

Influence of Parental Education on Academic Performance of Secondary School Students in Kuala Terengganu

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Abstract

This study aims to examine how parental education influence students' academic performance. The main objective of the study is to analyse how parental education and parental educational qualification significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 200 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. A stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result is explained in three forms; demographic information, descriptive analysis and inferential analysis. The result of the analysis indicated that students from parents with high educational qualification perform well than those from parents with lower educational qualification. Finally, recommendations were given to parents, teachers, policy makers and educational administrators.

Keywords: Parental Education, Academic Performance

Introduction

Education is a primary need in this time of globalization. Education not only gives insight, also grooms the personality, inculcate moral values, add knowledge and give skill. Education is necessary owing to the nature of competition. In every area, highly qualified people are needed. Battle & Machel (2002), indicated that in this era of globalisation and technological revolution, education is considered as the first step in every human endeavour. It plays a fundamental role in the development of human capital and is linked with an individual wellbeing and opportunities for better living.

William & Vimal (1967), state that educational system plays a significant role in the allocation of personnel to various occupational positions. It sorts people according to differences in value abilities, channels them into streams of training that develop their skills, and helps them

to aspire to various roles that are in keeping with their talent. However, many factors other than the capacity of the student influence his later educational experiences and attainments. These include differences in the level and quality of education available in the country, region or community, difference to access to educational equipment according to his social status, religion, race, and ethnic origins, and differences in the willingness and capability of his parents and to provide the financial and psychological support necessary for the maximization of his talent potentials.

Comments from educators indicated that, the blame from lack of good performance has been as a result of neglect and carefree attitude toward academic work by student and parent. Home is the first school for a child where he/she is taught the basic norms and values by the parent before the child leaves for the formal education. Safe and conducive environment coupled with adequate learning facilities would help to boost the intellectual and academic capability of the child. Well educated parent would always have the right attitude toward education and provide learning materials such as television, videotapes, novels books, and journals that could facilitate the learning process. The motivation of any intelligent child towards learning is being accelerated by the positive influence of his/her environment while others who lacks motivation are negatively affected.

Literature Review

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

Musarat (2013) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs. Also Femi (2012) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' academic performance.

Another study by Ahmad et al. (2013), stated that a parent with an educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child. This motive also supported by Musgrave, (2000), he said that those children from educated parents always like to follow the footsteps of their families and by this, work actively in their studies. It also supported by Ekber (2013) in his research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out that a parent with high education provide a most conducive environment for their children to study. Students from parents with higher education perform academically wealth and their peers from uneducated parents.

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance. In light of this, a study conducted by Suresh, (2012) on the impact of parents' socioeconomic status on parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents deducted a lot of time, energy, and money to help their children to perform well in academic activities. From the research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilise the time available at home. In fact, by virtue of their educational background, they involve fully in their children' learning development. They also keep in touch with the school authority about progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterpart from uneducated parents. The more supportive and conducive environment a child gets a more academic achievement would be attained.

Objective Of The Study

The objectives of the study are as follow;

1. To examine how parental education influence students' academic performance.
2. To find out how parent educational qualification influences students' academic performance.

Research Hypothesis

1. Parental education does not influence students' academic performance
2. Parental educational qualification has no significant effect on students' academic performance

Research Design

The research design for this study is descriptive survey research design, which always concern with finding, describing and interpreting what it is. It is not intended to examine new phenomenon but concern with relation or condition that exists.

Population

The population of this study consists of 26,569 secondary school students from 32 secondary schools within Kuala Terengganu, Malaysia.

Sample

The sample is taking a portion of the population out many to represent and generalise the whole. Therefore, 200 respondents were selected from 4 different secondary schools within Kuala Terengganu. This means that 50 respondents were taken from each secondary school to form the sample size

Instrument

The instrument used for this study is a questionnaire that contained two parts. Part 1 and 2, the part one contains question related to demographic information while part 2 contains questions related to parental education.

Procedure for Data Analysis

The data collected was analysed using statistical package for social science (SPSS), version 20. It is analysed using regression analysis. Therefore, the data is explained in three forms; demographic information, descriptive analysis and inferential analysis.

Results And Data Analysis

The result of this study as explained above is presented in three forms; demographic characteristic, descriptive analysis and inferential analysis. Therefore, the result and analysis are as follows;

Demographic Information

The demographic information of the respondents as presented in Table 1 below, reveals the distribution of the respondents base on demographic characteristics; by gender 81(40.5%) are boys and 119(59.5%) are girls. Based on the age of respondents 199(99.5%) are between the age of 12-16 while 1(0.5%) is between the age of 17-19. With regard to the location of the respondents 109(54.5%) are from the rural area while 91(45.5%) are from the urban area. In addition, all the 200(100%) of the respondents are Malay by tribe.

Table 1:

Demographic Information of the respondents

	Sex		Age		Location		Tribe	
	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%	--

Descriptive Analysis

The main variables examine under this study are parental education (independent variable and academic performance (dependent variable). Therefore, the descriptive analysis of these variables is presented in Table2 below:

Table2:

Descriptive Statistics

	Mean	St. D	No.
Academic Performance	52.87	16.987	200
Parental Education	2.8225	.96275	200

Based on the data collected from 200 respondents, the means value of academic performance (dependent variable) is 52.87 with a standard deviation of 16.987. Also from the statistic result, the mean value of parental education (independent variable) is 2.8225 with standard deviation of .96275

Result / Findings

To test this hypothesis and find out whether parental education has any significant influence on students academic performance, the data of parental education and students academic performance collected from the 200 respondents, were analysed using the regression analysis and the hypothesis was tested at 0.05 level of significance as presented in Table 3 and 4 below;

Table 3

Summary of Regression Analysis Results

Regression Model	Dependant Variable Students Performance
R.	.311
R Squared	0.096
Adjusted R Squared	0.092
Observation	200

Table 3 above summarises regression results. Therefore, the regression analysis result indicated that there is a positive correlation between the parental education and academic performance. In the regression statistics $r=.284$, also R-squared is 0.096. It means that the independent variable (education) explained 92% variations from the expected and actual results of the dependent variable (academic performance). These indicate a good fit of the regression equation. Thus, this is a true reflection that, academic performance is influenced by parental education.

Table 4

Test of significance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% C.I		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(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 results of the test of significance, as presented in Table 3 above, shows that $t=4.597$, with $df=198$ and p -values ($0.00 < 0.05$). Therefore, at 0.05 level of significance, there is enough evidence that the regression equation is well specified that a significant relationship between parental education and academic performance exists. Based on the findings we reject the null hypothesis and conclude that parental education has a significant influence on students' academic performance. We are 95% confident that the slope of the true regression line is somewhere between 3.129 and 7.830. In other words, we are 95% confident that for every increase in parental education, the academic performance increases somewhere between 3.129 and 7.830.

Discussion Of Findings

The data collected and analysed from 200 respondents from 4 secondary schools within Kuala Terengganu area, indicated that parental education has a substantial relationship with academic performance. Based on the statistical analysis result, the r value of parental education in relation to students' academic performance is .311 and significance level of 0.00.

$r^2 = 0.096$. Therefore, the result posits that parental education influenced academic performance in about 10%. It is paramount to note that a positive relationship exist between parental education and students' academic performance. When there is an increase in the educational level of parents, there is an increase in students' academic performance. However, when there is a decrease in parents' level of education, there is also decrease in students' academic performance.

From the data gathered, parents with a high educational qualification are more involved in their children education. They make a timetable for their children at home so that they can always have time to read at home. They assist their children to do any homework given to them by their teachers, and also help them to solve any complicated terms related to their study. However, parents with high educational qualification always try to provide learning materials to their children that in turn facilitate their learning. It is important to note that parents with a high educational qualification are always curious about their children education. They even communicate with school authority about the progress or otherwise of their children performance.

On the other hand, the data indicates that students from parents with lower educational qualification perform academically low. Children from parents with primary and secondary certificate have low academic performance compared to children from parents with diploma, degree, master and Ph.D. It is proved that most of the parents with lower educational qualification give less emphasis to their children education as compared to parents with high educational qualification. This study is in line with Rothestein (2004), Hill, et al (2004), who opined that children who rose by parents with higher educational qualification are more inquisitive toward learning compared to those children from lower educational qualification parents.

Moreover, the finding of this study observed that parents who reached some certain level of education had the ability to assist children doing the assignment, know the needed books, models and maps for their children. Likewise, high truancy and even drop out are high in children from parents with little or no education. Booth (1996) in a study of truancy & school pointed out that the drop out of school belongs to not only economically poor families but also to parents with little education.

Several researchers are also supported this research. Musarat (2013), Ifelumi (2014), Kristin (2014) all had the same result from their studies that revealed a significant influence of parental education on academic performance. Other studies conducted in this area are that of Ahmad et al. (2013), Musara (2013), Ekber (2013), Suneeh (2012), Guntla et al (2012), Femi (2011), Saifullah (2011), Farooq et al (2011), Myblogs (2010), Memo et al (2010), Zahah (2008), which all revealed that parents' education has significant influence on students' academic performance.

Conclusion

This paper tries to find out how parental education influence students' academic performance. The paper used survey research design in which self-administered questionnaire was administered to 200 respondents from four selected secondary schools within Kuala Terengganu, Malaysia. The result of the regression analysis explained the data in

three forms; demographic characteristic, Descriptive analysis and inferential analysis. The regression result indicates that parental education has a significant influence on students' academic performance. This result answers the questions and hypothesis of the study. Therefore, the paper concluded that parents with high educational qualification influence their children' academic performance.

Recommendations

1. Parents should provide an avenue to take adequate care of their children education so that proper support and encouragement would be given to them accordingly.
2. Teachers and administrators should provide feedback to parents concerning the progress or otherwise of their children.
3. Future researchers should try to conduct more researches on the factors affecting academic performance to other level of education.

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