

Impact of Educated Mother on Academic Achievement of her Children: A Case Study of District Lodhran- Pakistan

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Abstract

A mother is the principal provider of the primary care that her child needs during the first six years of its life. The type of care she provides depends to a large extent on her knowledge and understanding of some aspects of basic nutrition and health care. The objective of the study is to see the impact of an educated mother on academic achievement of her child. Correlation coefficient is used to see the impact of the variable. Sample size is 200, while total number of Govt. high schools in Tehsil Dunyapur of District Lodhran is 89. Stratified random sampling technique is used. Primary data is collected through a questionnaire. Questionnaires are filled by the respondents themselves. The study shows that children of educated mothers show good academic performance. Academic performance of highly educated mother's children is better than those whose mothers are not well educated. The evidence show that 87% children, whose mother are educated, are academically successful while the ratio of academically unsuccessful ratio was only 13 percent.

Keywords: Educated Mother, Academic achievements

1. Introduction

Education means the process of getting knowledge. Academic performance means educational learning and achievement in schools, colleges and universities to get certain score, grades, ranks and promotion to next class and to get job in future for livelihood. Awan (21013) says that education is the most important factor which plays a leading role in human resource development. It promotes productive and informed populace and creates opportunities for the socially and economically deprived sections of society. Education philosophy stresses on a learning process through which knowledge, skills and experience are transferred from one generation to next generation through teaching, training, research, and development that ultimately replicate socio-economic development of the country. Education prevails over behaviors of the individuals and institutional managers working for the poverty /development alleviation and fundamental change of society and sustainable economic development which is a key to open the venues for development towards the competitive international community as well. Only as educated workforce equipped with modern skills can compete with the world.

It is true that woman has many special tasks in life and their spheres of duties are different from those of man. But we should remember that this task also needs training and education. Unless woman gets proper education, of their prospective faculties get crippled. It is only by imparting proper education to them that we can expect them to discharge the duties nicely and decently. Education of children depends a great deal upon. Childhood is the impressionable stage and anything good or bad, thought child makes a great influence on his mind. We cannot have an educated and ideal citizen when the mother themselves are foolish and ignorant. Every woman is a potential mother. The future of a child depends on how it is brought up and educated in child hood. And educated mother is naturally expected to bring up and educated her children better than an uneducated mother. Napoleon Bonaparte says that "give me an educated mother I will give you an educated nation".

Education is important for women not only for men. Education is very essential for everyone because it is the only education by which we can differentiate between human beings and animals. Education tells us that how can we live in a society that's why education is important for everyone, for both men and women. In past, women did not receive any education at all. They were not allowed to come out of the four walls of their houses. Domestic works were their only education. But now we are living in 21th century where there is no any difference between men and women. In this century women have the same respect as men have. They help each other in every sphere. So education should be given to both men and women. But instead of this there are so many people who do not want to educate their women because they think that women do not need education. They think that women are expected to take care of everyone except themselves. They have to take care of the children, stay home, clean up the house, and be the self-denying wife and mother. They think only that the life of a woman is all about getting married, having children, and being bombarded by unimportant details of domesticity. But they do not understand that the education is very important for women not only for them but for a whole family. Because women are the mothers of our future generation. If women are uneducated, the future generations will be uneducated

In day to day life, the real problems are faced first by women and then the same problems are

conveyed to men for solution. If the women are educated, they can solve all the problems of their houses. It is said that whenever any men get education it is only useful for him but whenever any women get education it is useful for whole family. An educated woman gives an educated family and an educated family can make society better. We cannot imagine a good society without the education of women.

Awan (2014) emphasized that man and woman are like the two sides of a coin. Without one, the other cannot exist. Education of women can not only give an educated family but Education of women can also be helpful in eradicating many social evils such as human capital and unemployment problem, etc. Social peace can easily be established. A woman has to play three distinct parts in the course of her life in each of which certain duties are expected of her. The first duty of a woman is to be a good daughter. The second is to be a good wife. And the third is to be a good mother. Awan and Iqbal (2015) are of the opinion that education teaches a mother what she should be. It also teaches her how she would do it to be a good daughter, a good wife, and a good mother. Only With the help of education women can know their rights .Woman belongs to a weaker section of the society because she suffers from many handicaps due to rigid, outdated social customs and religious practices. But an educated woman cannot be exploited easily. She is aware of her rights and will go any length to defend them.

One of a mother's highest obligations is the education of her children at the time when their mind is not amenable to instruction. A child's whole future life, to a large extent, depends on the teaching it receives in early childhood and it is needless to say that this first foundation of education cannot be well laid by an ignorant mother. Thus education will enable women to make their children, husbands, and parents truly happy. Consequently it is very important that women should be educated. We can say that female education is a vital necessity.

Awan (1987) mentioned that half of the reduction in child deaths in the last 20 years is the result of increases in mothers' general level of education. 4 million children are alive today because their mothers were educated. For the progress of a country education for women is as much essential as for men. Men and women are two wheels of the cart of society. The cart cannot run properly if one of the wheels is defective. Women are almost half of the population of a country. If such a large portion is denied the privilege of education the country is bound to lag behind. There was a time when it was said that educated women will neglect their domestic duties and lose their tender grace and feminine virtues. An educated woman was suspected to be self-conceited good only for novel reading playing on the organ, slighting her husband and disobeying her parents. But those days are gone. It is now pretty difficult to procure a good match for a girl who does not know how to read and write. The importance of education for women is now admitted by everyone. Awan and Sheikh (2015) argue that women have to play every role in the society. So there are many advantages of education for women. First an educated woman is conversant with her duties as a citizen of a state. An educated woman is aware of the part she has to play in the growth of her nation. She understands her responsibilities towards herself her family and country. Women cannot become good citizens if they are uneducated. Moreover they pass on their education to their children it has been rightly said If you educate a man you educate an individual. But if you educate a woman you educate a family. So education for women cannot be neglected. On the other hand a mother has a great influence on her child. The upbringing of a child the inculcation of good ideas and habits are done more by the mothers than the father or the teachers.

Awan and Zia (2015) say that an educated mother can serve her country in the sense that she produces good citizens with tolerant views and vast outlooks. Uneducated mothers are superstitious. They do not have elementary medical knowledge. The alarming figure of infant mortality is mostly due to the ignorance of mothers. Educated mothers will give the nation healthy enlightened and decently brought up children. In this way the future of nations depend on the education for women. One more thing an uneducated woman cannot be a good wife. She will not be able to understand her husband. There will be no mutual adjustment which is very essential for a good married life. On the other hand an educated wife is refined matured and resourceful. She can help the family by getting into some employment. She can look after her husband and children in illness. She can easily run the administration of the home properly. She can bring peace prosperity and progress in home. When education is so necessary for women more girls schools colleges and universities should be opened for them. But all women do not need that type of education which is imparted to men. There are many who are to stay at home. To them useful subjects such as nursing, domestic science, hygiene and embroidery should be taught. These subjects can be of more help to them than higher Mathematics, Political Science, or Economics. They must be taught how to manage the house. They should be able to look after the house properly. Such kind of education should be imparted to them.

As everyone knows that women empowerment is essential for sustainable economic growth and reduction in poverty in developing countries (Klason, 1999). In the World Bank Report, it is suggested that women empowerment is being progressively recognized as an important policy goal for improving not just the wellbeing of women themselves but also for its positive impact on the family (King and Mason.2001).

1.1 Research problem

Our research problem is to study relationship between mothers' education and her children's academic achievements.

1.2 Objectives of Study

The objectives of this research paper are outlined as under:-

1. To study the role of educated mother on the academic achievements of her children.
2. To investigate the positive impact of female education on the society.
3. To probe the impact of educated mother on the health her children.
4. To study the role of educated female in increasing literacy rate.

2. Literature Review

Awan and Bilal (2015) investigated the impact of educated and uneducated mothers on child performance. The objective of the study was to find out the impact educated and uneducated mothers on the academic achieving of the children. Survey method was used; questionnaires for mothers were prepared to explore the issue at hand. Ten different schools were selected, in which 20 children were selected randomly from the schools of Peshawar City. Questionnaire was administered to the mothers of these children. The collected data was organized tabulated, analyzed, and interpreted by using spread sheet software. It was found that educated and uneducated mothers both take interest in the education of their children. Financial problems become hurdles in the performance of the children of uneducated mothers, whereas majority of children of educated mothers affected. Results show that the education of mothers affects greatly the performance of the children; whereas the educated mother has good effect and uneducated mothers have bad effect on the education of their children. It is recommend that beside curricular activities, schedule for co-curricular activate may also be provide for the overall personality development of the child. Religious education may also be given to the children. It is also necessary for the parents to check the class work of the children regularly. Parents may help their children regarding home work. Free education policy may be adopted by the Government to provide basic education for all.

Sherry (1993) conducted a study of child rearing practices of employed and household mothers in relation to the academic attainment of their children. The study was descriptive in nature. Sample comprised of 540 mothers. Random sampling technique was used. Tools used were, Child Rearing Practice Questionnaire by Goswami. Marks of final examination of the children were taken as academic attainment scores. Data were analyzed with the help of t-test and correlation. Major findings of the study were (1) Child rearing practice scores between employed and household mothers did not differ significantly. (2) The child rearing practice scores of university educated employed mothers and child rearing practice scores of uneducated household mothers did not differ significantly. (3) The child rearing practice scores of university educated (employed), university educated (household) mothers, high school educated (employed) mothers, high school educated (household) mothers separately do not show any significant relationship to academic attainment percentage scores of their children but different to each other.

Sarkar (1983) made an attempt to study the contribution of some home factors on children's scholastic achievement. Sample consists of 192 students of which 96 students were high achievers and 96 were low achievers. Tools used were Cattell's Culture Fair Intelligence Test; Schaefer and Bells Parental Attitude Research Instrument; Examination marks. Data was analyzed with the t-test and Product Moment Correlation. Major findings were (1) the home variables such as educational environment, income, social background, provision of facilities and parent child relationship showed a significant difference between the high achievers and low achievers at .01 level. (2) The child rearing attitude of the mothers of the two groups showed significant difference between the mothers of the high achievers and the low achievers at .01 levels.

Moline (1999) conducted study to see the effect of parental involvement in student's achievement, to provide a scholarly basis for justifying and implementing their involvement programs that may produce significant and long lasting effect on child's academic performance. In doing so, educational institutions can expect to reap the reward of improved student achievement. Research reveals that parental involvement at home and school are not equally important to children's learning. The home environment is among the most important influences on academic achievement and child development. Parents of high achieving students had a distinct style of interacting with their children, and created emotionally supportive home environment.

Ahuja (2006) conducted a study to find the impact of parental involvement and socio-economic status of the family on academic achievement of class IX students. A sample of 100 students was selected randomly from Govt. Model Schools of Chandigarh. Tools used were, SES scale by Dev Mohan; Parent-child Interaction by Tiritha and Rao and Cumulative Achievement Scores from school records. The findings indicated that (1) SES of the family and academic achievement of students were independent of each other (2) Academic achievements of high, average and low parental involvement groups were not significantly different (3) Achievement Mean

scores of high socio-economic group was not different from that of average and low SES Groups (4) There was an interaction effect of SES and parental involvement on academic achievement of students.

Landry, Smith, & Swank (2006) conducted an experimental study to examine whether mothers' responsive behaviors could be facilitated and whether such behaviors would boost young children's learning. A total of 264 mother-infant pairs participated in the ten-week experiment. Mothers, randomly assigned to an experimental group, were trained by facilitators during home visits to implement playing and learning strategies shown to help improve infant development. Mothers in the comparison group received the same number of home visits, but were not trained in the playing and learning strategies. Four aspects of responsive parental behavior were evaluated: active response to infants attempt to communicate, emotional-affective support, support for infant attention, and language input supporting developmental need. The results of the study revealed that all the mothers who had received the training were more attentive and warm to their infants. Infants whose mothers had received the training demonstrated significantly higher increases in their communication and social behavior.

Willms & Chao (2002) found that parenting practices have important effects on a child's social and cognitive outcomes. In their study, the authors asked parents of 19,000 children between the ages of two and eleven years 25 questions pertaining to parental practices. Strong positive effects on outcomes were associated with positive parenting practices, in particular the effect of responsive parenting. Holding, rocking, talking, singing, and playing with a child are all positive parental practices that facilitate early childhood learning and development. Based on the large representative sample of Canadian families used, the researchers found that both positive and negative parenting practices occur in families of all socio-economic levels. These results highlight the need for early learning opportunities to be universal as positive parenting practices is important for all families.

Pedro Carneiro (2007) We study the intergenerational effects of maternal education on children's cognitive achievement, behavioral problems, grade repetition and obesity. We address endogeneity of maternal schooling by instrumenting with variation in schooling costs when the mother grew up. Using matched data from the female participants of the National Longitudinal Survey of Youth 1979 (NLSY79) and their children, we can control for mother's ability and family background factors. Our results show substantial intergenerational returns to education. For children aged 7-8, for example, our IV results indicate that an additional year of mother's schooling increases the child's performance on a standardized math test by almost 0.1 of a standard deviation, and reduces the incidence of behavioral problems. Our data set allows us to study a large array of channels which may transmit the effect of maternal education to the child, including family environment and parental investments at different ages of the child. We find that income effects, delayed childbearing, and assortative mating are likely to be important, and we show that maternal education leads to substantial differences in maternal labor supply. We investigate heterogeneity in returns, and we present results focusing both on very early stages in the child's life as well as adolescent outcomes. We present a falsification exercise to support the validity of our instruments, and our results are found to be robust in a sensitivity analysis. We discuss policy implications and relate our findings to intergenerational mobility.

Agarwal (1986) made an attempt to study the effect of parental encouragement upon the educational development of the students. A sample of 1000 students was taken. Tools used were Examination marks as the criterion of academic achievement; Parental Encouragement Scale developed by the investigator. Major findings of the study were (1) High achieving group had been getting higher parental encouragement (2) The urban boys received greater parental encouragement than rural ones. (3) The urban girls got greater parental encouragement than rural girls. (4) The girls in general received greater parental encouragement than boys

2.1 Distinction of this study

Researcher introduces a new variable Mother's education. Mother's education can change the life of her child. She can reduce dropout rate and can increase literacy rate. She can manage household budget very wisely and can increase the saving rate as well. This saving can be used to attain better education. She knows the importance of cleanliness, so her child is healthier than uneducated mother. And a healthy child can get better grades in the school.

It is truly said'

“IF YOU EDUCATE A WOMAN, YOU EDUCATE A NATION”

Previously there is no significant work on it.

3. Research Methodology

3.1 Population

All students of each sex of government high schools of district Lodhran is treated as population of the study. Total number of students in government high schools of district .Lodhran is 41914 in 2013. (School Education Department, Government of Punjab).

3.2 Sampling

The sample size of this study is 200. High schools of tehsil Dunyapur are selected randomly, considering the possible access of researcher. The students of class VIII and IX of these schools are treated as sample of the study. Students of class VIII and IX are selected by calling their roll numbers randomly (e. g. 1, 5, 6, 9, 20, 26 etc.). However, in the case of small number of students in the class, whole of the class is selected for the sample. The crucial aspect of standardization is sampling including two important variables: size and representativeness. The sampling must accurately reflect the target population and it must be sufficiently large to reduce standard error of normative data to negligible proportions. No statement can be made about sampling without relating with population from which it is derived. A small but representative normative sample is far superior to a large but bias sample. Large samples minimize sample errors (Kline, 1986). Similarly to make sample homogenous, students of class VIII and IX between the age of 13 and 14 years were taken in sample.

3.3 Design of study

Design of the study is formal, if X is then Y. Study contains dependent and independent variables. We see the impact of independent variable (educated mother) on dependent variable (child academic achievements).

3.4 Data and Type

In our model we use the technique of correlation coefficient. It shows the degree of association between mothers' education and her children's' academic achievements. In this paper we use correlation coefficient to see the impact of mothers' education and child's academic achievement. This technique is purely an econometric technique. In econometrics we use coefficient of correlation to see the degree of association between two variables. It lies between -1 and +1.

3.5 Selected Variables:

Dependent variable child academic achievement

Independent variable mother's education

X1=Matric

X2=Intermediate

X3=Graduation

X4=Post-graduation

3.6 Econometric Model

To measure the impact of mothers' education on the academic achievements of her children, the technique of correlation was used. The students were divided into two groups on the basis of mothers' education. The students having mothers graduate or above qualification were scored 1 while the students having uneducated mothers were scored 0. The correlation coefficient (r) was calculated between academic achievements of children and mothers' education score by Pearson Product Moment Correlation as:

$$r = \frac{[N\sum XY - (\sum X)(\sum Y)]}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}} \cdot \frac{1}{2}$$

Where

r = correlation coefficient

N = number of students

X = students Score

Y = mother's education score

4. Data Analysis

We show data analysis in the following figures:-

Figure: 1 Percentage of educated and uneducated mothers.

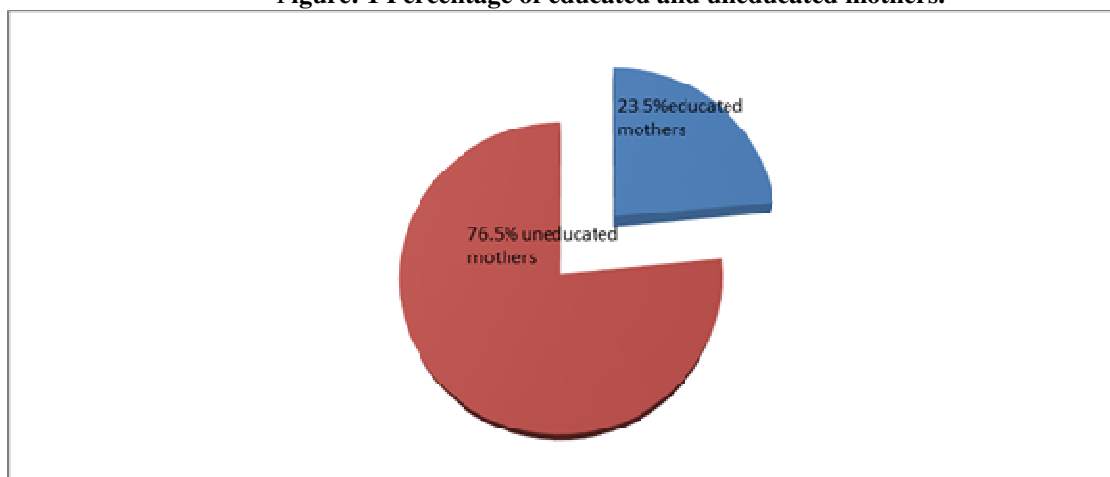


Figure 1 shows the percentage of educated and uneducated mother's .From our sample size of 200, 23.5% mothers are educated and education level of mothers is between Matric and Post-Graduation.76.5% mothers are uneducated. Their educational level is below Matric, whether they are middle or primary degree holders. It shows that female literacy rate is low in this area.

Figure: 2 Percentage of educated mothers with different level of education

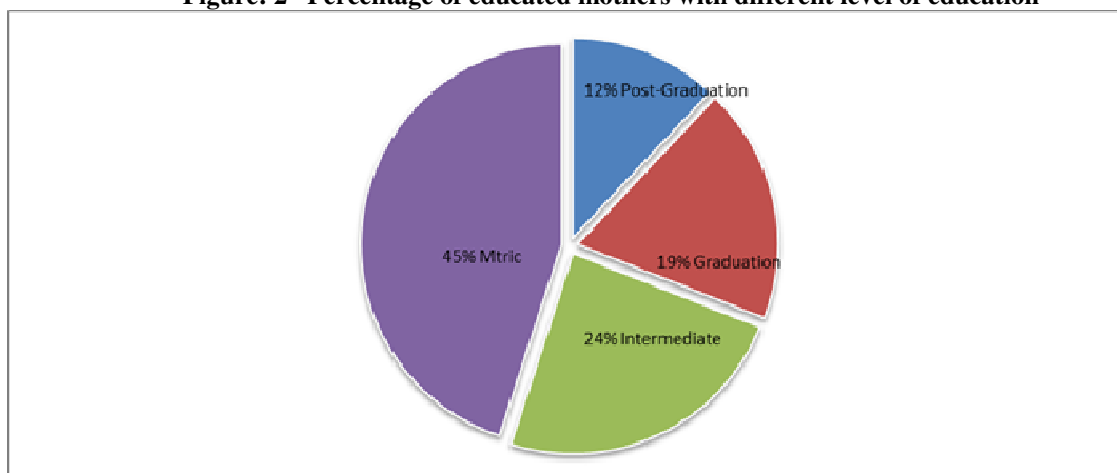


Figure 2 shows that 12% mothers are Post-Graduation degree holder.19% are graduate, 24% are Intermediate 45% are Matric degree holder. As our sample size is 200, 23.5% mothers are educated. It shows that only 47 mothers are educated and their level of education is above Matric. From these educated mothers only 12 % mothers are Post-Graduation degree holder.

Figure 3: Academic success of the children whose mothers are educated

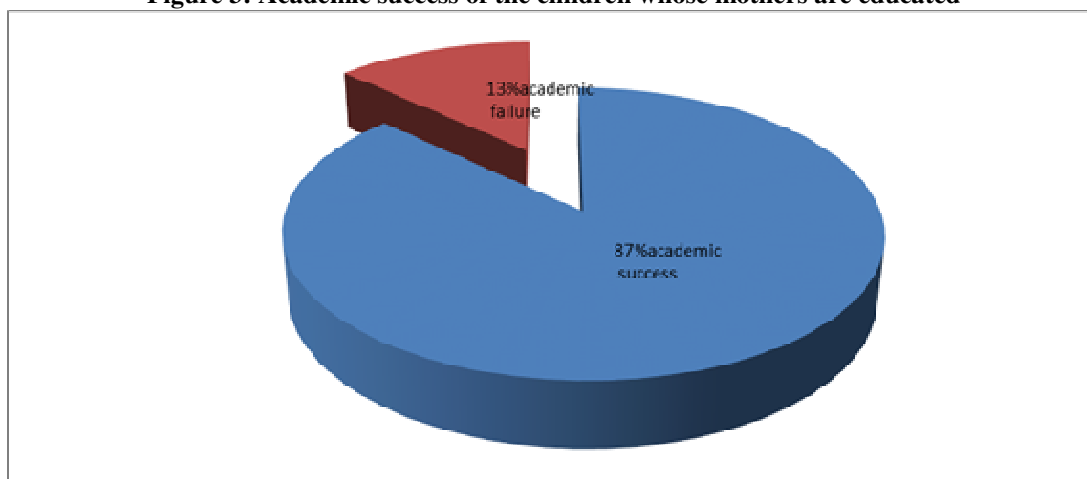


Figure 3 shows the academic success of children whose mothers are educated.87% children have good academic

achievement due to their mother's education while only 13% children of educated mothers are not successful. The figure shows the academic success of children whose mothers' are educated 87% children have good academic achievement due to their mother's education while only 13% children of educated mothers are not successful. Educated mothers can guide her child in many ways. She can provide better academic guidance and career counseling she can provide healthy and sound environment. As a result her child shows better academic performance.

Table 1 Mothers' education and her educational score

Sr.No.	Mothers' education category	No. of students	Mothers; education score	r
1	Matric and above	47	1	
2	uneducated	153	0	
		N=200		0.91

Table 1 shows that the coefficient of correlation r between educated mothers and child academic achievement is 0.91. In column 2 mothers' educational category is given while in column 4 score of mothers' education is given. When mothers are educated and their education level is Matric and above ,her educational score is 1.Similarly mothers who are uneducated and their educational level is below Matric,their educational score is 0.Column 3 shows that 47 students have educated mother while 153 students have uneducated mothers.

TABLE 2 Mothers' education and her educational score

SR.NO	MOTHERS' EDUCATION	CHILDRENS' ACHIEVEMEN	ACADEMIC	CHILDREN ACADEMIC ACHIEVEMENT SCORE
1	MATRIC AND ABOVE 47	60% And above	41	1
2	Uneducated 153	Less than 60%	159	0
	N=200			

In column 2 mothers' educational category is given while in column 4 score of mothers' education is given. When mothers are educated and their education level is Matric and above ,her educational score is 1.Similarly mothers who are uneducated and their educational level is below Matric,their educational score is 0.Column 3 shows the number of students whose mothers are educated and they achieved 60% and more than 60% marks in their last examination. Column 4 shows academic achievement score of the children who achieved 60% and above marks that is 1 while academic achievement score is 0 for those students who achieved less than 60% marks. Table shows that 47 students have educated mother while 153 students have uneducated mothers.

Table 3 Coefficient of correlation with different level of mothers' education

SR.NO	Mother's education	NO.OF Educated Mother	r
1	Matric	21	.34
2	Intermediate	11	.42
3	Graduation	9	.68
4	Post-Graduation	6	.81

Table 3 shows the number of educated mothers and coefficient of correlation with different level of mothers' education. Column 2 shows level of mothers' education and column 3 shows number of educated mothers for each level of education. Column 4 shows the partial coefficient of correlation of different educational levels of mothers and academic achievement of children. Coefficient of correlation increases with higher education level of mothers' education. Value of r lies between 0 and 1.Increasing value of partial correlation coefficients shows that higher level of education results in higher level of academic achievement. The partial correlation coefficient measures the correlation between any two variables, when all other variables are held constant.

5. Findings and Results

Keeping in view the above discussion we give the findings of our study as under:-

- In terms of magnitude, a positive magnitude indicates that with the increase of one score, other also increases. Children with educated mothers have academic achievement more than those children whose mothers are not educated.
- The correlation coefficient 0.91 shows the high relationship. As r shows the degree of association between two variables and its vale is between 0 and 1.We have found high degree of association between educated mother and her child academic achievement.
- Variance is the square of the r that is 0.82.so amount of overlap between two variables is 82%.
- Our study shows that child of an educated mother has low level of absence from school. And he shows good performance in curricular and extra-curricular activities.

- The evidence shows that child of an educated mother has good health due to better hygienic conditions at home.
- From our data we found that the coefficient of correlation between mothers' education and child academic achievement is 0.91. It shows high degree of association between educated mother and her child academic achievement.
- Our study shows the score of educated and uneducated mother which is 0 and 1. Similarly child with 60% and more than 60% marks has score 1, while those who obtain less than 60% have score 0. It shows that children of educated mother have better academic achievement than those whose mothers are not educated.
- The empirical evidence shows the coefficient correlation of mothers with different level of education. Mothers with higher level of education have high partial coefficient of correlation, r decreases with lower level of education.
- Our result shows the percentage of educated and uneducated mothers. From sample size of 200, only 23.5 % mothers are educated and their level of education is Matric and above. 76.5% mothers are uneducated with level of education below Matric.
- We have also found the percentage of educated mothers with respect to different level of education. Women have different level of education i.e. Matric/Intermediate/Graduation and Post-Graduation. Percentage of mothers who are post-graduation degree holder is very low in the study area. Percentage of mothers who are Matric is better in the study area. Our study shows that children of that mother who are Post-Graduation degree holder are better in curricular and extra-curricular activities than those children whose mothers are Matric or intermediate.
- The results of our study show the percentage of academically successful children whose mothers are educated. 87% children have good academic achievement due to their mothers' education. Only 13 % children are not academically succeeded. There are certain other reasons for their failure or low academic achievement except their mothers' education. May be they are slow learner or have not a sound learning environment at school and home.
- Our study shows that children of educated mothers have good mental and physical health. An educated mother is aware about hygienic food and nutrition. Children of an educated mother have low level of absence from school.

6. Conclusion

From study it is clear that an educated mother is a source of courage and strength for her child. If mother is educated then she can guide and prepare her child in a better way for future. She can provide better hygienic condition at home due to her knowledge of basic health and nutrition. She can teach her child after school at home, in this way she can save money by not sending her child at tuition Centre. She can give better understanding of concepts to her child than any other person. She can help her child in extra-curricular activities by encouraging him. She can give better career counseling to her child due to updated knowledge of the world's conditions.

So, girls should be educated because these are the mothers of future generations. If girls are educated then our future generations will be progressed. So efforts should be made to increase the level of education of girls.

7. Policy Recommendations

Following recommendations are made:

1. **Parental and community involvement** -- Families and communities must be important partners with schools in developing curriculum and managing children's education.
2. **Low-cost and flexible timetables** -- Basic education should be free or low cost. Where possible, there should be stipends and scholarships to compensate families for the loss of girls' household labor. Also, school hours should be flexible so children can help at home and still attend classes.
3. **Schools close to home, with female teachers** -- Many parents worry about girls travelling long distances on their own. Many parents also prefer to have daughters taught by women. So female teachers should be made available for girls.
4. **Preparation for life** -- Girls do best when they receive early childhood care, which enhances their self-esteem. Girls' education should be according to the needs of the hour.
5. **Relevant curricula** -- Learning materials should be relevant to the girl's background and be in the local language. They should also avoid reproducing gender stereotypes. "One child, one teacher, one pen, and one book can change the world. Education is the only solution Education first."

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