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## **IMPACT OF EDUCATIONAL ATTAINMENT OF PARENTS ON THE ACADEMIC PERFORMANCE OF GRADE VI PUPILS IN PARANG, MAGUINDANAO DEL NORTE**

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### **Introduction**

The academic performance of children is greatly influenced by the educational attainment of their parents. Hence, the impact of parents' level of education on their child's success in academics cannot be ignored, as parents' educational attainment may appear to influence their children's academic performance; for instance, the success of the learners in any academic aspect and, at the same time, providing satisfactory performance in school may depend on how their parents engage them. Moreover, a child's education needs complex efforts, and parents have a significant role in it. More educated parents regulate their children's everyday lives more strictly and have greater standards for their schooling (Wang et al., 2020).

In Pakistan, a parent's educational attainment significantly affects their child's academic achievement. Children of highly educated parents perform better in school; they are more engaged in the education of their kids, which improves educational outcomes (Idris et al., 2020). Despite that, other researchers have found in their study that parents' educational attainment has some negative effects on their children's academic performance. Some learners experienced pressure because of their parents' unrealistic expectations, which could pose a challenge to children's mental well-being and hinder their academic progress (Du and Li, 2023).

In the Philippines, it has been revealed that parents have an important role in the academic performance of their children. Pinatil et al. (2022) found a significant relationship between the level of parental engagement and children's academic performance. This implies that children whose parents are actively immersed in their school life tend to perform better academically. Active parental engagement in children's education provides additional support for their children, which boosts their confidence and engagement in class. This results in higher attendance rates and positive behavior with fewer disciplinary issues. Thus, parents who take an active role in their children's education can significantly contribute to their academic success (Garcia and Thornton, 2014).

Given this context, the researchers decided to conduct this study to contribute to the existing literature by providing a comprehensive understanding of how the high educational attainment of parents affects their children's academic performance, particularly the grade

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VI pupils in Parang, Maguindanao del Norte. The researchers believe that this study is relevant in the educational system, as it recognizes the impact of parental educational background on student achievement and underscores the importance of fostering partnerships between schools and families to enhance student academic performance and create a conducive learning environment.

### Methodology

This study utilized a descriptive research design. Creswell (2014) describes this as a design used to examine the characteristics of a population or phenomenon being studied. This design is suitable to gather respondents' opinions, thoughts, and perspectives regarding the impact of their parent's educational attainment on their academic performance.

The study was conducted among selected private elementary schools in Parang, Maguindanao del Norte, particularly the Easter Joy School, Inc., Illana Bay Integrated Computer College, Inc., Joyful Kids Learning Center of Parang, Inc., and Parang Montessori Educational Center, Inc.

The respondents were the seventy-three (73) grade VI pupils in the said schools whose parents have finished tertiary education. This population was quite manageable; thus, the total enumeration sampling technique was used to include the entire population of the respondents. Furthermore, a survey questionnaire was used as a research instrument in gathering the needed data for the study.

For the data gathering procedure, letters were sent to the school principals to ask permission to conduct this study. Upon approval of the letter, then the distribution of survey questionnaires was undertaken. During the survey proper, the distribution of the instruments was personally administered by the researchers. The data were collected for the preparation of the analysis and interpretation of the data. In addition, frequency counts, percentage distribution, and weighted mean were utilized as statistical tools.

### Results and Discussion

Table 1.1 showing the sex of the respondents

<b>Sex of the Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Female	38	52%
Male	35	48%
<b>TOTAL</b>	<b>73</b>	<b>100%</b>

Table 1.1 shows the distribution of the respondents in terms of their sex. Based on the gathered data, it shows that 52% of the total number of respondents are female, with a frequency of 38 out of 73. Meanwhile, the remaining 35 number of respondents are male, with a percentage of 48%. This further implies that majority of the respondents are female.

Additionally, Parajuli and Thapa (2017) explored gender differences in academic performance, finding that female students achieved higher academic success than their male peers.

Table 1.2 showing the parental role of the respondents

<b>Parent's Role of the Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Mother	58	79%
Father	15	21%
<b>TOTAL</b>	<b>73</b>	<b>100%</b>

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Table 1.2 shows the distribution of the respondents in terms of their parent's role. Based on the gathered data, it shows that out of 73 there are 58 parents are identified as mothers, accumulating a percentage part of 79% while the remaining 15 are classified as fathers' parents with a percentage part of 21%. This further implies that majority of parents who always accompany and help their children in school-related activities are mothers.

Awan and Kauser (2015) highlighted the positive impact of maternal education on children's academic performance. Educated mothers provide valuable support, guiding and preparing their children for future success. They offer academic assistance at home and encourage extracurricular participation, contributing to better academic outcomes. Moreover, Daniela et al. (2021) emphasized that even during the distance learning, when the COVID-19 pandemic arises; most of the parents who became learning facilitators of their children are mothers. They are more interested in having collaboration from educators to support and improve their child's academic performance.

Table 1.3 showing the parent's highest educational attainment of the respondents

Parent's Highest Educational Attainment of the Respondents	Frequency	Percentage
Bachelor Degree	60	82%
Master's Degree	10	14%
Doctorate Degree	3	4%
<b>TOTAL</b>	<b>73</b>	<b>100%</b>

Table 1.3 shows the distribution of the respondents in terms of their parent's highest educational attainment. Based on the gathered data, it shows that out of 73, there are 60 respondents whose parents have bachelor degree, which is 82% of the total number of respondents. On the other hand, there are 10 respondents whose parents have master's degree with a percentage of 14% while the remaining 3 parents are classified as doctorate degree holders with 4% of the total respondents. This further implies that majority of the parent's highest educational attainment of the respondents are bachelor's degree.

In addition, Tighe and Davis-Kean (2021) found that children from low-income families with college-educated parents exhibit higher academic achievement and parental engagement, surpassing their peers from less educated backgrounds, regardless of income.

Table 1.4 showing the parent's occupations of the respondents

Parent's Occupations of the Respondents	Number of Respondents	Percentage
Teacher	23	32%
Police	11	15%
Businessman/Businesswoman	9	12%
Housewife	7	10%
Social Worker	5	7%
LGU Worker	4	5%
Midwife	3	4%
Nurse	3	4%
Architect	2	3%

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Army	2	3%
Barangay Official	2	3%
Engineer	2	3%
<b>TOTAL</b>	<b>73</b>	<b>100%</b>

Table 1.4 shows the distribution of the respondents in terms of their parent's occupation. Based on the gathered data, it shows that out of 73, there are 23 respondents whose parent's occupation are teacher, garnering a percentage of 32%. In addition, table 1.4 also shows that 15% or 11 out of 73 parent's occupation of the respondents are classified as police. Moreover, there are 9 respondents whose parent's occupation are businessman/businesswoman with a percentage of 12%. This implies that majority of the respondents parents are working as teacher which is congruent to the findings of Yee et al. (2018) in which they found that in the 2016–2017 academic years, the field of education comprised the largest proportion of graduate degree holders in the country, accounting for 36%.

**Part II – Positive Impact of Parent's Educational Attainment on their Children's Academic Performance**

Table 2.1 showing the positive impact of educational attainment of parents on the academic performance of grade VI pupils

Statement	Mean	Interpretation
1. My parent can assist me with my assignments.	2.84	Agree
2. I have access to more educational resources like textbooks.	3.07	Agree
3. It has become a source of motivation for me to study well.	3.36	Agree
4. I perform better in exams.	3.05	Agree
5. It has positively influenced my study habits.	2.96	Agree
6. Having an educated parent has provided me with a well-lighted and well-ventilated learning environment at home.	3.12	Agree
7. My parent provides emotional support in my studies.	3.10	Agree
8. It builds up my confidence to participate in school-related activities.	3.33	Agree
9. My parent can finance my educational needs and miscellaneous fees.	3.52	Strongly Agree
10. My parent helps me in choosing the best teacher and school.	3.34	Agree
<b>General Mean</b>	<b>3.17</b>	<b>Agree</b>

**Legend:**

Scale	Range of Mean	Interpretation
4	3.50 – 4.00	Strongly Agree

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3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Based on Table 2.1, with a general mean of 3.17, the respondents agreed that their parent's educational attainment positively impacts their academic performance. It implies that higher parental educational attainment plays a significant role in fostering student's achievements. This finding aligns with the results of the study of Khan et al. (2015), indicating that providing academic support to students positively influences their academic performance. Additionally, parent's education level influences their children's performance in school, as it motivates the students to maintain a positive attitude toward learning and academic success.

In addition, this Table also shows that the respondents strongly agreed with the statement "My parent can finance my educational needs and miscellaneous fees," with the highest weighted mean of 3.52. This implies that parents with higher levels of education are financially equipped to support their children with their educational expenses. This finding aligns with the results of the study of Egalite (2016), which shows that educated parents are actively involved in their children's education. Parents ensure that their children are getting a good education by participating in parent-teacher meetings and financing the various needs of the students in school.

Moreover, with the lowest weighted mean of 2.84, the respondents agreed with the statement, "My parent can assist me with my assignments." This implies that when parents are knowledgeable, they can effectively guide their children with assignments, thereby improving their academic performance. This finding aligns with the results of the study of Bol (2020), which indicates that parents with higher educational backgrounds often perceive that their children need greater academic support. Consequently, they are more likely to engage in activities that aid their children's learning, such as assisting with assignments.

**Part III – Negative Impact of Parent's Educational Attainment on their Children's Academic Performance**

Table 3.1 showing the negative impact of educational attainment of parents on the academic performance of grade VI pupils

Statement	Mean	Interpretation
1. I have encountered academic pressure in attaining my educational goals.	3.14	Agree
2. I have experienced low self-esteem.	1.88	Disagree
3. I cannot do my personal desires and set personal ambitions other than achieving academic goals in line with my parent's attainment.	2.67	Agree
4. I have encountered long-term anxiety.	1.90	Disagree
5. I have been deprived of the freedom to engage with my peers due to the pressure brought by the high parental attainment.	2.32	Disagree

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6. I cannot concentrate on my academic tasks.	2.27	Disagree
7. My parent could not assist me with my assignments due to their busy Job.	2.26	Disagree
8. I feel nervous about getting failing marks whenever we have tests and tasks	2.93	Agree
9. I have felt being isolated.	2.29	Disagree
10. I was often compared to the other students which put me under pressure.	2.99	Agree
<b>General Mean</b>	<b>2.46</b>	<b>Disagree</b>

**Legend:**

Scale	Range of Mean	Interpretation
4	3.50 – 4.00	Strongly Agree (SA)
3	2.50 – 3.49	Agree (A)
2	1.50 – 2.49	Disagree (D)
1	1.00 – 1.49	Strongly Disagree (SD)

Based on Table 3.1, despite gaining a particular negative impact of the educational attainment of the parents of the respondents on their academic performance, the general mean of 2.46 significantly disagreed that the respondents' parent's educational attainment has a negative impact at all on their academic performance. This implies that parents with high educational attainment do not negatively impact the academic performance of their children. This finding aligns with the results of the study of Subramani and Venkatachalam (2019), which determined that the correlation between parental expectations and academic stress in students was non-significant. The reason might be that students view their parents' academic expectations as a form of motivation rather than a form of negativity that hinders their education.

Moreover, this Table also indicates that respondents agreed with the statement "I have encountered academic pressure in attaining my educational goals," achieving the highest weighted mean of 3.14. This implies that parents with higher levels of education may inadvertently create academic pressure for their children as they pursue their educational goals. This finding aligns with the insights of Newman (2021), which indicates that parents who aspire to secure the best outcomes for their children may inadvertently put pressure on them and this unintended pressure results in significant adverse effects on children. If parents' educational will become an expectation on student education is too high and exceeds the child's ability, the anxiety of the child will increase, which will have a negative impact on the child's learning. It will make the child's motivation to learn achievement decline and make it fail to develop fully, which will be detrimental to the child's growth.

However, the respondents disagreed with the statement "I have experienced low self-esteem," with the lowest weighted mean of 1.88. This implies that parents with a high level of education do not negatively impact their children's self-esteem. This finding aligns with the results of the study of Ruholt et al. (2015), which found that receiving academic support and involvement from parents creates higher self-esteem. Thus, students with high self-esteem are more motivated to engage in their studies and pursue academic goals. Students participate

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actively in class and put effort into their tasks. Additionally, students with higher self-esteem tend to achieve better grades. This is partly because they have greater confidence in their abilities and are more persistent in their efforts.

### Conclusion

Based on the quantitative analysis of this study, the researchers, therefore, concluded that the parent's educational attainment positively impacts children's academic performance by providing finance for their educational needs and miscellaneous fees. Their parent also helps them in choosing the best teacher and school in order to improve their academic performance. In addition, the researchers also concluded that, despite gaining the particular negative impact of the educational attainment of the parents of the respondents on their academic performance, the general result shows that there is no significant negative impact of a parent's educational attainment on their children's academic performance.

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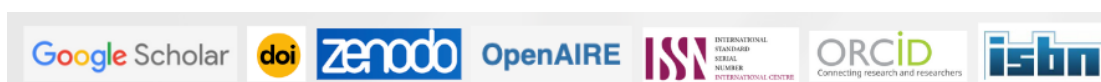
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