

The effect of the educational level of parents on the student's success in academic achievement

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Abstract:

Since 2003, we have been providing consultations in the fields of childhood and education, offering guidance to both children and parents to improve academic performance and elevate educational standards. In recent years, I have seized the opportunity to study a topic that has caught my attention: the influence of parental educational level on a student's academic success. It's crucial to recognize that the family serves as the primary driver in nurturing a child and ensuring their academic advancement through collaborative efforts with other educational institutions, including schools, as highlighted in this study.

Keywords: Educational process, academic achievement levels, parental educational level, teacher, school, academic performance, education, academic success and failure.

Introduction:

Given the role of the educational process and its impact on a student's academic trajectory, determining their professional prospects based on their studies, we have chosen this topic for the following reasons:

Personal Reasons:

- As educational specialists since 2003, working in this educational sphere as educational consultants specializing in fostering a positive relationship between students and learning.
- Our professional interest in understanding the contribution of parents and teachers to establishing a strong bond between students and academics.
- The desire to understand the underlying principles and criteria for the child's relationship with education, as this relationship significantly influences their academic trajectory.

Objective Reasons:

- The scarcity of research and studies, particularly at higher levels according to our work experience.
- An attempt to understand the impact of parental and teacher educational levels on their educational performance and the subsequent effects on the student's relationship with education.
- Some children's reluctance to attend school and their low academic performance can be attributed to deficiencies in their preparation by parents for school, as well as the failure of some teachers to positively engage in the teaching profession, among other factors, as elucidated in this modest study.

Scientific Reasons:

- Raising awareness among both families and schools regarding their crucial roles in a child's life and educational journey.

Significance of the Topic: The topic of parental educational level and its impact on a child's academic achievement has garnered significant attention from various sectors of society, with a focus on studying the factors that contribute to a child's academic success. Educational and social studies and research have affirmed that the educational and economic level of a child's family, particularly their parents, exerts the strongest influence on their academic performance. The involvement of parents in monitoring, guiding, and assisting their children has been shown to positively correlate with academic achievement levels. The effects of family dynamics on a student's overall educational journey and academic attainment, including their progress, failure, or dropout from school, are profound. Families undertake the process of monitoring and evaluation to achieve the goals of the educational process, making it necessary and essential to conduct studies or research to understand the family's impact on a child's academic achievement. Hence, this study aims to identify family variables such as educational and economic levels and their impact on a child's academic achievement, addressing a vital and significant subject, as academic achievement signifies the

optimal investment in human and material resources and underscores its importance in adding new scientific knowledge

Study Objectives: Various ideas crossed our minds as we embarked on completing this thesis. After reviewing a range of books and a series of previous studies that addressed the topic of parental educational level and its impact on a child's academic achievement, we were struck by this subject, which encompasses many aspects of child rearing and their implications on academic performance. With a commitment to enhancing our children's educational and developmental levels and in an attempt to search for everything that benefits our children in all aspects of life, we decided, with the will of God, that our topic would be "Parental Educational Level and its Impact on a Child's Academic Achievement." The objectives of this study were:

- To investigate the current status of academic achievement and the influence of parental educational level and backgrounds.
- To identify the primary reasons we perceive for a child's positive or negative academic achievement.
- To examine the relationship between certain family variables and a child's academic achievement.
- To enrich and support the field of education through our field study.

These objectives aim to provide a comprehensive understanding of the interplay between parental education and a child's academic success, contributing to the advancement of educational research and practice

3. Previous studies:

1.4- The most important studies that discuss the educational level of parents

The educational level of parents directly affects the cognitive and linguistic development of children, as we find that the family climate and the linguistic and cultural stimuli it contains are essentially shaped in the behavior of educated parents, as they resort to using democratic methods in their relationship with their parents, leaving them the freedom to express themselves and their activities. They surround their child with integrated linguistic expressions that the latter acquires from his family's atmosphere, which constitutes an appropriate linguistic and cultural climate. This is only possible if the level of the parents' educational and cultural attainment is high. Current studies have highlighted

There is a difference in methods of socialization between families depending on the cultural levels of the two children. I have also shown that parents tend to use the democratic method in socialization and to benefit from scientific knowledge data in educational work, the higher their level of cognitive or educational attainment. On the contrary, parents tend to use the harsh style of words at their educational level."(1)

• Among these studies we find a study by Paul Clerk, which he conducted at the French national level in 1963, entitled (The Family and the School Orientation of Sixth Grade Primary School Pupils), in which he showed in this school the influence that the educational level of the parents plays on the level of students' achievement and their results. School."(2)

• We find that the higher the educational level of the parents, the more assistance and guidance there is at all educational levels, which creates a solid foundation for the child to move from primary to middle school, and thus academic success at this last level. If the educational level of the parents decreases, there is an academic delay in the child.

• Paul Clerk's study also confirmed that the level of achievement of children in the higher educational group is better than the level of achievement of children in the lower educational group. This is the result reached by this French researcher in his study on the role of the family in the level of children's academic success, which is at the same pace for children who are children of parents with the same level of achievement."(3)

The educational level of the parents affects the child's level of intelligence, his level of academic achievement, his level of experience, knowledge, and his achievement abilities.

• The study conducted on a sample of Damascus University students also confirmed that "the rate of students' enrollment in the university increases with the level of the parents' school and cultural achievements.".(4)

• The low educational level is one of the factors that cause middle school students to fall behind academically. ."(5)

The educational level plays an effective role in the child's acquisition and mastery of reading and writing, and then the written language, more than the role of the economic level, and this is what Chaldoun&Krelou came up with in 1952, where: "In the research they conducted, they concluded that there is a correlation coefficient There is a positive and negative difference between the interest in reading at home, expressed in the number of books in the child's possession, and the interest in school, and the number of children of

parents who obtain university degrees by reading well increases more than the children of those who stopped studying at the secondary level.” ."(6)

As for Avanzini, he also believes that “the important factor to which we must pay more attention is the cultural level in the family, and its known criterion is linked to the cultural and educational level of the parents, because the student’s cultural and educational experiences grow according to this level. If the latter is broad, then the learning that What the child receives at school is complementary to what happens at home, and in the case of the opposite, there is a disconnect between what happens at home and what happens at school.” ."(7)

This is because the family cultural factor is determined by the school achievement of the parents and the level of cognitive and cultural consumption. Accordingly, the Hainaut Institute in Belgium conducted research in 1946 on 29 classes and studied two social milieu, a well-to-do milieu and a poor milieu, so that the difference between the two milieu was significant in the school choices of students in particular. In reading and spelling, among these affluent children, 81 of them came from families where at least one parent attended secondary school, while there are 89 poor children who came from social families, where at least one parent did not finish primary school. The result is that children are pushed to “Poor social and cultural environments lead to their increasing academic delay.” ."(8)

Thus, in most of their work, Passeron&Bordieu concluded the major role that the cultural factor plays on the level of achievement among children.

In their book (Reproduction) published in 1970, both of them addressed the cultural disparity between social groups according to the concept of cultural capital, where they saw that “it reproduces itself and this appears in the members of the educated class appropriating the largest share of the cultural capital available to them in their social circles. Thus, the Their cultural capital is doubled, and this is reflected in their good academic achievement. ."(9)

Through the book The Heirs by Pierre Bordieu, it becomes clear to us the extent to which the cultural aspect of the family is linked to the chances of success of the children, meaning that the cultural capital of the parents is transmitted to the children, directly and indirectly, because if the child grows up in an affluent cultural environment and with the provision of various cultural means, Books, educational toys... This culture is transmitted to them without realizing it, as they learn the language of the parents and their attitudes, because they are in constant contact with the family and its cultural atmosphere, so the child gains a significant amount of academic and cultural credit.

In this context, Bordieu believes that education has an effective and vital role that is reflected positively on the child’s academic level, and that cultural heritage is necessary because it achieves success and high chances in school."(10)

2.4- The most important studies that discuss school achievement:

Many studies have emphasized the relationship between educational level and school achievement, which is considered “the result that the student obtains after carrying out the education process, and the learning process in study programs and at all levels. Achievement is partial in a specific subject or in a specific class period, as it may be.” Also general achievement for all subjects or at the end of the school year. ."(11)

It is also what is expressed by the general sum of the student’s grades in all academic subjects, just as it is the group of knowledge and skills that the child receives inside and outside school, as the child’s school achievement depends on several factors, some of which are related to the child’s physical and health factors, which we sense through the child’s degree of understanding.

The most influential factor is related to the child himself, his intelligence and mental abilities, and some of it is related to the family circumstances at home, the extent of cooperation between the family and the school, and there are also other factors, which are the school worker, teaching methods in the general school environment, and the student’s cooperation with his colleagues.

Among the studies that focused on academic achievement was the questionnaire prepared by Smiz to obtain some descriptions of the house in which the child resides in terms of the availability of modern amenities, the origin of the parents, their level of education, and the possessions he owns at home. It was found that there was a positive correlation coefficient between the degree which the child obtains on the basis of this referendum and his score on any intelligence or achievement test administered to him at school.” ."(12)

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- The social class to which the child himself belongs, and the level of education of the father and mother, have a great relationship with the grades he obtains in academic subjects.

Leahy also followed an interview-based method aimed at a comprehensive list of the means of work, play, rest, and other means available to children in the home, which indicate the economic, educational, cultural, and professional status of the family."(14)

Based on previous studies, we conclude the importance of the role of the educational level of the parents and its relationship to the child's academic achievement. We find that whenever there is a difference in the educational level of the parents,

there are individual differences between the children themselves. This is because the family environment in which cultural stimuli are available allows for the provision of opportunities. More for the child's school success

Problem Statement:

Since the dawn of humanity, individuals have been influencing and being influenced by those around them and their surroundings. This continuous interaction shapes a person's life through various stages, from birth to death, in constant interaction with their environment. This process is known as socialization, where children begin the normalization process within the family during the early stages of their lives, aided by various other institutions such as television, mosques, and preschools, ultimately leading to schooling. Schools play a crucial role in a child's intellectual and social development, helping them integrate into the larger society peacefully, acting as an intermediary between the home or family and society.

In the past, families were primarily responsible for a child's education and the transmission of educational and cultural heritage from generation to generation. However, with the evolution of societal needs, schools have become essential institutions designed by society to provide individuals with suitable social experiences and skills, enabling them to positively interact with their environment. Schools are the primary institutions responsible for the educational process and social normalization of the youth. Hence, the success of a student in their studies requires several conditions to be met to comprehend all the scientific material presented in school and learn it effectively. One such condition is the impact of parental educational level on their children's educational attainment. Through the educational level of parents, we can predict the extent of its impact on their children's educational attainment and determine success and failure indicators. Additionally, providing a competent teacher within the school is crucial, as teachers are the cornerstone of every reform and the formation of future generations academically, morally, patriotically, and religiously.

In reality, providing a competent teacher in school alone is not sufficient to ensure a student's success. There are other equally important conditions, such as providing good care for the student from their family in terms of psychological, physical, social, and economic aspects. Because a child begins the learning process through parents and continues this education through the teacher, school, and the community with its various institutions. Based on the aforementioned points, the following question is raised:

- To what extent can parental educational level be considered a fundamental criterion for a student's success in school?

Through the preceding discussion, our research attempts to answer the following question:

- Does the parental educational level affect a student's success in their academic achievement?

Hypotheses of the Study:

- If the educational level of parents is high, then it affects the success of the student in their academic achievement.

Definition of Concepts:

- **Academic Achievement:** Refers to what an individual learns in school from specific subject matter, as well as the understanding of relationships between information and the deductions made from it as facts reflected in the learner's performance on tests set according to specific rules that enable the estimation of the learner's performance quantitatively in what is known as academic grades.
- **Levels of Academic Achievement:** The academic level in which the student is directed, measured by the academic grades awarded to the child.
- **Educational Level:** Refers to the educational qualifications obtained by both parents, categorized into the following groups:
 - **High level:** Includes parents who have a bachelor's degree or higher.
 - **Medium level:** Includes parents who have completed secondary education or equivalent certification.
 - **Low level:** Includes parents who have completed primary education or are proficient in reading.
- **Family:** The social unit comprising parents and children connected by social relationships. It is considered the environment relied upon for the upbringing, nurturing, care, and satisfaction of material, social, and intellectual needs of the child.
- **Teacher:** The educator who possesses sufficient knowledge and superior command in transferring this knowledge and information to others with skill and proficiency.

Concept of Academic Achievement:

There are various perspectives and opinions regarding the concept and definition of academic achievement. Despite this diversity, there is a quasi-consensus about its importance and role in determining the amount of knowledge acquired by the learner. Some key points about the concept of academic achievement include:

- Academic achievement refers to the knowledge acquired by an individual through a curriculum or educational program, aimed at adapting them to the school environment and academic work. It manifests in all the changes that occur to the individual as a result of their exposure to educational situations and specific learning activities.
- This concept is limited to the information acquired by the learner through a designed program aimed at making the learner more adaptable to the school environment to which they belong, in addition to preparing them for adaptation to the educational environment in general.
- Chaplin (1968) views academic achievement as the specific level of performance or competence in schoolwork assessed by teachers or through standardized tests. This concept focuses on two aspects: first, the level of performance or competence, i.e., the learner's ability to adapt and find solutions to educational challenges, and second, the assessment method used by teachers and educational administrators through well-designed tests.
- Sayed Khairallah (1978) defines academic achievement procedurally as everything measured by achievement tests used in all schools in the final exams of the primary stage at the end of the academic year. It encompasses all the performance demonstrated by the learner in various school subjects, which can be quantitatively measured and evaluated through the grades obtained in exams.
- Ibrahim Abdul Mohsen Al-Kanani defines academic achievement as all the performance demonstrated by the learner in various school subjects, which can be measured through the grades obtained in exams or through teachers' assessments, especially in the final year of the elementary stage, such as in the sixth grade in our system. This means that it represents the results obtained as a result of applying achievement tests prepared for us to progress to the intermediate stage

Table 1: Distribution of Participants by Gender

Gender	Frequency	Percentage (%)
Male	39	52
Female	36	48
Total	75	100

Analysis: The data in Table 1 shows that the percentage of males is higher than females, with males representing 52% and females representing 48% of the participants in the study.

Table 2: Distribution of Participants by Father's Educational Level

Father's Educational Level	Frequency	Percentage (%)
Illiterate	5	6.67
Primary	11	14.67
Intermediate	24	32

Secondary	16	21.33
University	16	21.33
StudiedAbroad	3	4
Total	75	100

Analysis: Table 2 indicates that the majority of participants' fathers have educational levels that are considered decent, representing 78.66%. Fathers with low educational levels represent 21.34%.

Table 3: Distribution of Participants by Mother's Educational Level

Mother'sEducationalLevel	Frequency	Percentage (%)
Illiterate	12	16
Primary	7	9.33
Intermediate	19	25.34
Secondary	22	29.33
University	15	20
StudiedAbroad	0	-
Total	75	100

Analysis: From Table 3, it is inferred that 16% of mothers have a relatively low educational level, while 74.67% have a decent educational level. This can be attributed to the recent increase in educational levels among mothers, resulting from improved social conditions in Algerian families.

Table 4: Special table on student understanding of lessons

Understanding the lessons	Frequency	Percentage (%)
Yes	54	72
No	21	28
Total	75	100

Table 4 shows that the majority of respondents understand what they are receiving in the educational institution, accounting for 72%, while 28% do not understand the lesson. Thus, the level of education of the parents contributes to the child's understanding in class, because they help him to complete his schoolwork and provide conditions conducive to learning. In addition, the teacher's teaching method and way of delivering the lesson play a crucial role in the child's understanding.

Table 5: Respondents' opinions on revising their lessons

Révision des leçons	Frequency	Percentage (%)
yes	48	64
No	27	36
Total	75	100

From Table 5, we conclude that children who revise their lessons, whether voluntarily or at the urging of their parents, represent 64%, while those who do not revise their lessons represent 36%. This is due to the child's reluctance to study, neglect or lack of parental monitoring at home. This can lead to a lack of parental engagement in their children's academic future.

Table 6: Opinions of respondents on parental contact with the educational establishment

Contact with the establishment	Frequency	Percentage (%)
Yes	54	72
No	21	25
Total	75	100

In table 6, we see that parents who contact the educational establishment to find out about their children represent 72%, while those who do not do so represent 25%. We deduce that parents are interested in their children's education and wish to stay in contact with the school to monitor their children.

Table 7: Indicates the student's practice of additional lessons

Additional course practice	Frequency	Percentage (%)
Yes	50	66,66
No	25	33,34
Total	75	100

Through Table 7, we observe that 66.66% of children take additional classes, perhaps due to parents' desire to ensure good academic performance for their children or due to time constraints of working parents and

can't find time to teach their children at home. On the other hand, 33.34% of children do not take additional lessons because they are content with what they learn at school or receive help from their parents and do not need it.

Table 8: degree of student participation during the lesson

Degree of student participation	Frequency	Pourcentage (%)
Often	36	48
Sometimes	30	40
Rarely	9	12
Total	75	100

Through the data in Table 8, it is evident that there is student participation during the course, which helps them understand and assimilate the content, with a percentage of 48%. However, despite this, we note that 12% of cases of student participation during the lesson are rare, due to the student's disinterest in the subject, their insufficient understanding of the lesson or the lack of attention of the student. teacher towards this student, focusing only on the students who are participating.

Table 9: child's academic performance

School results	Frequency	Percentage (%)
Good	36	48
Average	30	40
Bad	9	12
Total	75	100

It appears from Table 9 that most of the children's academic results are good, with a percentage of 48%. This seems to be related to the level of education of the parents, as observed in Tables 1 and 2. As for those with average academic performance, they represent 40%, while those with poor academic performance represent 12%. This is due to the level of education of the parents

Hypothesis Discussion:

Hypothesis: • If the educational level of parents is high, then it affects the student's success in academic achievement.

- Based on Table (2) and (3) regarding the educational level of parents, we find that most of them emphasize their children's studies and achieving good performance in academic achievement by 100%. Most parents encourage their children and ensure their study. Additionally, these children have a propensity for it, as they are convinced of the idea of perseverance and seriousness in studying. This is evident from Table (4), where the majority of the respondents comprehend what they receive in the educational institution, representing 72%, because they find themselves in desperate need of education. We find that children have a strong will that makes them exert effort to improve their educational level to be among the top achievers, with a percentage of 36%, and among the average students by 56%. This is evident in Table (5), as we find that these students adhere to study hours and rarely miss them except for urgent reasons. Their constant attendance helps them avoid repeating the academic year, as we find that 80% of children do not repeat the year and 20% who do, but this is due to reasons such as forgetfulness, problems at home, lack of focus, and neglect
- Through Tables (2) and (3) related to the educational level of parents and Table (7) related to encouraging the child to read, we notice that the higher the educational level of the parents, the more encouragement there is for the child to read. Most parents have an average educational level, and therefore we find them keen on encouraging their children to read by 80%. This is either requested by the parents or desired by the child to enrich their knowledge base. Thus, we conclude that the educational level of the father plays a role in encouraging the child to read books, as they contribute to the child's intellectual enrichment. Hence, we observe a strong correlation between the educational level of parents and encouraging the child to read.
- Through Tables (2) and (3) related to the educational level of parents, we find that the higher the educational level of the parents, the more likely they are to assist the child in completing their school assignments and reviewing their lessons, by 64%, as shown in Table (5). Additionally, we find that the educational level of parents plays a role in their communication with the educational institution, by 72% for those who do contact the institution and 25% for those who do not, as indicated in Table (6). This reflects the parents' concern for their children's education, monitoring, and assistance.

- Based on the educational level of parents as shown in Tables (2) and (3), we observe that this educational level contributes to helping the child comprehend what they receive in education at school, by 72%
- The tables number (2) and (3) regarding the educational level of parents, along with table number (7) related to encouraging reading habits among children, illustrate that as the educational level of parents increases, there is more encouragement for children to read. The majority of parents have an average educational level, thus they tend to encourage their children to read, representing 80% according to table (7). This encouragement may come from parental requests or the child's own desire to enrich their knowledge base. Consequently, we can conclude that the educational level of parents plays a role in encouraging children to read.
- From tables number (2) and (3) concerning the educational level of parents, it is evident that as the parents' educational level rises, there is a greater likelihood of them assisting their children with homework and reviewing their lessons, at a rate of 64%, as shown in table (5). Additionally, the educational level of parents also affects their communication with the educational institution, with 72% of parents who have higher education levels being in contact, compared to only 25% who do not, as indicated in table (6). This reflects the parents' interest in their children's education and their efforts to support and monitor them.
- Based on the educational level of parents as shown in tables (2) and (3), it is clear that this educational level contributes to the child's ability to comprehend what they learn in school, at a rate of 72%, as shown in table (4). This is further evidenced by the fact that 92% of children achieve good or average academic rankings, as shown in table (9). However, this achievement is contingent upon parental engagement with the educational institution, which involves inquiring about and monitoring their children's academic performance. Furthermore, the type of activities parents engage in also influences their children's educational paths, as seen with 17.34% of parents who read books and 4.66% who engage in computer-based activities, all of which contribute to their children's education.
- Consequently, we can conclude that the educational level of parents plays a significant role in their children's academic achievement, as evidenced by the correlation between higher parental education levels and various indicators of academic success. Thus, it can be argued that the first hypothesis has been partially confirmed

In conclusion ;

It is not easy to define our understanding of the significance of parental educational level and its impact on a child's academic achievement. We cannot escape a discussion or lecture without acknowledging the importance of this topic. Numerous studies and definitions have emerged due to its wide-ranging scope, influenced by societal philosophies, beliefs, and prevailing ideas rooted within families. The educational level of parents affects a child's cognitive and linguistic development, evident in the familial environment, behaviors, and cultures, primarily demonstrated by educated parental behaviors. Parents resort to using educational methods in their interactions with their children, especially through continuous monitoring, which influences what occurs within the family. Therefore, the educational level of parents is a significant factor in determining family dynamics, shaping a child psychologically and socially before entering school. The school, as the second social institution after the home, plays a crucial role in adapting the child to various educational methods and tools within their community. Despite the impact of parental educational level on a child's academic achievement and the guidance provided by families, the school also has a significant role in guidance and counseling.

Hence, families and schools complement each other, as the family cannot function without the school, and functional integration between them is necessary to help the child achieve academic success. Academic success determines a child's success or failure within the academic term, and it also determines for parents or teachers whether the child is progressing well academically or facing difficulties, aiming to find solutions. Academic achievement is the primary source for understanding the extent of cognitive learning processes and addressing the reasons students fail to grasp concepts, especially from the teacher's perspective. The teacher acts as a guide and mentor, navigating the ship of education. With greater awareness of students' experiences, hopes, and main interests, most experts in educational psychology agree that a competent teacher instills a spirit of knowledge in their students and evaluates their behavior. The teacher's tasks have expanded to encompass all aspects affecting the child, whether psychological, social, or educational.

Therefore, it can be said that families, schools, and teachers represent a link between each other to help the child achieve good academic results. When we mention families, we specifically refer to parents, and the

greatest accomplishment a person can achieve is to look at their child and proudly say, "This is my child, just as I wished them to be, and I am proud to be their paren

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