

Examining the Impact of Parents' Education on Students' Academic Achievements

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Ram Bahadur Bhandari

Ph.D., Scholar, Sikkim Professional University, Sikkim, India

 <https://orcid.org/0009-0006-4755-3413>

Tatwa Prasad Timsina

Professor and Supervisor, Sikkim Professional University, Sikkim, India

Abstract

This article undertakes a primary objective to examine the influence exerted by the parents' education upon the academic achievements of students. Academic success among children is a complex culmination of various factors, with the parents' education emerging as a notably influential determinant. The synthesis of existing literature within this study aims to provide a comprehensive grasp of how the parents' education intricately mold the educational courses of students. The foundation of this article lies in a cross-sectional survey design, wherein the parents' education assumes the role of an independent variable, and the students' academic attainment as the dependent one. The data collection process involved the administration of a survey questionnaire to 386 students enrolled at 14 high schools located in Makawanpur district, Nepal. Employing linear regression analysis, the study pursued to unravel the impact of the parents' education on students' academic achievements. The outcomes of the regression analysis, with a correlation coefficient ($R=.711$) indicates a positive link between parents' education and students' grade points, an R -Square value of .505, indicative of a predictive nature, revealed that 50.5% of the discrepancy in students' academic achievement can be ascribed to the parents' education, leaving 49.5% accounted for by other influencing factors. The observed $f(1, 384) = 97.185$ that exceeded the critical value (3.865) indicates the fitness of the model, and (Sig.) being smaller than .05 implies that the independent variable had a noteworthy impact on the dependent variable. This research investigates the intricate relationship between parents' instructive backgrounds and their children's educational feat. The implications of this research extend beyond individual academic accomplishments, influencing educational policies, parental guidance programs, and interventions aimed at narrowing educational disparities.

Keywords: Education, Academic Achievement, Regression, Survey, Dependent Variable, Independent Variable

Introduction

Education is a manifold journey influenced by a numerous of factors, with parental involvement standing as a cornerstone in shaping children's learning experience. Among the myriad facets of parental influence, the educational background of parents emerges as a crucial determinant that significantly impacts students' academic achievements. The complex relationship between parental schooling and academic triumph has long fascinated researchers, educators, and policymakers, and prompted a need for comprehensive examination and understanding. Parents serve as the first teachers in a child's life, and mold their perspectives, instilling values, and laying the foundation for their educational journey. Consequently, the educational experiences and attainments of parents play a focal role in shaping the educational route of their offspring. Parents' edification level shows an imperative part in the expanse of parent engrossment and the greatest of these researches were with secondary school learners (Sui-chu and Willms).

This research seeks to probe into the intricate dynamics of this relationship, exploring the degree to which parents' educational backgrounds impact learners' academic achievements. The students with well-educated parents get higher points than those whose parentages are not educated. Moreover, parental scholastic level is a key predictor of teens' educational and interactive outcomes (Davis-Kean). Parents with higher levels of education establish an environment conducive to learning task (Williams). These parents exhibit interest in their children's academic performances, engaging with educational administrators to ensure their children prioritize their studies (Good and Brophy). The beliefs of educated parents are manifested in the way they arrange educational provisions for their children (Jeynes). Similarly, highly educated parents tend to embrace modern and adaptive academic settings for their children within the home environment (Hanafi).

Numerous studies have attested to the existence of a positive correlation between parental education and students' academic success. However, the depth and distinctions of this association remain under explored, necessitating a thorough investigation to unveil the underlying mechanisms and variables at play. Educational disparities persist, and understanding the role of parental education can provide insights into potential intervention points for policymakers and educators. The methodology executed the cross-sectional survey questionnaire for data collection and regression analysis. The significance of this research extends beyond academic curiosity, investigating the realms of educational policy, social equity, and individual empowerment.

The objective and null hypothesis of writing this article is to scrutinize the effect of parents' education on students' academic attainment and hypothesis is that the academic achievement of students is not statistically significantly influenced by the educational background of their parents.

Parental Education Plays an Important Role in Children's Academic Performance

Parents' educational levels are often considered predictors of their children's academic achievement, commonly assessed through examinations or continuous evaluations (Grissmer et al.).

Achievement can be defined as the willingness to strive for success in objectives that promote social harmony or maximize the social welfare of the groups to which individuals belong. Achievement can be viewed as the state or quality of excelling in any activity (Nwigwe and Ugwu). The positive relationship between parental educational levels and children's academic achievement is highlighted by Sarigiani, emphasizing the significant role parents play in their children's academic performance.

Educated parents, recognizing the importance of educational excellence, are more likely to prioritize the parent-student-school-community relationship. When parents actively support their children's academics, positive academic performance is likely to take place. The impact of parental education on school children's academic performance is evident, suggesting that educated parents contribute to their children's academic excellence.

Children with educated parents tend to receive more support in academics, leading to better performance (Degefe), and the study on the "impact of parents' background on their children's education" depicts that parents play a significant role as their children's first teachers. They highlight the importance of early development, emphasizing that children's brains absorb information like sponges during these formative years.

The role of parents in shaping the educational outcomes of their children has been a subject of extensive research. Among the numerous factors influencing academic achievement, parental education stands out as a key determinant. This literature review synthesizes existing knowledge on the influence of parental tutelage on students' educational success, addressing the complexity and nuances of this relationship. The review encompasses studies spanning various disciplines, methodologies, and geographical contexts, providing a comprehensive overview of the current state of research.

Active Parental Involvement in the Relationship between Parental Education and Academic Success

Numerous studies affirm a positive correspondence between parental education levels and learners'

academic performance (Davis-Kean; Spera; Sirin). Higher parental education often corresponds with increased cognitive stimulation at home, better communication between parents and children, and enhanced access to educational resources (Hoff; Dufur et al.). The socio-economic status (SES) of families is intricately linked to parental education and, subsequently, academic achievement (Bradley and Corwyn). SES influences access to educational resources, extracurricular activities, and the overall learning environment (Reardon). Active parental engrossment emerges as a significant moderator in the affiliation between parental edification and academic success (Fan and Chen; Hill and Taylor). Parental engagement in homework assistance, school activities, and communication with teachers positively correlates with students' performance.

Cultural Differences Shape the Dynamics of Parental Involvement

Cultural variations shape the dynamics of parental immersion & its impression on educational achievement (Gonzalez-DeHass et al.). Cultural values influence parenting styles, expectations, and the emphasis placed on education within different communities. Longitudinal studies offer insights into the enduring effects of parental education on academic trajectories. Research by Davis-Kean and Pallas suggests that the impact of parental education extends beyond immediate academic outcomes, influencing educational attainment in adulthood. Studies explore the affiliation between parental education and the prevalence of singular education needs among students. Lower parental education is associated with an increased likelihood of children requiring special educational support.

Interventions and Policies to Reduce the Impact on Academic Achievement

Research on interventions and policies aimed at mitigating the impression of low parental education on academic accomplishment is gaining prominence (Desimone). Programs focusing on parental education, outreach, and community partnerships show promise in breaking the cycle of educational disadvantage (Hill and Tyson). Parental expectations and aspirations significantly influence students'

motivation and academic outcomes (Dornbusch et al.). The alignment of parental expectations with educational goals positively impacts students' performance.

The findings distinctly reveal a noteworthy impact of parental educational background on students' academic accomplishments. Notably, the level of formal education attained by parents holds considerable sway over children's inclination to optimize their educational gains (Amazu and Okoro).

The literature underscores the multifaceted nature of the connection between parental education and students' school achievement. While a substantial body of research confirms the correlation, the mechanisms through which parental education exerts its influence, cultural variations, and the long-term impact remain areas of ongoing exploration. Understanding these dynamics is imperative for devising effective interventions and policies that promote educational equity and empower students from diverse familial backgrounds. This study contributes to this evolving discourse by employing a mixed-methods tactic to unravel the intricate nuances of parental influence on academic success.

Materials and Methods

Study Design

Employing a survey research design as its foundational framework, this research article delved comprehensively into the examination of the influence exerted by parents' education on students' academic achievement (Manandhar and Koirala). Through the integration of quantitative analysis, the study aimed to discern and articulate the precise consequences of parents' edification status on the academic accomplishments of learners.

Population

The research encompassed 93 schools, organized into clusters and located within the precincts of Makawanpur district.

Sample and Sampling Design

Fourteen schools, organized into clusters, were randomly chosen from the total pool of 93 schools. The study participants comprised 386 high school students enrolled across these selected 14 schools

located in the Makawanpur district. To ensure a comprehensive representation from diverse parents' education levels within the chosen educational institutions, a multi-stage cluster selection method was engaged.

Data Collection

Structured survey questionnaires were utilized to gather quantitative data for the investigative study. The assessment of parents' education statuses was conducted based on the levels of academic qualifications. Concurrently, students' academic achievement was gauged in terms of grade points.

Data Analysis

The amassed numerical data underwent analysis through regression analysis, an inferential statistical tool, utilizing the SPSS version 25 software. This statistical approach was employed to derive meaningful insights from the data and explore the relationships within the variables under consideration.

Ethical Considerations

Prior to commencement, ethical approval was secured from both school authorities and respondents, emphasizing a commitment to ethical research practices. All participants were provided with comprehensive information and sought informed consent, thereby ensuring their voluntary engagement and safeguarding confidentiality. Throughout the research process, stringent measures were implemented to uphold privacy and confidentiality,

with a steadfast assurance to participants that their information would be exclusively utilized for research purposes.

Analysis and Interpretation of Data

In this study the expenditure of family members spent on their children for education was taken as an independent variable and the children's academic achievement measured in the grade points were assumed as a dependent variable. A linear regression was steered to observe the impact of family economic status on school children's academic achievement.

Within this study, the parents' education was designated as the independent variable, while the academic achievement of the children, measured in grade points, was posited as the reliant variable. A linear regression analysis was then undertaken to scrutinize and assess the effect of the parents' education on the academic accomplishments of students.

Data Analysis and Interpretation

Within this framework of this research study, the parents' scholastic influence on their children's academic achievement constituted the independent variable, while the academic achievements of the children, quantified in terms of grade points, were construed as the dependent variable. Employing a linear regression analysis, an exploration was undertaken to ascertain the magnitude to which the parents' educational levels exerted an influence on the academic accomplishments attained by students.

Table 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	ANOVA	
					F	Sig.
1	.711 ^a	.505	.500	.883	97.185	.000
a. Predictors: (Constant), Parents' education						

The positive correlation coefficient (R=.711) signposts a strong relationship between parents' edification and students' grade points. The R-Square value (.505) suggests that 50.5 percent of the discrepancy in grade scores can be endorsed to the parents' education, with the remaining 49.5 percent influenced by other factors. It rejected the null hypothesis, meaning that there was a statistically momentous influence of parents' education on

school children's academic achievement.

The standard error of the estimate gauges the accuracy of predictions around the line of regression, and the value of .883 falls within a range of -2 to +2. A reduced standard error indicates a more precise alignment of the regression model with the dataset, implying a stronger fit.

This relationship is strengthened by the F-statistic; the observed $f(1, 384) = 97.185$ exceeds the critical

value (3.865), indicating that the model significantly contributed to explaining the variation in the dependent variable. Additionally, the significance level (Sig.) being smaller than .05 implies that the independent variable had a noteworthy impact on the dependent variable, even after considering other variables in the model.

Results and Discussion

The correlation coefficient ($R=.711$), the R-Square value (.505), the observed $f(1, 384)=97.185$ that was higher than the critical value (3.865), and Sig. value (.05) indicate a positive relationship between the parents' edification and students' academic attainment, 50.5% variation in their academic achievement due to the parents' education, the fitness of the model, and a significant impact of the parents' education on their school children's academic achievement respectively. The analysis of survey data and qualitative insights revealed compelling patterns and associations between parents' learning and school children's academic achievements. The quantitative findings supported the existing literature, showing a constructive correlation between higher levels of parental learning and enhanced academic enactment among students (Nepal). Across various subjects and educational levels, students with parents possessing higher educational qualifications consistently demonstrated higher grades and standardized test scores. Highly educated parents ponder the text supplemented situation at home (Harris and Goodall).

Furthermore, socio-economic factors emerged as crucial mediators in this relationship. Families with higher socio-economic status, often associated with higher parental education, were found to provide a more conducive learning environment. These households tend to have better access to educational resources, extracurricular activities, and a supportive infrastructure that fosters academic success. The survey data highlighted a significant gap in academic outcomes between students from different socio-economic backgrounds, emphasizing the need for targeted interventions to address disparities. Parents' scholastic level and judgements concerning students schooling have an adjacent positive tie up (Azhar et al.).

Parental involvement in education was another pivotal factor identified in the results. Students whose parents actively participated in their education, including assisting with schoolwork, joining parent-teacher seminars, and engrossing in school-related undertakings, exhibited higher academic achievements. Consistent with prior research underscoring the favorable influence of parental involvement on students' educational achievements, this discovery indicates that in communities highly valuing education, parents exhibit a heightened commitment to actively supporting their children's academic pursuits, irrespective of their own educational backgrounds. Moreover, the positive impact of parents' educational level on students is emphasized, aligning with similar findings in existing literature (Brunello and Checchi; Cameron and Heckman; Chang and Cheng; Kalender and Berberoglu; Kleinjans; Senler and Sungur; Sullivan; Thomson). Recognized as a pivotal aspect of socioeconomic status due to its early establishment and enduring nature, parents' educational level is considered one of the most steadfast determinants (Jabor et al.).

The significance of parents' educational level in relation to science academic achievement is underscored in the literature (Kalender and Berberoglu). Parents' educational qualifications, coupled with their occupational background, serve as indicators of family social status, facilitating the exploration of the nexus between social status and academic success in the realm of science. Notably, parental educational qualifications emerge as robust predictors of student achievement, as evidenced by studies such as (Khan et al.) and (Jabor et al.).

There exists a discernible dichotomy between students whose parents possess higher educational qualifications and those whose parents are either illiterate or less educated, showcasing significant differences. The educational system further accentuates this contrast, with students originating from parents with higher educational qualifications consistently outperforming their counterparts from lower-qualified parental backgrounds (Khan et al.; Suleman et al.; Jabor et al.). Remarkably, children with parents boasting higher educational backgrounds tend to exhibit superior and average academic achievements, reflecting the impact of

parental education on academic outcomes. The influential role of educated parents extends to the secondary school level, where their heightened involvement is linked to increased interest, care, and support for their children's academic performance, subject choices, and career aspirations (Khan et al.; Suleman et al.).

Children's cognitive abilities exhibit a positive correlation with the educational background of both parents (Strenze), and their academic success (Gustafsson and Undheim; Kuncel et al.; Schmidt and Hunter). The impact of parents' education on children's intelligence extends beyond genetic factors (Bourdieu) proposing that more educated parents contribute to their children's intellectual development through the provision of increased social and cultural capital. These enriched social and cultural experiences, in turn, may further enhance children's intelligence. Moreover, parental education exhibits positive associations with certain personality traits in children (Gursoy and Bicakci; Roskam et al.; Scott et al.). While much of the literature predominantly emphasizes the direct and positive influence of parents' education on academic achievement (Jimerson et al.; Kohn; Luster et al.), it is evident that the link between parental education and children's cognitive development involves multifaceted mechanisms beyond just academic outcomes.

This study's outcomes contribute to the ongoing discussion regarding the influence of parental education on students' academic accomplishments. The established positive correlation between parental education and academic success supports existing research, emphasizing that parents' educational backgrounds significantly mold their children's learning experiences. Nevertheless, it is important to recognize that students' educational performance cannot be solely attributed to their parents' educational level; factors such as home investment and the family's socio-economic status also play a contributory role (Chevalier et al.). Furthermore, students' socialization and test performances do not exhibit a complete dependency on their parents' educational status; instead, activities such as student tours and home tuition facilities contribute significantly to positive outcomes (Howard).

The role of parental immersion in schooling stands out as a key actionable insight. Schools and educational institutions should actively promote and facilitate parental engagement initiatives, recognizing the potential positive impact on students' academic achievements. Parental involvement not only supports academic endeavors but also fosters a holistic approach to education by creating a collaborative learning environment. The findings affirm the intricate connection between parental edification and school children's academic attainment.

Conclusion

The correlation coefficient (R), the observed R-Square value, the observed f value and Sig. value indicate an affirmative relationship between the parents' edification and school children's academic success, a significant variation in their academic achievement due to the parents' education, the fitness of the model, and a significant impact of the parents' learning on their school children's academic achievement respectively. This study illuminates the intricate dynamics between parental education and students' academic success. The positive correlation observed underscores the influential role of parental education in shaping educational outcomes. The findings provide actionable insights for policymakers and educators to foster inclusive learning environments. By promoting parental engagement, educational institutions can pave the way for equitable opportunities and empower students from diverse backgrounds to thrive academically. This study contributes to the ongoing discourse on educational equity, urging a holistic approach for a more inclusive and empowering educational landscape. Parents are required to assist and guide their children so that their children can attain the remarkable academic achievements.

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Author Details

Ram Bahadur Bhandari, Ph. D. Scholar, Sikkim Professional University, Sikkim, India
Email ID: rbbhandarihtd@gmail.com

Prof. Dr. Tatwa Prasad Timsina, Supervisor, Sikkim Professional University, Sikkim, India