

Impact of Parents' Education on Children's Academic Performance

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Abstract

The present research is conducted to explore the influence of parents' education on their children's academic performance. Various items measuring the influence of parents' education on their kids were developed. A public university of Pakistan was considered as population and cluster random sampling was used to collect sample by a self-administered questionnaire. The analysis was done by the combination of descriptive and inferential statistics. Kruskal-Wallis H-test and Kendall's tau C tests were used for testing various hypotheses. The results indicate high association between parents' education and the academic performance of their children. It also revealed that respondents having different family income, mothers' qualification level and fathers' qualification level have different opinions about the facilities provided in reference to their education. Hence, it can be concluded that parent's education is instrumental on children's educational performance globally.

Key words: Parents, children, education, academic performance.

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Introduction

Literacy is not a luxury; it is a right and a responsibility. Role of education is of primary importance to steady functioning of human society. Education is mandatory for the development of individuals. It makes them familiar, capable, skilled and expert. If learning ability is in part inherited, the education of parents and children will tend to be associated. The research explores the possible effects of parents' educational impact on the children's encouragement for studies, environment provided for education and the resulting progress of children in their studies. Encouragement and building up intellectual awareness aptitudes in a child are chief concerns in the context of the child's education.

Probably the most noticeable and direct explanation of the link between parents' education and their children's academic achievement depend on on the assumption that parents learn something during schooling that effects the ways in which they interact with their children around learning activities in the home. Parents with higher education make sure their children are exposed to lots of educational opportunities in their communities.

Following are the objectives we will mainly look at:

- To explore the effect of parents' education on their children's academic performance.
- To empirically assess the dimensions of parental involvement in student's education.
- To study the impact of physical facilities available on academic performance.

Review of Literature

Kassim, Kehinde and Abisola (2011) examined the causal-effects of parents' education, profession and mother's age on students' attainments. The results revealed that parents' education has the vital influence on the academic achievement of students. Vellymalay (2010) studied the relationship between parents' education level and their immersion in their children's education. Findings of the study suggested that there were no significant differences between parents' education level and parents' involvement plans for their children's education. Dubow et. Al. (2009) examined the forecast of individuals' educational and occupational success from related and personal variables assessed during their mid childhood and late adolescence. The results provided strong support for the unique predictive role of parental education on their children's educational developmental factors such as late adolescent achievement and achievement-related ambitions.

In 2006, Feinstein and Sabates (2006) highlighted the importance of parents' educational attitudes and behaviors on children's educational attainment especially in the developmental psychological literature. This report filled the gap by providing an estimate of the educational effect. Kean (2005) examined the impact of socioeconomic status, especially parents' education and income on children's academic achievements. Socio-economic factors were found to be associated with children's academic attainments. Fan (2001) explored the effect of parents' participation on their children's academic development. The results showed that parents' aspiration for their children's educational attainment had a consistent and positive effect on students' academic development.

Umberson (1992) explained how parent-child relationship affects adult children's and their psychological suffering levels. Results showed that estimated effects of intergenerational relationships on distress levels sometimes depend on the structural situations of parents and children. Loasa (1982) studied relations between parental schooling and the parent-child relationship. As a result, global theoretical model was developed that links parental schooling, family communication processes, and children's school enactment. Thus, the global objective of this study is to identify the effect of parents' education on their children's academic performance and academic motivation.

Material and Methods

In this research cluster random sampling was used as a sampling technique considering the faculties of the university as clusters. The sample number of respondents is selected from each cluster through proportional allocation. Kruskal Wallis H test is a non-parametric test which is used to identify that all independent samples come from the population with identical means. Kendall's Tau b test tests the association between ordinal scale variables.

Results

A sample of 394 was selected from the University of the Punjab, Lahore. Different questions measuring parents' involvement in their children's studies, parents' guidance, parents' check and balance of studies, modern technology and study atmosphere provided at home by parents' were included in the questionnaire. The demographics of the sample were explored by the percentage analysis.

Table 1
Demographic Information of Respondents

	Variables	Frequency (Percentage)
	Age (in years)	
1.	<20	52 (13)
2.	20-25	308 (78)
3.	>25	34 (09)
	Gender	
1.	Male	193 (49)
2.	Female	201 (51)
	CGPA	
1.	<2.00	15 (3.8)
2.	2.00-2.99	117 (29.7)
3.	3.00-4.00	262 (66.5)
	Mothers' Qualification	
1.	Under Matric	147 (37.3)
2.	Matric	92 (23.4)
3.	Intermediate	55 (14.0)
4.	Bachelors	58 (14.7)
5.	Master's/ M.Phil./ PhD	42 (10.7)
	Fathers' Qualification	
1.	Under Matric	76 (19.3)
2.	Matric	85 (21.6)
3.	Intermediate	64 (16.2)
4.	Bachelors	85 (21.6)
5.	Master's/ M.Phil./ PhD	84 (21.3)

Out of total 394 respondents, 51% of the respondents were females. Majority (78%) of the respondents were 20 to 25 years old. Mostly students fall in the group of CGPA (3.00-4.00) followed by (2.00-2.99) group. An interesting phenomenon observed was that around 60% of the respondents' mothers were matric or under matric whereas almost 60% of the fathers were having intermediate or above intermediate qualification.

Kruskal Wallis H-Test**Table 2**

Kruskal Wallis H-Test summarizing impact of parents' education on children's academic motivation & performance

Group	Variable	Test Statistic	p-Value
CGPA	Availability of different kind of facilities for studies	01.384	0.004**
	Availability of modern technology about studies	08.645	0.013*
Mother's qualification	Parents' check and balance of studies	18.212	0.001**
	Provided study atmosphere at home	15.259	0.004**
Father's qualification	Satisfaction of facilities	14.651	0.005**
	Modern technology required for studies	29.138	0.000**
	Perceived parents' high expectations	10.389	0.030*

** Significant at $\alpha = 0.01$

* Significant at $\alpha = 0.05$

More educated parents have encouraging attitude towards their children's studies. They are being provided with facilities and modern technology for studies. Students who are provided facilities and technology for studies perform well as showed above. It is indicative that students with high CGPA have been provided with modern technology and facilities. It is obvious that children brought up in less favorable conditions are less motivated for education. Various contributions like parents' check and balance, study atmosphere at home have positive impact on children's academic performance as can be seen from hypotheses. Parents who are dissatisfied with their own achievements encourage their children and have more check and balance on their studies. Parents with low education contribute in their children's studies by providing them basic facilities such as modern technology as well as they have high expectations from their children as is depicted in hypotheses given above.

Kendal's Tau C Test

Table 3

Kendall's Tau-C Test summarizing effect of parents' education on children's CGPA

Variable	Value	Asymp. S.E.	Approx. T ^b	P-value
Mothers' qualification	0.114	0.41	2.801	0.005**
Fathers' qualification	0.135	0.041	3.266	0.001**

** Significant at $\alpha = 0.01$

* Significant at $\alpha = 0.05$

Strong evidence of parents' educational attainments on children's education is being reported by the data as indicated above. As the hypothesis given above shows significant correlation between parents' qualification and their children's CGPA. Thus, children of more qualified parents' secure high CGPA.

Conclusion

Interestingly, study revealed that less qualified parents' have high expectations from their children. They show considerable involvement in their children's studies by providing them with facilities for studies and by encouraging them. There is high association between parents' qualification and their children's CGPA. Thus, more qualified parents' tend to have more intelligent children. Parents' education and the family environment have vital impact on the behavior and decisions taken by children.

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