

The Impact of Mother's Education on Their Children's Academic Performance: A Study Based on the Secondary Schools in Vavuniya District, Sri Lanka

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ABSTRACT

Mother has crucial role in their children's education such as motivation, facilitation, healthcare, school involvement. Mother's education level has a significant relationship on their children education. Purpose of the study is identify the relationship mother education level on students' achievement of students in the schools of Vavuniya District. The study was adopted descriptive survey design. The data collection and analysis approach was a mixed method using qualitative and quantitative techniques. Data were collected through a closed-ended questionnaire consisting of 100 students and their mothers selected from a total of 725 students studying in four different schools in a backward area under Vavuniya district using a random sampling technique. The data were collected through a questionnaire consisting of completely closed-ended questions Mother's education was significantly associated with student learning activities at schools Mother's education was significantly associated with parent involvement at school. Using mother's education as an indicator of cultural capital, the findings suggest mothers with more capital in the form of a degree are more involved than mothers with lower levels of education. Parent Volunteering. As hypothesized, mother's level of education was correlated with parent volunteering. The effects were stronger for mothers without collegiate level education. Mothers with a college degree or higher were more likely to be involved with volunteering. Mother's level of education significantly correlated with group activities for less than a high school diploma and a college degree or higher

Key words: Mother's Education, achievement, Students

INTRODUCTION

Although the role of parents in the physical and mental development and learning of children is significant, the role of mothers is very crucial. When a man gets education, it only helps in the economic development of his individual and the family he belongs to. On the contrary, when a woman receives the same education, it helps in improve social development indicators at the family, community and national levels beyond her economic benefits. Mothers' education helps in maintain children's personality development and health indicators at a high level. The role of women is very important in the socialization of children. The role of mothers is indispensable place in handing over roles and teaching culture and customs. Marcus (2007), has shown that since men are strongly integrated into the labor market, the responsibility of socializing children falls on mothers' education has a significant influence on children's personality development compare to fathers' education. Educated mothers play an important role in socializing children with a scientific perspective. Children living with educated mothers are to be better problem-solvers during the preschool years (Durumanasei & Nupanadayanae, 2004). Setting high goals leads to high achievement. The level of education of mothers has a significant influence on the setting of high goals by students in the early years. Educated mothers plan and design learning activities for their children better than mothers with less education. The educational background of parents plays an important role in the academic performance of students. The mother's contribution has a strong relationship with the completion of the curriculum by students. The mother's educational background has an impact on the children's Educational achievement.

A mother's educational level has a long-term impact on her children. Families with mothers who have completed college have higher average incomes than children of mothers who do not have a high level of

education, and children of college-educated mothers perform better in reading and math by eighth grade than children of less educated parents. A mother's educational level also matters in later childhood. College-educated mothers are more likely to engage to active stimulate their children's cognitive development. They are more capable for their children with homework and study for exams. Against this backdrop, this study aimed to determine the impact of mothers' educational qualifications on the motivation for studying, the learning outcomes environment, and the learning outcomes of children studying in disadvantaged neighborhood schools.

BACKGROUND TO THE STUDY

Parental related factors are significantly related with their children education. Oozharyala (2007), found that students' academic achievement is directly related to the educational attainment of their mothers and fathers, while Yurayan Rui Nuai (2015) showed that illiterate mothers have less basic medical needs, while educated mothers follow basic medical practices correctly, have a clear understanding of the nutritional components of food, and are better at preparing healthy meals for their children. It has been found that there is a direct relationship between maternal education and children's school attendance, i.e., children of educated mothers have lower school attendance rates, and children of children with higher levels of income have lower educational attainment levels (Yurayan & Mayaralanasa, 2015). Female education is seen as a tool for poverty reduction. When women receive education, they acquire skills that enable them to get a job and thus participate in economic activities. They contribute to the family income. They gain the ability to organize the family's consumption pattern appropriately. They develop the habit of saving. Education empowers them to reduce family poverty through such activities. When women receive an additional year of education in primary school, their wage level increases by 10-20 percent; when they receive an additional year of education in secondary school, their wage level increases by 15-25 percent. This leads to gender equality and improves their status and standard of living. Studies have found that the mother's educational level plays an important role in the socio-economic status of the family (Kuyanaina & Nuayasa, 2011). The mother's educational attainment has a significant impact on the school achievement of the students (Ayaparaozhane, 2007). Children of mothers with a good educational background have shown better achievements. Educated mothers provide their children with excellent knowledge and motivation. Educated mothers create a high-quality learning environment in their homes. According to the results of a study conducted among people in high positions in society, including scientists, doctors, engineers, lawyers, accountants, and educators, it has been found that the most educated are the children of parents who are teachers. It has been found that there is a significant relationship between the achievement of science subjects such as science in lower grades and the educational level of the mothers.

Research Questions

1. What is the educational level of mothers living in disadvantaged areas?
2. What is the relationship between the educational level of mothers living in disadvantaged areas and the learning achievement of their children?
3. What is the motivation of mothers living in disadvantaged areas for their children to learn?
4. What is the impact of mothers' educational level on maintaining relationships with schools?
5. What is the influence of parents' educational qualifications on supporting children's learning at home?

LITERATURE REVIEW

Parental involvement is directly related to children's grades, their interest in school, and their self-initiation of school-related activities (Linnasaye2006). Parental interaction with children influences children's classroom behavior. Maston et al. (2009) found that the interaction between parents and children influences students' adaptive behavior in the classroom (Ayasauzhane, 1999). Adolescents who receive high levels of parental supervision, especially mothers, tend to have higher educational goals and values regarding their education and

have higher expectations for their future (Linnasaye, 2006; Ayasauzhane, 2009). Mothers' close interactions with their children encourage them to attend classes regularly, complete school-related tasks including homework on time, and comply with school rules and regulations (Uyasaenasaezhae & Pyasanala, 2013). Children of educated mothers have higher levels of academic support and motivation (Uyasaenasae, 2012). Mothers' education influences children's actions, activities, behaviors, and habits (Kusayadaya, 2010). The expectations of highly educated mothers are positively associated with children's mathematics and language achievement (Nuyaelai-Munayan, 2005). Children's positive attitudes toward achievement are linked to their mothers' positive beliefs and expectations (Ryasaena, 1997). Moreover, more educated mothers are more likely than less educated mothers to invest the time and resources needed to promote children's cognitive development (Oolanthea, 2009). The quality of the language spoken at home is crucial for children's learning (Vuyaladhasama, 2004). Although parental education is well-established as a predictor of children's educational and behavioral outcomes, some studies still challenge the link between mothers' education and its impact on children's education (Tinaasayan, 2005). Mothers' education reduces the time they spend with their children at home (Tinaasayan, 2005). And Magnusson, (2007) has shown that less attention to children negatively affects their educational attainment and that children of young mothers with less education perform better on tests focusing on academic skills. This is because these mothers are more likely to be at home and therefore provide more quality home time for their children (Ayaparaozhane, 2007). Children of mothers with higher levels of education score higher on science tests than children of mothers with lower levels of education (Carneiro et al., 2012). The impact of mothers' educational level on students' learning outcomes, including their cognitive development and their health and behavioral problems at school, has been identified. Maternal education in mathematics and reading at ages 7–8 has a strong impact on their children's academic performance (Lunanan, 2020). Furthermore, children of educated mothers are less likely to be re-admitted to the same classes (Dunanau, 2020). Mothers' educational level increases their children's motivation to succeed, and students from families with a better educational background have higher self-efficacy views and more positive self-concepts related to language learning than students from less educated families (Yachalaya, 2009).

METHODOLOGY

The study was conducted following a descriptive survey design. The data collection and analysis approach was a mixed method using qualitative and quantitative techniques. Data were collected through a closed-ended questionnaire consisting of 252 students and their mothers selected from a total of 725 students studying in four different schools in a backward area under Vavuniya district using a random sampling technique. The data were collected through a questionnaire consisting of completely closed-ended questions. The questionnaires for mothers covered similar themes but were brief and descriptive in a way that could be understood by uneducated mothers. And the progress reports of the schools for the third term of two consecutive years; (Class 10 and 11); were obtained. ; The software 20 was used to analyze the data. Data were analyzed using descriptive statistics techniques and the research questions were answered.

DISCUSSION AND FINDINGS

The current study uses nationally-representative data to explore the relationship between mother's level of education and six types of parent involvement: parent involvement at school, parent volunteering, cultural activities, cultural outings, group activities, and homework help. Mother's level of education was significantly associated with every type of involvement except homework help. Having less than a high school diploma had a significant negative relationship with every type of involvement, while a college degree or high had a strong positive association with each type, with the exception of homework help. The findings are discussed for individual types of involvement below.

Figure 1 shows the descriptive statistics for the analytic sample. Mothers with degree represented only 16 percent of the present sample. Mothers with a collegiate level qualification 14 percentage of the sample, and mothers with grade eleven completed 19 Percentage, mothers with grade nine completed 18 Percentage, 24 percentage with fifth stranded completed or higher represented to remaining 40 percent and 9 percentage Non educators in the sample of the study.

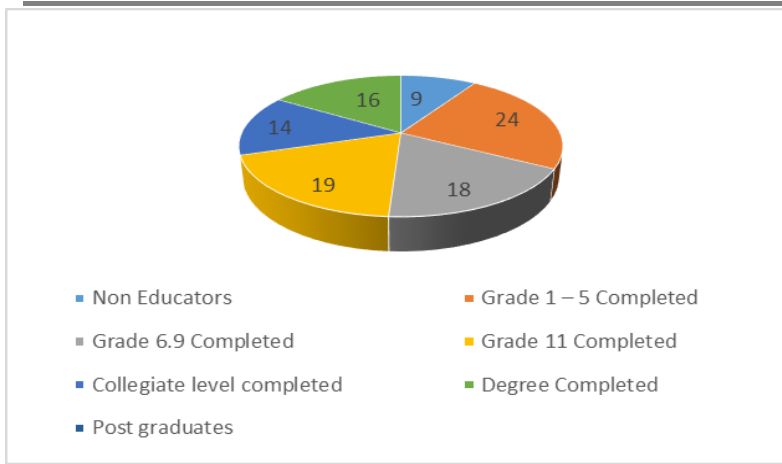


Figure 1: Mother's Education level

Table 1: Relationship between mothers' education level and student's achievement

Education Level of Mothers	r	df.	Sig
Non Educators	0.136	147	.000
Grade 1 – 5 Completed	0.141	171	.000
Grade 6-9 Completed	0.132	167	.000
Grade 11 Completed	0.139	146	.000
Collegiate level completed	0.119	167	.000
Degree Completed	0.101	156	.000
Post graduates	0.099	108	.000

(Source: Prepared by Researcher, 2024)

The different subscales of maternal support, which were included in the questionnaires given to children and mothers, respectively. In the following sections, we will add qualitative comments to these subscales. In addition, the tabular figures show the levels of mother-child agreement, the actual prevalence of individual subscales in their relationship. As can be seen, no significant level of agreement was found for many of the subscales. Correlations were found for the subscales of designing a work schedule, helping with homework, and explaining things that were unclear to the child. The results were related to the positive learning environment provided by educated mothers in terms of resources, guidance and support related to school contacts, and parent-child interactions.

Results for parent involvement at school: Mother's education was significantly associated with parent involvement at school. Mothers with less than Degree or diploma scored .053 standard deviations less than mothers with a collegiate level education scale ($\beta = -.053, p < .001$). Mothers with 11th grade education degree or higher scored .096 standard deviations higher on the scale for involvement at school than mothers with a high school diploma or some college ($\beta = .096, p < .001$).

Mothers volunteering: Mother's education was significant for less than Degree or diploma ($\beta = -.181$ and $.200, p < .001$ respectively). The associations for mother's education decreased, but remained significant. Education level of mothers had a negative relationship with parent volunteering ($\beta = -.111, p < .001$), while a degree or higher had a strong positive relationship with parent volunteering ($\beta = .129, p < .001$).

Mother's education was significantly associated with student learning activities at schools. Mothers with less than a Degree or Diploma scored .152 standard deviations lower on the group activities scale than mothers with a high diploma or some college ($\beta = -.152, p < .001$). Mothers with a collegiate level education scored .152 standard deviations higher on the scale group activities than mothers with a high school diploma or some college ($\beta = .152, p < .001$). A college degree or higher was significant, but the relationship was weak ($\beta = -.022, p < .05$) Research shows that a mother's education is a key factor in improving children's academic development and academic success. Evidence shows that children of parents with higher educational qualifications or whose parents spent more time in their parents' education tend to achieve higher school grades than children of parents with less education. The results of this study provide positive support for the view that maternal education is generally associated with increased academic achievement of her children. Therefore, our main research question receives a positive answer. Based on our second research question, we found that the specific support and guidance materials provided by educated mothers were based on their educationally relevant, experiential knowledge. Nevertheless, our study did not indicate any negative impact on a child, other than the comparative support advantages enjoyed by children of educated mothers. An uneducated mother. Uneducated mothers may be relatively more burdened on social and economic issues, they were still portrayed, and portrayed themselves as providers

CONCLUSION

Mother's education was significantly associated with parent involvement at school. Using mother's education as an indicator of cultural capital, the findings suggest mothers with more capital in the form of a degree are more involved than mothers with lower levels of education. Parent Volunteering. As hypothesized, mother's level of education was correlated with parent volunteering. The effects were stronger for mothers without collegiate level education. Mothers with a college degree or higher were more likely to be involved with volunteering. The positive relationship between involvement and level of education indicates that mothers with higher levels of cultural capital are more likely to engage in the activities included in volunteering. Child's grade level was the most significant factor for parent volunteering, suggesting that parents are more likely to volunteer when their child is in a lower grade level. Group Activities. Mother's level of education significantly correlated with group activities for less than a high school diploma and a college degree or higher. As with the types of involvement, possessing less than a high school diploma was negatively associated with group activities, suggesting those mothers are less likely than mothers with a high school diploma or some college to involve their children in group activities. Mothers with higher levels of education have more cultural capital, and it is likely that they engage their children in activities with children from similar socioeconomic backgrounds. Mothers with a college degree or higher, as expected, were more likely to have children in group activities than those with less education. Homework help was the only type of involvement that did not have a significant relationship with Degree or diploma and a collegiate level education or higher. While a college degree or higher was not significant, mothers with less than a high school diploma were less likely than those with a diploma or some college to engage in homework help.

RECOMMENDATIONS

Awareness programs should be created at the community level about the importance of mothers' education. The educational participation rate of mothers can be increased by starting part-time base courses for women in school level. Educational projects that provide understanding of children and their needs should be carried out in collaboration with community-level institutions. The educational participation of mothers should be increased by providing financial incentives for maternal education in backward areas.

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