

Relationship between Parents' Education and their children's Academic Achievement

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Abstract

This study explored the relationship between parents' education and their children academic achievement focusing on father and mother educational level for their children academic achievement. Tenth class students of government high schools at District Mardan constituted population of the study. The study employed systematic random sampling techniques to select students as sample of the study. Through a self-developed questionnaire the data were collected from the respondents of the study. The findings of the study revealed that high education of father and mother positively contributes to their children academic achievement. Large co-relation was found between parents' education and students' academic achievement. On the basis of the findings the study recommended to introduce adult education programs, awareness campaigns and the use of social media for community education.

Keywords: Parents education; Subject choice; School selection; academic achievement

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Introduction

The education of parents has significant influences on children's knowledge, skills and values. Parents involved in educational activities at home have positive effects on their kids' educational attainments. There are research based evidences that children's vocabulary-which is the gate way for scholarship, other linguistic and social skills have been significantly influenced by their parents at home (Harris & Goodall, 2008; Kassim, 2011). The communications of educated parents at home through strong vocabulary, good pronunciation and logical arguments in discussion contribute to children's language development. Educated parents can also provide proper guidance to their children as they have already gone through the process of education and they are aware of the heights and falls of educational decisions and therefore they could also share the educational life experiences which are very powerful to motivate their children for studies. These experiences help the individual to mould their behavior and adjust him/herself to the situation properly which leads to prosperous educated life. All these interactions at home including parent's guidance, mutual communication, helping in the educational decisions and sharing the educational experiences with children have significantly positive relationship with students' academic achievement. Home arrangements made by children's parents are also based on their understanding and education has positive influences on students' educational performances (Harb & El-Shaarawi, 2006).

Students proper nourishment and development is based on their home environment, educated parents make efforts to provide enabling education atmosphere to their children at home so that they could benefit from that enabling environment whereas uneducated parents often fail to provide learning-friendly environment to their children at home. The belief is that educated parents lead their children to make efforts for personal development by considering education as the architect of morality and guardian of soul. Students' academic attainment has close relationship with basic facilities at their home which is again linked to parents' education. The facilities at home and the home environment prepare them for facing the lurking challenges of the future educational, social, spiritual and political aspects of life. In addition to the home atmosphere and parents' educational status, the attitude of parents towards their children and their development infuse the permanent values, like honesty, integrity, industriousness, sympathy, patriotism, hope and optimism in their children-the greatest future asset of the society in particular and nation in general (Harris & Goodall, 2008; Chohan & Khan, 2010; Harb & El-Shaarawi, 2006).

Research studies illustrates different factors which has positive as well as inverse relationship with students academic achievement (e.g. school environment, teachers' attitude, method of teaching, social background include home environment, and so many others) among all those factors one is the educational level of students' parents. Parents' attitude towards education is based on their level of education and educational experiences they have experienced during their educational life. It is a fact that the higher the attainments of parents in education the higher they will be conscious and careful for the education of the children (Kassim, 2011). Educated parents have beliefs which are reflective in the arrangement of educational provisions for their children (Jeynes, 2007). There are evidence that students belong to educated parents perform significantly as compared to the students belong to uneducated parents. The reason is that they can easily help out their children in their educational activities and can motivate them for studies. These interactions of parents have positive psychological effects on children, reduce children hesitation and further increase confidence and trust of students in their parents. On the other hand, uneducated parents are not in a position to assist their children and as parents their influences are weak as compared to the educated parents' contribution because of the absence of psychological factor (Jeynes, 2007).

Among parent's educational status research findings explains that the contributions of educated mother in the education of their children is more than the role of the educated father in the educational attainments of students. The reason is that the self-esteem of educated

woman as a mother is higher and has significant relationship with children nourishment and preparation. Mother is the core part of the life of a child and she can and do influence children every aspect of life.

Statement of the Problem

The main purpose of the study was to ascertain the relationships between parents' education and students' academic achievement. Specifically, the study intended to explore the relationship between father and mother education and their children academic achievement.

Objectives of the Study

The study intended to:

1. investigate the role of parents' education in students' academic achievement
2. find out students' academic achievement
3. measure relationships between parents' education and students' academic achievement

Research questions

1. What is the role of parents' education in students' academic achievement?
2. What is students' academic achievement?
3. Is there a relationship between parents' education and students' academic achievement?

Rationale of the study

The source of inspiration for this study developed after a discussion with an education father who was paying full attention on the academic achievement of his kids. The father of the child was discussing each and everything in fluent English and above all both of his kids were speaking with his father in English fluently. This situation was an inspiration for me. On asking the father said that I attach importance to my children education because my mother is well educated and she brought me up this way and I bring my children up the way my mother brought me up. Also I am fluent in English because my mother always talked to me in English at home and that is how I developed my mastery over English language. This prompted this study.

Significance of the Study

The findings of the study may be significant for parents as it explains the role of parents' education in the education of future generation. The study may be further beneficial for social researchers in the transformation of education and investigating other aspects of parental lives in relation to students' educational attainments.

Literature Review

Studies conducted in developed and developing countries on parents' educational status revealed different sorts of relationships and effects on the academic achievement of students. According to research findings, different educational status of parents showed different effects on students' academic attainments and the finding revealed different nourishment approaches of parents at home. According to Hanafi (2008) uneducated parent's approaches of dealing with their kids is with extra care, but unstable academic settings at home for children education and have high expectations from their children. These strategies contribute uneven and uncertain results of students' academic achievement. On the contrary,

primary parents adopt relatively neglected and unrealistic academic approaches from their children as they have high expectations from children with low investments, sometimes corporal punishment and traditional concept of reward and punishment. However, parents with higher educational status are more realistic and systematic while planning the educational targets of their children. The highly educated parents follow modern and adoptive academic settings for their kids at home (Hanafi, 2008).

Likewise, research studies also identified the differences on the mother and father qualification with reference to the contribution of education in children academic attainments. The researchers have foreseen that parents' educational level was the most important element in predicting children's academic performances. As per the findings mother educational status is more related with children academic attainment and has significant influences on children's overall achievements. On the other hand, fathers' education and profession has effect on children's academic achievements. The profession and education of father directly affect the income for the family which has direct and strong relation for the facilities available for children at home which in turn has relationship with children academic attainments. For instance, high income families easily manage their children basic, health, food and educational needs; provide extra facilities and opportunities to their children which could contribute more into the academic performance of their children (Suleman, Aslam, Shakir, Akhtar, Hussain & Akhtar, 2012).

Anderson (2002) has identified the negative factors in family such as illiteracy, low involvement in children schooling, low socio-economic status and lack of time for their children which are the main causes of the students' educational failure. Children's education is explained by their parents' education because parents and children education is closely correlated. Parents' educational achievement tends to reinforce positive behavior for learning in students. The confidence level of parents is related to their mastery of certain cognitive skills and successful experiences in their previous general and educative lives. Those who have successful educational experiences and high cognitive abilities could build up the confidence level of their children and such parents were also found to be able to help in the development of cognitive skills of their children while on other side of the picture, they were found to be unable to help their children in developing cognitive abilities and building up confidence level (Shah, Atta, Qureshi & Shah, 2012).

The studies have identified factors such as family background, social and economic status and neighborhood having a quality link with students' school activities and their overall achievement. As per the study findings, neighborhood affects the financial and psychological resources of families within and outside of the context (Hussain, Ali, Zaman, Ghaffar, Aamir, & Menaz, 2013). These factors also color the strategic interactions and has large relationships with the academic life of students. The most powerful factors that affects the student's educative life also includes school peers' and neighborhood children as they interact with them more frequently (Hussain, Ali, Zaman, Ghaffar, Aamir, & Menaz, 2013).

According to Nyama (2010) mother's leap is the first classroom of child and she is the first teacher in this world. The educated parents impart to child, is of paramount importance, as all the remaining factors are based on it. Learning take place at family in home atmosphere has foundational influences on the education of child through his/her academic career. Mother tongue of child is learnt at home through the informal teaching of mother and nonformal interactions of other family members. All the four skills of language get started at home with his/her mother's love, kindness and teaching. As the child grows, mother telling stories of fairies and legends improve their listening skills and provide opportunities to build up vocabulary. These interactions also develop child's inquisitiveness which later contributes a lot in the educative lives of children. Parents along with other responsibilities perform a role of a teacher too through the lives of the children (Nyama,

2010). Chohan and Khan (2010) have the same views that parents as teacher significantly affect the knowledge, skills, attitude and even aspirations of the child.

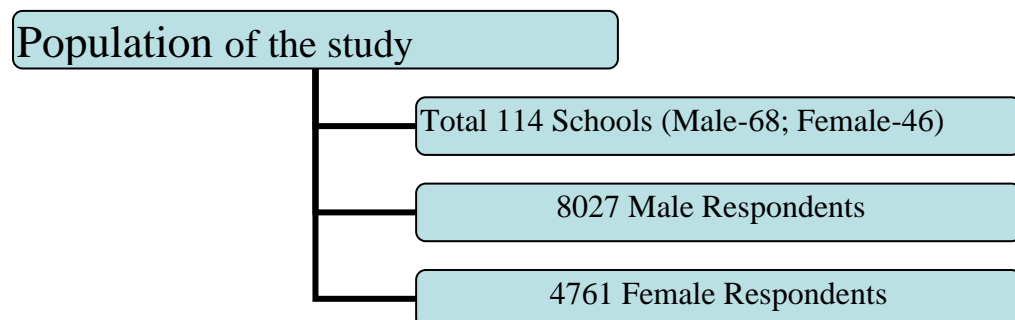
The education of father increases chances of a child in reaching to higher education, but influence of mother education is far deeper and more significant than the role of an educated father in children academic attainment. The findings of research studies conclude that mother's education is more important than father which has more significant effects on the educational attainments of students. It was also found out that less educated mothers are less interested in their children education which is harmful for children educational future (Hanafi, 2008).

Research Methodology

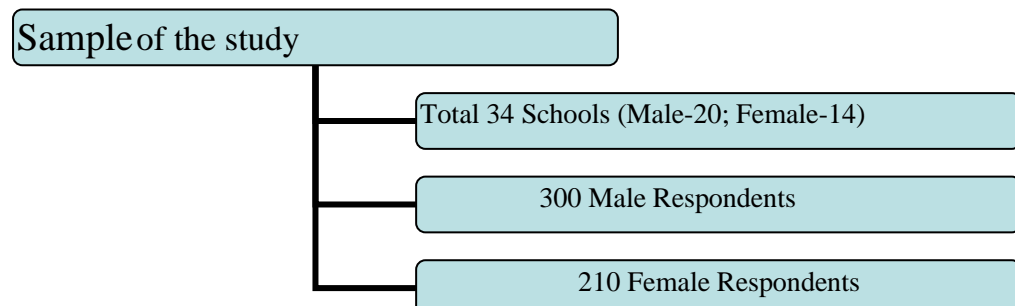
This quantitative study was descriptive in nature. All One hundred and fourteen (114) Government girl's/boys secondary schools' 10th grade students constituted the population of the study. The total number of the respondents was 12788 among which 4761 were female and 8027 boys 10 grade students.

To select a representative sample group for the study systematic random sampling technique was used for the selection of schools while simple random sampling technique was employed to choose five hundred and ten (510) students of thirty-four public sector schools as the sample group. This survey study was carried out to collect the views of the respondents in relation to their marks obtained in 9th grade annual examination. The data were collected with a questionnaire designed on likert scale. The research instrument was pilot tested first and then it was administered accordingly. The instrument was administered to 300 male and 210 female students of Government Secondary School of District Mardan. The instrument was administered personally to male students while for female students it was administered with the help of female teachers.

Description of Population



Description of sample group



Research Instrument

A self-developed pilot tested questionnaire was used to collect data. The Mean Score (1.00--1.50) stands for Strongly Disagree, (1.51--2.50) Disagree, (2.51--3.50) Undecided, (3.51-- 4.50) Agree and (4.51--5.00) represents Strongly Agree responses of the respondents. The reliability of instrument was .78 and questionnaire was validated by research experts.

Data Analysis

The collected data were fed to SPSS (version 20) which was analyzed through Mean, Standard Deviation and Pearson co-relation. The analyzed data were interpreted and tabulated accordingly.

Results and its Interpretation

The collected data was analyzed on Mean, Standard deviation, linear regression. The results and its relevant interpretation are presented as follows:

Table 1. *Parents' educational status and their children's academic achievements*

Parents' Education	No. of Students	Pass	Fail	Pass %
Illiterate	116	66	50	56.89
Primary	107	65	42	60.74
Secondary	159	128	31	80.50
Higher Secondary	55	45	10	81.81
Higher Education	73	64	09	87.67
Total	510	368	142	72.15

The above table explains the average pass percentage of students in the annual examination which is 72.15%, the highest percentage of pass students are the children of highly educated parents and that is (87.67%), which are followed by the children of those parents who have higher secondary level education (F.A/FSc) and their percentage of passing examination is (81.81%), students whose parents have secondary level education were (80.50%) in passing students. The results reveal that the difference between primary pass and illiterate parents' children is minimal but the minimal difference also confirms the role of parents' education in academic achievements of their children.

It could be concluded that higher educational status of parents has significant and positive relationship with their children academic achievement. In other words the children of high educated parents have performed much better as compared to children of less educated and illiterate parents and their passing percentage (87.67%) shows the relationship between parents' education and children educational attainment.

Table 2. *Relationship between parents' contributions and children's academic achievement*

Statement	Groups	M.S	r	Sig
Selection of School for Children	Highly Educated	4.05	.549	.000
	Intermediate level	4.25	.551	.000
	Illiterate & Primary	3.99	.481	.004
Selection of Subjects for children	Highly Educated	4.17	.521	.000
	Intermediate level	3.90	.502	.003
	Illiterate & Primary	2.45	.217	.230
Provision of Tuition facility at home	Highly Educated	4.12	.488	.000

	Intermediate level	4.07	.433	.000
	Illiterate & Primary	3.75	.362	.021
Parents' allowed for study tours	Highly Educated	4.07	.437	.000
	Intermediate level	3.99	.498	.000
	Illiterate & Primary	2.35	.223	.312

The above table illustrates the correlation between parents' contribution and their children academic achievement. Parents' contributions were measured through their decisions for the selection of school, subjects, tuition facilities at home and permission for study tours to their children. Further the types of parents were divided into three groups keeping in view the level of their qualification, i.e. highly educated, intermediately educated and primary level/illiterate.

The r value of highly educated, intermediate level and primary/illiterate parents' school selection for their children and their academic achievement were (.549, .551 and .481) respectively and all these r values are significant as the sig values are less than .05.

Likewise, the r values (.521, and .502) of highly and intermediate level educated parents on the selection of subjects for their children and their academic achievement were significant as the sig level of these values were less than .05. However, the correlation ($r = .217$ sig = .230) between the primary/illiterate parents on the selection of subjects for their children with their academic achievement were not significant.

Similarly, the r values of parents belong to highly educated, intermediately level educated and primary/illiterate groups (.488, .433 and .362) on tuition facility provision for their children at home and their academic achievement were highly significant. Additionally, the r values (.437 and .498) on parents' permission for study tours of highly and intermediate level educated parents are significantly co-related to the academic achievement of their children. On the contrary the r value .223 on parents' permission for study tours of primary/illiterate parents are not significantly co-related to the academic achievement of their children.

Table 3. *Students' thoughts regarding their Parents Education*

Statement	Groups	M.S	R	Sig
Parents' Education affects their Studies	Highly Educated	4.29	.648	.000
	Intermediate level	4.01	.539	.004
	Illiterate & Primary	3.25	.251	.061
Father education affects son studies	Highly Educated	4.93	.631	.000
	Intermediate level	3.82	.397	.000
	Illiterate & Primary	3.49	.211	.064
Mother education affects daughter studies	Highly Educated	4.19	.511	.004
	Intermediate level	4.07	.497	.000
	Illiterate & Primary	3.21	.081	.231

The above table illustrated that parents' education significantly affects children studies. The mean score for highly educated parents' education was 4.29 which was strongly

related to students' academic achievement ($r = .648$) as compared to intermediate and primary level educated parents whose correlation with their children academic achievement is not that much significant.

Furthermore, high educated fathers were significantly co-related as reflected by $r^2 = .648$ to son academic achievement as compared to average and low level educated fathers who have not that much significant correlation with their children educational achievement.

Likewise, highly educated mothers had a significant co-relation ($r = .551$) to their daughter's achievement as compared to average level educated mothers. Furthermore, uneducated mothers have no significant correlation with their daughter's education.

Students were found quite clear regarding parents' educational influence on their academic achievement. The close co-relation of father education to son and mother education to daughter's academic achievement demonstrates that mother's facilitates daughters in their studies more than their sons, while father give more time to their sons than their daughters.

Discussion

The performance of highly educated parents' children was found good as compared to less educated parents. As Haris and Goodall (2008) revealed in their studies that highly educated parents concentrate on the text enriched environment at home. Further, they have the experience of student life extensively so they are aware of the problems and its appropriate solutions. Their guiding and motivational approach towards their children contributes positively in their academic achievement. The children of intermediate and above showed 90% results as compared to 56% of less educated parents' children. Jerrim (2009) supported that the intergenerational influences are apparent and can be easily studied in children educational attainments. While (Chevalier, Harmon, Sullivan, & Walker, 2005) were of the view that only parents' educational level is not responsible for students' educational performances but home investment and socio-economic status of the family is also contributing.

Educated parents were found good in educational decisions of their children. The large co-relation among parent's involvement in school and subject selection were estimated. (Azhar, Nadeem, Naz, Perveen, & Samreen, 2013) and Jerrim (2009) also supported the findings of the study that parents' educational level and decisions regarding students schooling have close positive co-relation.

Home environment and educational facilities for children also make a significant difference in the performances of students in their academics. As Harb and El-Shaarawi (2006) identified that school and subject selection decisions along with academic freedom do has a positive impact on the academic lives of students.

Parents' were found reluctant regarding tuition at home for children. The co-relation was not significant and parents were also feel hesitation in study tours with a mean score of 2.35 which explains the insignificance of study tours. Howard (2004) revealed that students socialization and performances on tests were not related completely to parents educational status but student tours and home tuition facilities contributes much positively.

Findings

1. The percentage (87.67) for educated parents and (56.89) shows that educated parents strongly affect the academic achievement of students. (Table 1)
2. The r values (.549, .551 and .481) respectively shows that all parents irrespective of their educational status do contribute positively in the selection of schools for

their children and this selection has a significant correlation with the academic achievement of their children as the sig values of all these r values were less than .05. (Table 2)

3. The r values (.521, and .502) respectively shows that highly educated and those parents having intermediate level education support their children in the selection of appropriate subjects which has positive and significant correlation with their academic achievement. However, the r value ($r = .217$ sig = .230) for low educated parents in the selection of subjects for their children was not significantly correlated to the academic achievement of students. (Table 2)
4. The r values (.488, .433 and .362) showed that parents belong to any educational status do care for the tuition facility of their children. These values revealed that the provided tuition facilities have significant relationship with the academic achievement of students. (table 2)
5. The r values (.437 and .498) illustrated that educated parents do permit their children for study trips which has significant and positive correlation with their academic achievement. (Table 2)
6. The r value (.648 and .539) revealed that highly educated parents have significantly positive effects on the academic achievement of their children. This perception of students has significant correlation with their academic achievement. (Table 3)
7. The r values (.631 and .397) which are statistically significant showed that fathers' education has positive correlation with their son academic achievement and ($r = .511$ and .497) showed that mothers' education has positive contribution in daughters' education. These correlations are significant for highly and intermediate level educated parents' children.

Conclusion

The findings and results obtained from the analysis of the study revealed the importance of educated parents and its relationship with school related decisions of parents. It was concluded that parental education was considered necessary for the proper grooming of children. The decisions of highly educated parents are more relevant and reflective as compared to the low and average level educated parents. This explains that the educational level of parents positively contributes to the academic achievement of their children.

Furthermore, it was concluded that there is no significant correlation between uneducated parents' decisions regarding the subject selection of their children and their academic achievement, it may be because they have no insight regarding proper and relevant subject selection.

Likewise, it was concluded that students' academic achievement was affected by many other factor except parents' education. It was shown by the grading score of the 9th class. Further, highly educated parents have positive and significant relation with students' subject selection.

Furthermore, based on the results it was concluded that there is a large correlation between parents' education and students' academic achievement.

Recommendation

Recommendations were given on the basis of above findings;

1. Education sunbeams the minds of individuals and helps them to distinguish between right and wrong. It helps the individuals to have a wise decision regarding every aspect of life. Parents' education gives an insight into the system which facilitates

them in their children educational decisions. It is therefore strongly recommended that community members may be given more opportunities to participate in educational programs particularly in those programs focusing on basic educational decisions.

2. The concept of lifelong education is the need of present situation. In formal system of education child spends only five to six hours in educational institutions. It is therefore necessary that remaining time may be utilized. Education enables the individuals in proper utilization of time. They arrange different activities at their home and enhance children capacities.
3. Parents' education is the most significant contributor of students' academic achievement. It is therefore strongly recommended they adult education programs at village level may be made effective to educate the illiterates of the community. Social media may be used for presenting programs regarding adult education and students' educational activities which will bring awareness among the masses and will boost students' achievement.

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