

IMPACT OF PARENTS EDUCATION ON THEIR CHILDREN ACADEMIC PERFORMANCES

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ABSTRACT

This study was carried to dig out the impact of parent's education on higher secondary marks of students in randomly selected from Pakistan. This study analyzed the marks of the higher secondary school of randomly selected students. Oral interviews and questionnaire and Google forms were utilized to assemble the information. This article intends to check the effect of parent's educational background on the academic performance of students in the higher secondary level. The data was taken through random sampling, interviews and Google forms. The null hypothesis was established and tested for significance using the two-sample independent Z test analysis. After hypothesis testing, the result shows a positive impact of higher parent's education on student's college achievements at the higher secondary certificate level.

Keywords: Parents, Education, Children, Academic, Performances

INTRODUCTION

Education plays an important and major role in nation-building as well as character building of individuals. It assumes a crucial part in the turn of events and advancement of society. The quality of education relies on the institutions, teachers, and the environment a student gets at home. Parent's instructive foundation is likewise a significant factor that impacts a student's performance in studies. Parent's education affects the academic performance of students in such a way that educated parents know the importance of education and motivates their children to study more effectively. Students also get motivated by the high education of their parents and strive more to achieve higher marks in their studies. The offspring of higher taught guardians are more dedicated, sure, and ingenious when contrasted with students with a low instruction level of guardians.

Eric F. Dubow et al. (2009) is of the view that the useful impacts of guardian's instructive background when the child is youthful are not restricted uniquely to scholarly background through the school years, however have long haul impacts for positive results into center adulthood (i.e., higher instructive level, more esteemed occupations).

Hara and burke (1998) are of the view that parent's checking out a kid's initial education is discovered to be emphatically related with a youngster's academic scores.

In this research, we try to analyze whether high educated parents have a significant positive impact on their children's marks in higher school certificates [HSSC] in Pakistan and whether low educated parents have a negative impact on their children's performance at studies.

2.Objectives of research

- To analyze factors affecting the student's academic performance in higher secondary school level
- To discover the effect of parent's schooling level on scholastic accomplishments of understudies in Pakistan
- To offer recommendation to the Education Department for the advancement of instruction level at fsc level

3.Literature review

Kassim et al (2011) broke down the impact of guardians' instructive foundation, mother's age, and profession on students' attainments. The outcomes indicated that guardians' instructive foundation majorly affects the scholarly execution of understudies. Feinstein and Sabates (2006) contemplated the significance of guardians' instructive perspectives and practices on youngsters' instructive achievement particularly during the time spent during the developmental of psychological literature.

Jacquelyn, (2005) have examined the relationship of parent's schooling level to their youngsters' scholastic execution. A mother's schooling has more impact than a dad's effect on youngsters' schooling, So it shows that a mother's schooling is more significant. Brophy and Good (1997) demonstrated that guardians with high instructive foundation look into their kids' scholastic exercises more keenly. They co-work and meet with their youngsters' educators to guarantee their kids' earnestness in their examinations.

On the other hand, Hawkes (1995) showed that the parent's proficient competency or instructive achievements doesn't really affect the Student's academic exhibition. Kids' instructive and social results can be anticipated by instructive degree of their parents(Davis-kean,2005). Duncan and Brooksgun(1997) inferred that maternal training was connected altogether to the youngsters' scholarly results even subsequent to controlling for an assortment of different SES pointers, for example, family unit pay. Outstanding amongst other pointer of student's scholastic accomplishment is the financial status of guardians.

Dave and Dave (1971) shows that student's with high scholarly scores were offspring of profoundly qualified guardians. Ermisch et al(2010) indicated that an additional year of either father's or mother's

educational level enhances their children's education by at least one-tenth of a year. Yoav Ganzach(2010) says that there is a balancing connection between the training of the two guardians in the arrangement of assumptions, however not in the assurance of achievement; and that, both for assumptions and for accomplishment, the psychological capacity of the kid has a counterbalancing relationship with mother's schooling yet not with father's schooling.

Julia Crede(2015) Results demonstrated that moms' schooling alone worked as an arbitrator of the connection between scholastic accomplishment and understudies' LS. The relationship between scholarly accomplishment and Life Satisfaction was just found in the gathering of understudies whose moms had accomplished the equivalent or an advanced education as their own kids. Fathers' instructive accomplishment, notwithstanding, was not a huge mediator of the particular relationship. Suresh Kumar N Vellymalay(2011) showed a moderate connection between the guardians' schooling level and the methodologies the guardians executed. The higher the norm of guardians' schooling, the higher the instructive desires held by the guardians with respect to the scholarly accomplishment of their kids. J. Ignacio Gimenez-Nadal and Jose Alberto Molina (2013) found that the instructive foundation of fathers' has no impact on the committed time to instructive childcare by guardians. The instructive degree of the mother decides the time gave to instructive childcare at the couple level.

Perna and Titus(2005) says there is a lot of exploration which affirms that parent's association in communicating their educational experiences intercedes juvenile scholastic objectives. Cotton and Wiklund (2005) considered that there is an immediate association between parent's serious involvement and their kids' accomplishments i.e more escalated contribution prompts more compelling results. Baker and Stevenson's (1987) considered that more instructed moms look into kids' tutoring, screen kids exhibitions in schools, which prompts more prominent accomplishments in advanced education. Numerous examiners have considered that in metropolitan areas, parental contribution might be fundamentally striking as a result of high family discontinuance rates, huge number of twoparent working gatherings, and impossible to miss sociological impulses on youngsters(Bauch & Goldring, 1995).

Mathew Dickson et al (2013) locate that expanding parental instruction has a positive causal impact on youngsters' results that is apparent at age 4 and keeps on being obvious up to and including the high stakes tests taken at age 16. Nuran Hortacsu(2010) says that Level of guardians' schooling was a critical indicator of guardians' convictions for both guardians. Connections between guardians' convictions and child's results were to some degree distinctive for moms and fathers. The level of mother's schooling was straightforwardly identified with kid view of outer control and child's scholarly accomplishment; level of father's schooling was straightforwardly related distinctly to child's impression of viability.

Data, model specification and Methodology

Data collection

The data for this examination was gathered from various students arbitrarily chose from populace who have passed the higher secondary school level. The data is cross sectional data of year 2017. The data was collected through interviews, direct observations, questionnaire and Google forms. There was a total of 118 observations. Around 87 responses were gathered on google form. Rest of the data was collected through interviews and direct observations. The data were divided into two categories. The respondents were those who have passed their Higher secondary in year 2017. The respondents were asked to mention their Higher secondary marks according to their parent's education. There were two categories of Data. first category was marks of those students whose parents have high education(education greater than 12th class). this category included 59 observations. The other category was the marks of students whose parent's education is low(from 0 to 10th class). This category included 59 observations.

Variables

1=MSPEH: fsc marks of students whose parent's education is high

2=MSPEL: fsc marks of students whose parent's education is low

Descriptive analysis of Data

Different tests were conducted for descriptive analysis of data.

Descriptive analysis of variable MSPEH

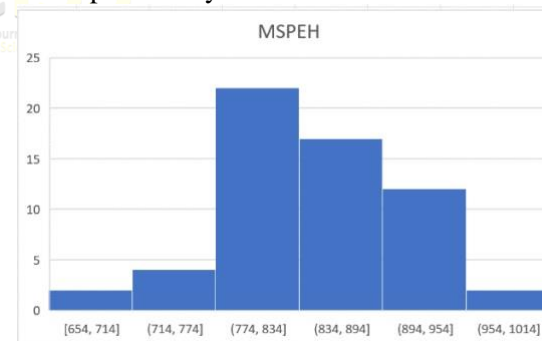
Descriptive statistics of variable MSPEH is given below in table 4.1.

The value of skewness is -0.460 which shows that there is a negligible level of skewness in data. The value of kurtosis is 0.237 which shows that are no significant outliers in data.

Table 4.1

<i>MSPEH</i>	
Mean	846.4576271
Standard Error	8.745586581
Median	845
Mode	789
Standard Deviation	67.17612518
Sample Variance	4512.631794
Kurtosis	0.237902138
Skewness	-
	0.460891452
Range	310
Minimum	654
Maximum	964
Sum	49941
Count	59

Descriptive analysis of variable MSPEH



Histogram for (MSPEH)

Descriptive analysis of variable MSPEL

Descriptive statistics of variable MSPEH is given below in table 4.2.

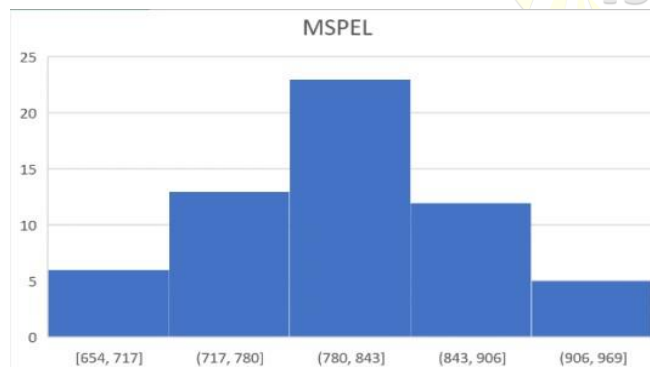
The value of skewness is -0.0137 which shows a negligible level of skewness in data of variable MSPEL.

The value of kurtosis is -0.4149 which shows there are no significant outliers in the data.

Table 4.2

<i>MSPE(L)</i>	
Mean	810.5763
Standard Error	9.135809
Median	810
Mode	834
Standard Deviation	70.17348
Sample Variance	4924.317
Kurtosis	-0.41491
Skewness	-0.01377
Range	302
Minimum	654
Maximum	956
Sum	47824
Count	59

Descriptive statistics of variable MSPEL Histogram of data is given below:



Histogram (MSPEL)

When checked for correlation between the two variables, the correlation coefficient gives the value of 0.0353 which shows that there is no significant correlation between the two variables.

	MSPEH	MSPEL
MSPEH	1.0000	
MSPEL	0.0353	1.0000

Correlation between MSPEH and MSPEL.

Data analysis

For the data analysis two sample independent z test was used. Null hypothesis and an alternate hypothesis was established and then two-sample independent z test analysis was used to check significance. Z test was carried out in Stata and excel which yield the same results.

Hypothesis testing

Ho= There is no huge impact of parental education levels on Student’s scholarly execution at the higher secondary school certificate level

Diff=mean(MSPEH)-mean(MSPEL)

Ho: diff=0

Ho : $\mu_1 = \mu_2$

Ha = There is a huge and beneficial outcome of parental educational level on Student’s scholarly execution at the higher secondary school certificate level(HSSC)

Ha: diff > 0

Ha : $\mu_1 > \mu_2$ (or H1 : $\delta > 0$)

The two-sample autonomous Z-test was utilized to analyze the mean score of student’s performance

with the high and low degree of parental education and to check whether the populace mean scores are equivalent or extraordinary. The two sample z-test was selected to check significance because our sample size is greater than 30, our data points are independent-they are not related to each other or effects each other-and our data is randomly selected from population. There are no unusual points or outliers.

Below is the z-test carried out in stata.

Two-sample z test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
MSPEH	59	846.4576	8.74557	67.176	829.3166	863.5986
MSPEL	59	810.5763	9.135746	70.173	792.6705	828.482
diff		35.88136	12.64701		11.09367	60.66904

diff = mean (MSPEH) - mean (MSPEL) z = 2.8371
 Ho: diff = 0
 Ha: diff < 0 Pr(Z < z) = 0.9977
 Ha: diff != 0 Pr(|Z| > |z|) = 0.0046
 Ha: diff > 0 Pr(Z > z) = 0.0023

z-test was also carried on excel which yielded the same results.

Given below are results of z-test on excel.

z-Test: Two Sample for Means

	MSPE(H)	MSPE(L)
Mean	846.4576271	810.576
Known Variance	4512.631	4924.32
Observations	59	59
Hypothesized Mean Difference	0	

z	2.837128923
P(Z<=z) one-tail	0.002276061
z Critical one-tail	1.644853627
P(Z<=z) two-tail	0.004552123
z Critical two-tail	1.959963985

Findings of z-test

2.831 was the noticed Z-value. This value was then tested for significance by contrasting it with the critical value of z at alpha 0.05 level. The obtained estimation of Z statistics was greater than the critical value of z at alpha 0.05 which was 1.644. In light of the noticed z value we reject the null hypothesis that there is no critical impact of parental education level on student's scholarly execution at the higher secondary certificate school level. In the event that we look at the p-values, the alternate hypothesis Ha: diff>0 is acknowledged as its p-value 0.0023 is less than 0.05.

The outcome shows that there is a critical positive impact of parent's scholarly background on higher secondary school student's scholastic performance. The details of the z test are given below in table 4.4.2. Table 4.4.2: Two sample Independent Z-test analysis.

Variables	No of observations N	Mean x	Standard deviation sd	Value z
Marks of higher secondary school students whose parent's education level is low(MSPEL). (0 to 10)	59	810.5763	70.17348	
				*2.831
Marks of higher secondary school students whose parent's education level is high(MSPEH). (12 and above)	59	846.457	67.176	
Total	118	828.516	70.730	

*Significant at 0.05 Level, Critical value=1.64

The study yields the results that parental education does affect their children's academic performance.

This studied shows that students whose parental education is high (12th class or above) performed

better in their higher secondary school than those students whose parents have a low educational background(0 to 10th). This may be because higher educated parents take more interest and invest more time in the education of their children and they can guide them well in their educational future. High educated parents also provide a suitable environment for their children to study at home. Sometimes higher educated parents can teach their children at home as well. While low educated parents who haven't gone beyond elementary or secondary educational level are unable to provide better educational facilities to their children at home.

5. Conclusion and recommendations:

This examination presumes that higher taught guardians have a more and positive effect on their youngsters' instructive execution. This contention is upheld by the way that higher taught guardians can assist their kids with accomplishing better grades in the higher secondary school level by managing them well and giving a reasonable learning climate at home. This will prompt to an overall improved scholastic performance of students at the higher secondary school level.

In light of the results of this examination following policy proposals are recommended to higher officials to improve the general instructive execution of students at the higher secondary school level.

1. The government can improve the quality of education by inducting competent and highly qualified teachers. This can be done by making the induction process of teachers more transparent.
2. The government can also improve the performance of existing teachers by giving them special training to enhance their teaching skills by teaching them the latest and advanced teaching methods.
3. Governments can install multimedia technology in classrooms so that teachers can explain the topics more clearly and vividly by teaching them using animations in multimedia
4. Guardians of students should put additional time and check out their kids' schooling. Guardians should also give an appropriate climate to learning at home.
5. The government should make education free in government institutions and provide the students with free curriculum books.

6. This topic needs further study.

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