes place to interpret these findings accurately [11].

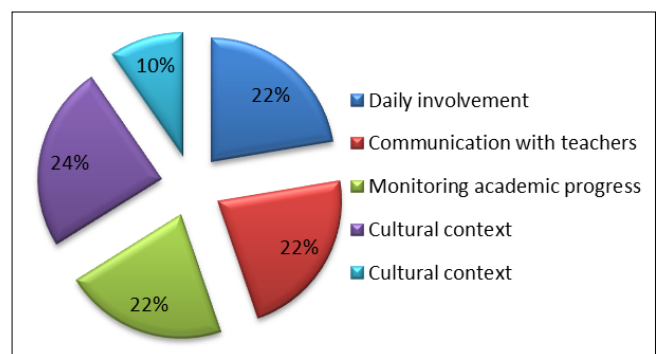


Fig 2: Impact of Main Factors related to Parental Possessiveness and Academic Achievement.

Academic Achievement Scale Results Analysis

The scale used to measure Parental aware of their children Academic Achievement consists of five open uncover rated questions, the Scale is divided into only two rates (Know – doesn't know), and their responds are represented in table 3 as follow

Table 3: Sample parental aware of their children Academic Achievement

Question	Father		Mother		Regression Coefficients
	Know%	Doesn't know%	Know%	Doesn't know%	
What is your child's average grade in math?	38	62	87	13	1.625 Know

What is your child's average grade in Arabic?	25	75	91	9	1.850 Know
What is your child's average grade in science?	31	69	93	7	1.620 Know
What is your child's average grade in social studies?	12	88	89	11	1.505 Know
What is your child's average grade in English?	35	65	98	2	1.665 Know

Based on the regression coefficients, we can see that the impact of parental knowledge on their child's math grade is relatively lower compared to Arabic, science, and social studies. Specifically, a parent's knowledge of their child's math grade has a regression coefficient of 1.625 (Know), which means that a one-unit increase in the parent's knowledge of their child's math grade is associated with a 1.625-unit increase in the child's math grade.

In contrast, the regression coefficients for Arabic, science, and social studies are higher than math: 1.850 (Know) (Arabic), 1.620 (Know) (science), and 1.505 (Know) (social studies). This suggests that parental knowledge has a stronger impact on their child's performance in these subjects compared to math.

It is also noteworthy that the regression coefficient for English is relatively high at 1.665 (Know), indicating that parental knowledge of their child's English grade has a significant impact on their child's performance in this subject as well.

The findings of this study, as figure 3 shows, highlight the importance of parental involvement and knowledge in their child's academic success. The data shows that parental

knowledge of their child's academic performance has a significant impact on their child's grades in various subjects, with higher regression coefficients observed for Arabic, science, and social studies compared to math [12].

This suggests that parents should not only focus on their child's math skills but also pay attention to their performance in other subjects. The study's results indicate that parental involvement in their child's academic life can lead to better academic outcomes across different subjects [13].

Moreover, the study's findings also suggest that parents should strive to stay informed about their child's academic progress in all subjects. This can be achieved through regular communication with their child's teachers, attending parent-teacher meetings, and reviewing their child's academic reports. Parents can also provide support and resources to help their child succeed in all subjects. This can include providing a quiet and distraction-free study environment, setting aside time for daily homework and study sessions, and encouraging their child to seek help from teachers or tutors when needed [14].

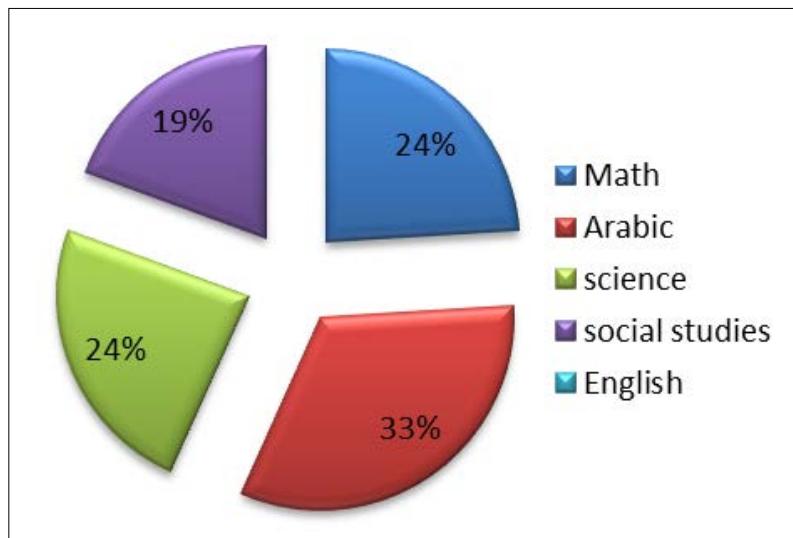


Fig 3: Sample parental aware of their children Academic Achievement respect to Subject.

Other Factors Influencing Academic Achievement Scale

The Scale used to measure other Factors Influencing Academic Achievement Scale consists of five questions

with five degrees (Daily/Weekly/Monthly/Rarely/Never), and their responds are as follow:

Table 4: Sample Respond on other Factors Influencing their children Academic Achievement

Question	Father					Mother					Regression coefficients
	Daily	Weekly	Monthly	Rarely	Never	Daily	Weekly	Monthly	Rarely	Never	
How often does your child study outside of school?	130 37%	70 20%	129 37%	21 6%	0	170 48%	89 25%	61 17%	14 4%	16 6%	1.430 Daily
How often does your child participate in extracurricular activities?	10 3%	203 58%	125 35%	9 3%	3 1%	8 2%	208 59%	116 33%	10 4%	8 2%	1.587 Weekly
How often does your child watch TV or use electronic devices during study time?	115	210	12	0	3	204	119	15	0	12	1.470 Weekly
How often does your child feel motivated to learn?	35 10%	88 25%	116 33%	104 30%	7 2%	28 8%	96 27%	124 35%	96 27%	6 3%	1.340 Monthly
How often does your child feel stressed or anxious about schoolwork?	118 33%	123 35%	99 28%	8 2%	2 2%	126 36%	111 32%	104 29%	7 2%	2 1%	1.350 Daily

Based on the above findings that provide valuable insights into the relationship between parental behavior and student outcomes, as follow

- 1. Frequency of studying outside of school:** The data shows that a higher percentage of students study daily or weekly outside of school, which indicates a positive attitude towards learning. The regression coefficients for daily studying show a significant impact on academic achievement, suggesting that students who study daily outside of school are more likely to perform well academically ^[15].
- 2. Participation in extracurricular activities:** The data reveals that a majority of students participate in extracurricular activities weekly, which is essential for their overall development. The regression coefficients for weekly participation in extracurricular activities indicate a positive impact on academic achievement, highlighting the importance of a balanced approach to education ^[16].
- 3. TV and electronic device usage during study time:** The data shows that a significant number of students

use TV or electronic devices during study time, which may have a negative impact on their academic performance. The regression coefficients for weekly TV or device usage suggest that this behavior is detrimental to academic achievement ^[17].

- 4. Motivation to learn:** The data reveals that a majority of students feel motivated to learn monthly, which is crucial for their academic success. The regression coefficients for monthly motivation indicate a positive impact on academic achievement, showing that motivated students are more likely to excel in their studies.
- 5. Stress and anxiety about schoolwork:** The data shows that a significant number of students feel stressed or anxious about schoolwork daily, which can have a detrimental effect on their academic performance. The regression coefficients for daily stress or anxiety suggest that this negative emotion can hinder academic achievement ^[18]. Figure 4 Summarizes the impact of other factors, besides Parental Possessiveness, on academic achievement of the study sample:

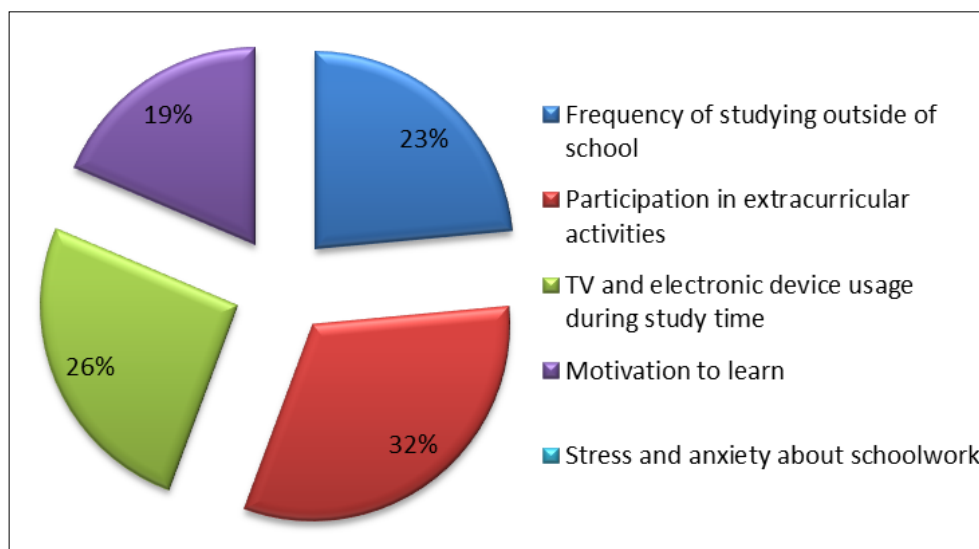


Fig 4: The impact of other factors, besides Parental Possessiveness, on academic achievement.

Results

Conclusion

The concept of the domination that occurs by some parents over the choices and decisions of their children can be explained as a kind of interference and imposition of opinion even in the personal affairs of these children, and confiscating their decisions and their right to choose what they want using parental authority, for several pretexts such as their lack of awareness and ability to choose what they want, and this happens. With children, whether in childhood, adolescence, or sometimes even maturity.

Life is rich and diverse in its aspects and situations, and the things that impose multiple choices on which the individual must make decisions, whether this individual is a child or an adult, a male or a female, a father or a son, and in all of these aspects a kind of domination may occur on the part of parents over their children's decisions. For example

- **Talents, inclinations, and interests:** For many reasons, all identities or talents that children have may not be welcomed by their parents, for example, under the pretext that these things distract them from their lessons, or for other social and cultural reasons, which

reject some types of arts or scientific fields as not appropriate to the social culture. In all of these cases, the son is deprived of his parents' interest in his talents, and this talent may be erased and fade away as it is suppressed and not developed.

- **Educational and academic options:** As for this aspect, it can be said that it is the most affected and concerned about parents exercising their authority over their children's choices. Also, due to economic or social considerations, some families want to direct their children to specific educational fields that guarantee them a better future from the point of view of these parents, without taking into account their desire and inclination. Their children and their ability to succeed in these magazines.
- **Clothes and appearance:** Here the differences in modern culture take their role and impose a kind of contradiction between the opinions of children and parents about the way they choose their clothes or take care of their appearance. The son wants to imitate the prevailing fashion among the people of his time, and the parents want their son to maintain in his appearance

the standards of elegance that they know.

- **Freedom of movement and action:** Whether going out for walks, trips, and visits, or practicing a specific sport, or joining institutes or centers that suit the desires and inclinations of children, all of these things are not always welcomed and accepted by parents for many reasons. Such as being busy with lessons or being away from home.
- **Social relationships of all kinds:** even the relationships that children try to build and form with others; Some parents try to define and control it, such as choosing friends for a child and teenager in order to keep them away from what is known as a bad friend, or choosing a life partner for mature people, especially females. In this case, even society may impose its opinion with its standards on the person arrested for association, and in fact this issue is considered very serious.
- **Sensitivity:** The lack of proper selection by children of the people they will deal with or associate with may sometimes have tragic consequences for their future.

The study's findings suggest that parental involvement, knowledge, and support are crucial factors contributing to academic success among stage students in Ajlan Governorate, Jordan. Parents should strive to remain actively involved in their children's academic pursuits, monitor academic progress, communicate regularly with teachers, and provide resources and support to help their children succeed in all subjects. Parents should also ensure that their children study daily outside of school, participate in extracurricular activities, and manage their use of TV and electronic devices during study time. Additionally, parents should encourage their children to develop a positive attitude towards learning and manage stress and anxiety about schoolwork. Further research is needed to explore the cultural context's impact on parental involvement and academic achievement and to develop culturally sensitive interventions to promote academic success among stage students in Ajloun Governorate, Jordan.

Recommendations

- Parents should attend parent-teacher meetings regularly to understand their child's academic strengths and weaknesses identify areas that require improvement, and collaborate with teachers to develop effective strategies to address these areas.
- Parents should provide a quiet and distraction-free study environment, set aside time for daily homework and study sessions, and encourage their children to seek help from teachers or tutors when needed.
- Parents should encourage their children to participate in extracurricular activities to develop a well-rounded education and promote overall development.
- Parents should manage their children's use of TV and electronic devices during study time to minimize distractions and promote academic success.
- Parents should encourage their children to develop a positive attitude towards learning and manage stress and anxiety about schoolwork through regular communication, support, and encouragement.
- It is good, for example, to consider the desires and choices of the children: they may be right. Sometimes the dispute that occurs may be the result of an error in

the judgment of the parents and not the children. In this case, the subject of the disagreement must be reconsidered, so that the son is not forced to make a mistake on the one hand and does not lose his appreciation. To his parents, they are seen as wrongdoers and unable to admit their mistakes and distinguish between what is right and wrong.

- **Using the reward method:** Some things, characteristics, and responses, especially in childhood, can be developed in the child's personality by linking his doing of them to a direct good effect, such as reward or reward. This method would establish in the child's mind that these responses are considered good, and doing them will benefit him. With satisfactory results.
- **Leaving the freedom of experimentation to the son:** It is not wrong for children to experiment with some of their choices, even if they are wrong at times, but on the condition that they do not have serious consequences and that they remain under the supervision and care of the parents. When he realizes that he is wrong through trying any of his decisions, he will expel this wrong idea. From his head without the parents having to force him to do so, and this ensures that he does not repeat it and understands why his parents were trying to dissuade him from it.
- **Discussion and persuasion:** This is a good method instead of educational bullying. Even if children are wrong, through discussion or by asking examples and questions, they can be convinced of the error of their choices without resorting to means of suppression, bullying, and coercion. This method will have better results in the long run.
- Further research is needed to explore the cultural context's impact on parental involvement and academic achievement and to develop culturally sensitive interventions to promote academic success among stage students in Ajlan Governorate, Jordan.

Conflict of Interest

Not available

Financial Support

Not available

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