

Parental Education in Children's Academic Performance

^{*1}Norsuhaily Abu Bakar, ²Mudassir Ibrahim, ³Mohammad Shaban Al-Smadi

ABSTRACT--- *This study proposes of how parenting education affects students' educational performance. The main goal of study is to analyze the impact of parental education and the educational qualifications of parents on the academic performance of high school students in Kuala Terengganu, Malaysia. It was used a descriptive survey where the data was collected from 200 participants using the self-management questionnaire from 4 chosen secondary schools in Kuala Terengganu design. Technique was used to take samples of a random stratified sampling of respondents. The data were analyzed using regression analysis. The findings are illustrated in three models; demographic information and analysis, descriptive and inferential analysis, the findings of analysis showed that the students of mothers and fathers who obtained a qualification highly educated are performing well compared to the performance of Parents with lower educational qualifications. Lastly, it makes recommendations to parents, educators, policymakers and educational leaders.*

Keywords--- *Parental Education, Academic Performance.*

I. INTRODUCTION

Education basic need in this era of globalisation. Teaching does not give acumen, but also create individual and teaches ethical values and adds knowledge and gives skills. Teaching is essential because of the nature of the competition. In each area, people need highly qualified. Battlea and Machel (2002) pointed out that are the era of globalisation and the technological revolution, and education is the first step in every human effort. It plays an important role in the improvement of human capital is linked to the welfare of the individual and the opportunities to live better.

William and Vimal (1967) select the educational policy plays an important part in the allocation of staff to fill different professional functions. It beats according to individual differences in value capabilities, and converts them to train tracks to improve their skills, and assist them in aspiring to different roles that match their talents. However, there are many factors other than the student's ability to influence educational experience and subsequent instruction. Those include changes in the level and quality of education available in the country, region, or society, the difference in access to types of educational equipment according to marital status, religion, race, ethnicity, and differentiation in willingness and ability. Parents provide the financial and psychological support necessary to increase the potential of his talent.

The teachers' comments indicated that the blame caused by the lack of excellent performance is a result of neglect and attitude towards academic performance by students and mothers and fathers. The house is the first

¹* Universiti Sultan Zainal Abidin, Gong Badak Campus, 21300 Terengganu, Malaysia, norsuhaily@unisza.edu.my.

² Universiti Sultan Zainal Abidin, Gong Badak Campus, 21300 Terengganu, Malaysia.

³Universiti Sultan Zainal Abidin, Gong Badak Campus, 21300 Terengganu, Malaysia.

school for a child where the rules / basic rules of education for parents by the mothers and fathers before the kids leaves formal education. Help a safe and conducive atmosphere, along with appropriate educational facilities, to enhance the child's intellectual capacity and academic. The parent will have always educated the right attitude towards education and the provision of educational materials such as TV, videos, books, novels and magazines that can promote the learning process. Expedite the motives of any intelligent kids towards learning through the positive impact of the environment while others who lack motivation was influenced negatively.

1) Literature Review

Mothers and fathers are the first teachers for their kids. In light of this, the parents' education influences the student's academic performance Ahmad and Najeemah (2013). Children from families with parents less-educated tend to regularly in performance compared to students who get parents more school education. For him, the parents provide learners with the intellectual, economic, emotional and psychological support for their kids, who in turn makes them more satisfied and able to adapt to their improvement of education, and this leads to higher academic performance.

According to the theory of social learning, and mothers and fathers Who design undisciplined habits are building in anticipation of the kids is also required to achieve those behaviours. Exercise their kids learn behaviours and those behaviours and consequences. Therefore, it is likely that mothers and fathers who have achieved the goal of getting an advanced degree tend to encourage The study habits disciplined in their kids. kids of parents who did not pursue higher education They are less likely to have learning opportunities observational repeated to develop custom study habits.

On the other hand, mothers and fathers who did not attend college to less direct knowledge of the economic and social benefits of education after high school tend. Therefore, some of these mothers and fathers may prefer that their children work instead of going to college. Students who did not attend the university at all parents sometimes face a difficult choice between meeting expectations or family obligations and to seek a degree (Nelson, 2009).

As a result of the study, mothers and fathers with a higher educational level are more involved in the academic progress of their kids, and this enables their preschool-age kids to acquire and shape social skills and problem-solving strategies leading to the success of the kids' school. Evidence that mothers and fathers were involved in the success of their kids' school. Evidence that mothers and fathers participate in the education of their kids, in general, the literacy in school activities is reflected in the academic performance of their kids (Ngure & Amollo, 2017).

Musarat et al. (2013) study carried on 250 students from Sargodha, Pakistan University shows that there is a relation between the mothers and fathers and students of education G.P.A. To him, these students' mothers and fathers have the best educated G.P.A. of these parents are illiterate. He also noted that the mother's education has a significant impact on student rates. Students who have learned their mothers highly registered high cumulative scores. Also, Femi (2012) come to the conclusion that the average scores of students from educated mothers and fathers was higher than the scores of students of parents are uneducated. Accordingly, the rehabilitation of the parents has a significant impact on the academic performance of students.

Ahmad and Naeema (2013) said the parent of educational background will be in an excellent position to be a second teacher for his kids. Moreover, even to guide and instruct the kids to the best way to achieve well in education. Moreover, the provision of the necessary materials needed by the kids. He said that this motivation is also supported by Musgrave (2000) that these kids of educated mothers and fathers always like to follow the steps of their families and through it, and work actively in their studies. It was also supported by Ekber and Gokhan (2013) in his research, which was conducted on 691 undergraduate students who are trained in Suleyman Demirel University. Discovered that one of the mothers and fathers who obtained a higher education provides a favorable environment for their kids to study. Students of mothers and fathers who obtained the education of high-performing wealth academically and their peers from mothers and fathers are uneducated.

No educational background of mothers and fathers still attracts the thought of numerous researchers, educators, parents and those responsible for the role they play in influencing the academic achievement of students. In this light, a study conducted by Sureeh Kumar (2012) on the influence of the social and economic status of the mothers and fathers on the participation of mothers and fathers in the home of higher achievement for students in the Indian Tamil school in Malaysia, and pointed out that the students' mothers and fathers with educational qualifications and high grades in high school. Devoted mothers and fathers educated a lot of time, energy and money to help their kids with good performance in academic activities. Of search results, parents help their kids educated to perform their homework, which gave them to school, and even set up a schedule for children to follow-up with regard to their school work at the house, and make sure their commitment to them. It also provides more activities relating to the academic development of their children to take advantage of the available time at home. In fact, by the quality of their educational experience, participate fully in the development of their kids learning. They are also in touch with the school's authority about the process or other education of their kids. These mentioned advantages enabled these kids to perform well academically than their uneducated mothers and fathers. The more supportive and favorable environment will be achieved for the child who gets more academic achievement.

2) Objective of The Study

Objectives of the study are as follows:

Study how the effect of parental education on the academic performance of students. To find out how qualified parents affect the academic performance of students.

3) Research Questions

The study attempts to answer the following questions:

How parental education affects the academic performance of students? Is the educational qualification of parents affect academic performance?

4) Research Hypothesis

Parent education does not affect the academic performance of students. Not the qualifications of senior mothers and fathers' educational impact on the academic achievement of students.

II. METHODOLOGY

1) *Research Design*

The study design of this research is to design a research survey and descriptive, which is always interested in searching for what it is described and interpreted. It is not meant is a new phenomenon, but the study of the relationship or interest in the existing situation.

2) *Population*

The study population of 26.569 high school students from 32 high schools in Kuala Terengganu, Malaysia consists.

3) *Sample*

The sample to this study of the population of many to represent and circulate all. Accordingly, 200 were chosen responder from 4 different high schools in Kuala Terengganu. the signifies that the transfer of 50 respondents from each high school to form a sample size.

4) *Instrument*

The tool used in this study is a questionnaire containing two parts. Part 1 and 2 contains the first part on questions related to demographic information, while Part 2 contains questions concerning the upbringing of parents.

5) *Procedure for Data Analysis*

The analysis of the data collected using the Statistical Package for Social Sciences (SPSS), version 26 are analyzed using regression analysis. Accordingly, the data are explained in three forms; demographic information and analysis, descriptive and analytical reasoning.

III. RESULTS AND DISCUSSION

As a finding of this study, as described before, it is presented in 3 styles; demographic characteristics, descriptive analysis and analysis deductive. Consequently, the result and analysis are as follows;

1) *Demographic Information*

Demographic information of the respondents as shown in Table 1 reveals the distribution of the respondent base on demographic characteristics; by sex 81 (40.5%) male and 119 (59.5%) of girls. Based on the age of respondents, they are aged between 199 and 99 years (99.5%), while age ranges one (0.5%) between 17 and 19 years. Concerning the location of respondents, there are 109 (54.5%) of the rural areas, while 91 (45.5%) are from urban areas. Besides, all 200 (100%) of the respondents are Malay by the tribe.

Table 1: Demographic information of the respondents

	<i>Sex</i>		<i>Age</i>		<i>Location</i>		<i>Tribe</i>	
	Boys	Girls	12-16	17-19	Rural	Urban	Malay	Other

Freq.	81	119	199	1	109	91	200	--
%	40.5%	59.5%	99.5%	0.5%	54.5%	45.5%	100%	--

2) Descriptive Analysis

The main variables examined in this paper is parental education (independent variable academic performance (the dependent variable) and, accordingly, given the descriptive analysis of these variables in Table 2.

Table 2: Descriptive statistics

	<i>Mean</i>	<i>St. D</i>	<i>No.</i>
Academic Performance	52.87	16.987	200
Parental Education	2.8225	.96275	200

Based on the data collected from 200 respondents, the academic performance of the value of (the dependent variable) 52.87 with a standard deviation of 16.987. Also, the statistical result, the average value of the breeding parents (independent variable) is 2.8225 with a standard deviation of .96275.

3) Results

To check this hypothesis and find out whether familial education any significant impact on the academic performance of students, parental education and academic performance data for students collected from 200 participants were analyzed, using regression analysis was hypothesis check at the 0.05 level of significance. As contained in third and fourth table below.

Table 3: Summary of regression analysis results

<i>Regression Model</i>	<i>Dependent Variable Students Performance</i>
R.	.311
R Squared	0.096
Adjusted R Squared	0.092
Observation	200

Table 3 shows the results of regression analysis which indicate a positive relationship between parental education and academic performance. In statistics regression $r = .284$, R also be squared is 0.096. This suggests that the independent variable (education) explained 92% of the expected differences and the actual results of the variable (academic performance). This refers to the appropriateness of regression equation. Therefore, this is a true reflection of that academic achievement affected by parental education.

Table 4: Test of significance

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>	<i>95% C.I</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			<i>Lower Bound</i>	<i>Upper Bound</i>

(Constant)	37.399	3.554		10.524	.000	30.391	44.407
Education	5.480	1.192	.311	4.597	.000	3.129	7.830

The findings of the significance check, as shown in Table 3 show that $t = 4.597$, with $df = 198$ and P-values ($0.00 < 0.05$). Therefore, at a 0.05 level of significance, there is sufficient evidence that the regression equation is well defined by the existence of an essential relationship between parent education and academic performance. Based on the results, we discard the null hypothesis and conclude that parental education has a significant impact on Academic performance of students. We are 95% confident that the correct slope of the ramp is between 3.129 and 7.830. In other words, we are 95% sure that every increase in parental education increases academic performance somewhere between 3.129 and 7.830.

4) Discussion

Data collected and analysed by 200 respondents from 4 high schools in the Kuala Terengganu region indicate that parental education is highly correlated with academic performance. Based on the result of the statistical analysis, the value of r for parent education regarding students' academic performance is 0.311 and the significance level is 0.00. $r^2 = 0.096$. Thus, the result assumes that parenting affected the academic performance in about 10%. It is important to note that there is a positive between parenting relationship and academic performance of students. When there is an increase in the educational level of mothers and fathers, there is an increase during the academic performance of students. Despite, when there is a reduction in the level of parental education, there is also a decline in academic achievement for students.

From the data collected, mothers and fathers with higher educational qualifications and participation in their kid's education. They put a plan for their kids at the house, so that they can always read the time at the house. They help their kids do any homework they give to them by their teachers, and they moreover, assist them in solving any complicated terminology related to their studies. Despite, mothers and fathers with higher educational qualifications are always trying to provide educational materials for their kids, and this, in turn, facilitates their education. It is important to note that mothers and fathers who obtained a qualification highly educated have a lasting concern about their kid's education. They communicate even with the school authority about the progress or otherwise of the performance of their kids.

However, the data indicate that students of mothers and fathers obtaining an educational qualification, less academic performance are low. Kids of parents holding a primary and secondary certificate have a low academic performance compared to the kids of parents who obtained a diploma and a certificate and a master's degree and PhD. It has been shown that most of the parents and those with low educational qualifications are focused less on the education of their kids compared to mothers and fathers with higher educational requirements. This study in line with Rothstein (2004) and Hill et al. (2004) who viewed that kids who have parents who obtained the qualification of highly educated are more learning compared to the amazement these kids of parents with low educational qualifications.

Furthermore, the results of this study noted that mothers and fathers who have reached a certain level of education can help kids get the job done, and know the books, forms and maps needed for their kids. Likewise, the high school dropout to dropout rate is high in kids who have little or no education (Booth, 1996). In a study of

absenteeism from school and the school indicated that dropping out of school not only belong to the same low-income families economically but also to parents with little education.

Many support researchers also in this research (Musarat et al., 2013; Ifelunni, 2014; Kristin, 2014). All of them have had the same effect on their studies, which revealed a meaningful impact on education of parents on academic performance. Other studies conducted in this area are Musarat et al. (2013), Femi (2012), Ahmad and Naeema (2013), Ekber and Gokhan (2013), Sureeh Kumar (2012), Ghuntta et al. (2012), Saifullah (2011), Farooq et al. (2011), Effiong and Igiri (2015), Memon et al. (2010), Zahyah (2008). All of which revealed that parenting education has a major impact on students' academic performance.

IV. CONCLUSION

This study attempts to find out how mothers and fathers education influences the academic performance of students. The study used a design research survey from which the management of the questionnaire, which was self-managed to 200 people from four secondary schools chosen in Kuala Terengganu, Malaysia. Regression analysis demonstrated the data in three styles; demographic characteristics, descriptive analysis and analysis deductive. Indicate the result of the decline to the parent education has a significant impact on the academic performance of students. This finding answers the questions and the hypothesis of the study. Accordingly, the study concluded that mothers and fathers with high educational qualifications affect the academic performance of their children.

Mothers and fathers must provide a means to appropriately care for their kids' teaching so that appropriate support and assistance can be provided to them in this manner. Teachers and administrators should provide feedback to mothers and fathers about the progress of their kids or otherwise. Future researchers should try to research more about factors that influence academic performance at other levels of education.

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