

**“MOTHER’S LEVEL OF EDUCATION AS A DETERMINANT TO CHILD’S
ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL”**



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DEDICATION

I dedicate my thesis to my honorable father **Mr. Fayyaz Ahmed**, who is a role model for me. His countless efforts in the field of education has inspired me to choose this field as my career.

ABSTRACT

The main purpose of this study was to understand the relationship between mother's education and her child's academic achievement. Three variables mother education, learning climate and academic achievements are used in this research to understand this relation. To set a ground for it in the first part the study presents a comprehensive background about the previously done research work in this area in the literature part. After developing an understanding of our variables we moved to the analysis part where a scale to measure all three variables was adopted and a sample size of 145 was selected by Krejcie and Morgan (1970) table for determining sample size of our targeted population. The unit of analysis for this research are the student of secondary and higher secondary level who are currently studying at Jinnah Basic School and Colleges, Mansehra Khyber Pakhtukhwa. The results based on our adopted questioner (Awan, 2020), (Ahmed, 2019) and (Solberg et al, 1993) are presented in the analysis part which are performed by SPSS software. The result performed by SPSS show the relationship between the mother's education and child's academic achievement with mediating effect of learning climate at home. The results proved all the four hypothesis of this research to be true. Our research supports the previously done researches in the same area with different variables.

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“Mother’s level of education as a determinant to child’s academic achievement at secondary level”

Chapter 1: Introduction

1.1 Background

A child’s performance is linked to many factors that improve and contribute towards effective learning. The home environment of the child does help him or her to achieve academic goals. The education system is not only limited to inside the class but it also contributes equally outside. There are different stages of education but the secondary stage is the most important one as it develops a solid base of a child. Many studies have suggested that the parents and family environment has a great impact on children’s ability to perform in their academic and professional field. There is a common view that educated parents can provide a better environment to their children which impacts their overall grooming in a better way. Education is an important factor that develops the characteristics of managing human resource (Awan, 2013). Educational philosophy believes in the concept in which the skills and learning abilities are transferred from one generation to another. In our society the role of the father is most often considered outside the home and the role of the mother inside the home. In comparison to both the parents’ mother is the one who is near to the child due to more time spent together and this is also the reason that females have a better understanding of children’s development. A child who is brought up in a rough home environment is found to be humble, but full of restfulness of limitations but a libertarian brought up child in a kind environment is said to be socially confident (Peck, 1958). A child’s physiological behavior is linked with the mother’s attitude that impacts the life, society and the education of her child.

Being a student of human resource it is also important to understand its role in different industries. There are many sectors where there is no visible HR department but it is performing its duties unannounced. In an educational institute the administrative responsibilities are also part of the human resource department and its one of the responsibilities is to develop good relations with all the stakeholders among which one is the parents of children. So a better understanding of their capacities is going to help us achieve our goals more effectively.

This research will aim to summarize the impact of mother’s education on the academic achievement of their children and the link of opportunities that the children get at secondary level. From the term

opportunities here we mean to encounter the factor such as the schooling and exposure opportunities that children have in urban schools.

Mother education according to literature basically means that what level of education the mother is having, eg Matric, Intermediate etc. It means the level of educational experience and how much formal education she has completed or the nature of qualification (Connelly, Gayle and Lambert, 2016). The academic achievement of a child refers to that how well the child has performed in his or her studies. Higher the percentage or score of child in academic means high academic achievement. Students' academic skills means how well they are performing in their academics (Hill & Craft, 2003). The term learning climate means the supportive environment at home that actually supports your academic goal and the access to have high quality of education (Verba, Schlozman and Brady, 1995). The development of the supportive environment is also linked to mother's education. As the literature suggest that if the mother is educated from rural educational institute then she will be more equipped with modern approaches and will develop a better learning climate at home and if she is educated from a rural educational institute then she might not be able to develop the learning climate up to the extent on mother who is educated in a urban educational institute that can support the attainments of academic goals in a better way and if she is totally uneducated which means she has never attended any school then there are chances that she might not be able to develop learning climate at home. Educational opportunities are does opportunities that provide a ground to individual to flourish his or her academic skills. Children in urban educational institution tend to have more educational opportunities as compared to rural educational institutions. The distribution of resources between rural and urban educational institutions is still intact (Motala & Pampalis, 2001). Children studying in urban institutes have more resources that help to learn more effectively.

On the basis of collected information we will summarize the concept that how much important the mother education is for child and up to what extend it can contribute to child performance. The main focus of this research is on child's academic performance with its link to mother education having a mediating impact of learning climate at home at secondary level in Khyber Pakhtunkhwa district Mansehra. In order to reach the accurate results and validity this research will be conducted in a private educational institute in Mansehra named as Jinnah Basic School & Colleges.

1.2 Contextual Analysis

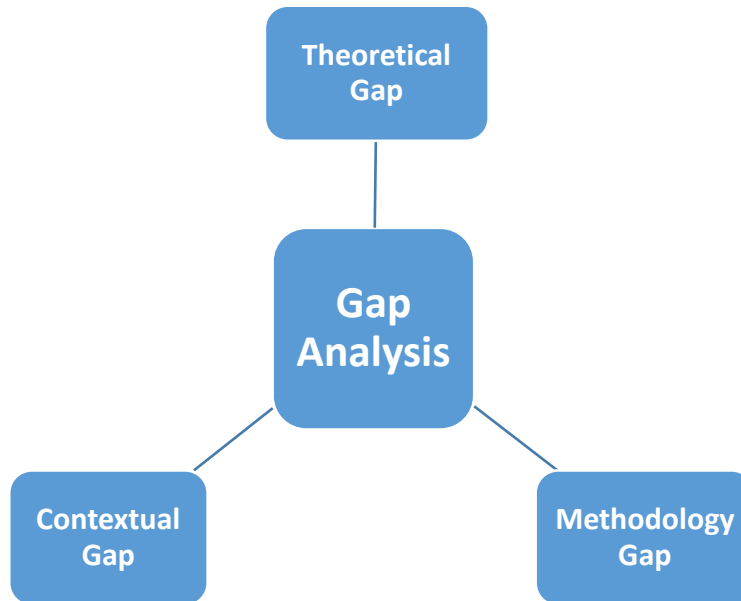
For a child to be successful in educational ground the role of home environment is very important which is made up of parents approach towards their children. Supportive environment is an additional tool for learning that not only increases the adaptability but also selection of content. It is viable that the mother education improves the relationship between the children that can leads to greater opportunities for children. An educated mother can have a better control over the child in positive way. The level of education of a child is linked to the level of education of his or her parents and that is the key contributor to the children development (Matilov & Naum, 2002). Good results at any academic stage are the combined efforts of child and supporter, which most probably are the parents. Children can be successful if the parents have positive control over them (Colanoiq & Vera, 1972). The most important contributor for the development of child identity is a mother. Mother is the one who is more attached to the child from beginning to the maturity stage that indicates that her impact on the child development is more dominate as compared to any other factor involved.

Secondary education from grade 9 to grade 12 is the most important phase of a child life that starts after the middle education stage (grade 5 to grade 8). In most of the developed countries the secondary education is free and compulsory because of its importance to boost the economies and also to help reduce poverty. A person earning should increase around 10% for every year attended at school in which the secondary stage is the most important one (Van der Gaag & Vijverberg, 1989).

Children of educated families or parents are more equipped with the resources to find out solution to the problems as compared to the children belonging to families or parents with educational background (Sudhir & Lalhirimi, 1989). Students with highly educated parents are less likely to face any anxiety issues and are more confident in solving problem and complex issues as compared to the children of parents who have no education or low level of education (Tahir & Saeed, 2000). Mothers with higher level of education can help their children achieve high grades and performance better at secondary level by developing higher expectation for achieving academic goals (Englund, Lucker, Amy and Egeland ,2004).

1.3 Gap Analysis

While conducting this research our prime focus will be on Theoretical gap and contextual gap for this study.



In our society the problems are mostly solved by knowledge which means that knowledge is the main contributor for addressing issues faced by children (Awan & Aqsa, 2015). Many researchers have suggested that there is link between the educations of mother and child academic performance so we can use these two variables together to analysis the behavior in a different context. Most of the researches are done in Punjab, Pakistan and Sindh we will be using these variable in the context of Khyber Pakhtunkhwa district Mansehra at secondary level.

Men and women both are very important contributor to the society and work as wheel. For smooth working both the wheels should be working perfectly fine on the same ground (Awan, 1987). Now in the context of education we need to analysis that whether the same rule is applied here or the situation is different. Can the education of mother contribute to the success and superior development of her child? In Pakistan due to vast variety of culture and demographics we observe change in regions and sometimes in districts as well. Same variables if used in Punjab can bring different results then in Sindh

or any other. These variables are not previously used in at secondary level in Khyber Pakhtunkhwa district Mansehra so analyzing them here can open endeavors for researchers as well. In previous researches which are mostly done in Punjab districts the results have been the same and the mothers who were well educated have contributed to the success of their children as well and their children were performing better. In the context of Khyber Pakhtunkhwa were mostly mothers are not educated and if are educated do not have a good exposure to society can bring different results.

Previous research with almost the same variables was done by Dr. Abdul Ghafoor Awan in District Khanewal and some other researcher with combination of different variable in other districts of Punjab and Sindh as well. With the variables mother education and child's achievement we do not have any detailed research at secondary level in Khyber Pakhtunkhwa district Mansehra. In this research our target area will be the population of district Mansehra, Khyber Pakhtunkhwa on secondary level and higher secondary. It has been suggested to use these variables together to analysis there results in a different context (Bakar, Mamat & Ibrahim, 2017)

1.4 Problem Statement

“Developing an understanding about impact of mother's level of education on child's academic achievement at secondary level. Better understanding of these variables together will help us understand this relation in a different context and enable us to make better educational career decisions. We will analysis both the variables together with a moderator learning climate as suggested (Bakar, Mamat & Ibrahim 2017)”.

1.5 Research Question

- What is the role of mother in achieving academic goals of her child?
- How does the mother contribute to the successful attainment of child's academic achievement?
- Does an educated mother help her child in performing better at secondary level as compared to uneducated mother?
- What role an educated mother plays in the academic side of her child?
- What impact has an educated mother had on the academics of her child at secondary level?

1.6 Research Objectives

The objectives of this research are:

1. To understand what mother education is.
2. To understand the role of a mother education in her child's academic performance.
3. To understand the factors that can impact the academic performance of a child at secondary level.
4. To determine the relationship between the learning climate and performance of a child.

1.7 Significance of Research

There is no doubt that this research will bring results that will not only limited to research sector but will be helpful for many educationist and policies making as well. This research will provide new content to researches to expand their already done work. After this research we will have access to a vast variety of data and for researches there will be an open ground to compare the data collected from major areas of Pakistan. This will open new research areas as well. The accuracy and the access point of this research will be very important because the access I have to educational sector is immersive. Due to which this research will have an upper hand is collecting first hand data and the level of access required for it. With the help of this research other researchers will also be able to conducts research on other aspects related to different sectors.

1.8 Operational Definition

- Mother education means that what level of education the mother is having.eg Matric, Intermediate etc. It means the level of educational experience and how much formal education she has completed or the nature of qualification (Connelly, Gayle and Lambert, 2016).
- The academic achievement of a child refers to that how well the child has performed in his or her studies. Higher the percentage or score of child in academic means high academic achievement. Students' academic skills means how well they are performing in their academics (Hill & Craft,2003).
- The term learning climate means the supportive environment at home that actually supports your academic goal and the access to have high quality of education (Verba, Schlozman and Brady, 1995). Educational opportunities are does opportunities that provide a ground to individual to flourish his or her academic skills. Children in urban educational institution tend

to have more educational opportunities as compared to rural educational institutions. The distribution of resources between rural and urban educational institutions is still intact (Motala & Pampalis, 2001). Children studying in urban institutes have more resources that help to learn more effectively.

Chapter 2: Literature Review

2.1 Academic Achievement (Dependent Variable)

In many studies a strong correlation has been found between students' academic achievement and student interest (King, 2015). While looking into more detail some other scholars have not found the same results. There is no significant correlation between students' academic achievement and students' involvement (Chen, Yang, Bear and Zhen, 2013). Academic achievement is basically an indicator to highlight the success of an educational system, teacher or students that how well they have performed (Lie et al, 2015). There are many course of action through which the academic achievement of a child can be measured such as his or her academic results and achievement o goal in school, college and university (Schneider & Preckel, 2017). In academics and research the most commonly used tools for measurement of academic achievement are the students test performance, GPA and grades (Bacon & Bean, 2006). There are multiplex predictors of students' academic achievement. We can divide there predictors into three different groups such as organizational feature of learning, interaction between learning context and the learners and individual dissimilarities (Hattie, 2008). There are a wide range of variable that can actually impact the academic achievement of children for example the home a child is doing, clarity of teachers who are directly in contact with the child, children personal intelligence and the level of interest towards the studies (Hattie, 2008). Many educationist psychologist also believe in the importance of personality factor involved. It impacts on all the activities an individual performs such as thinking, feelings and behavior. The personality traits have an impact to increase the probability of behaviors that conductive of worse or better academic achievement. This include a wide pattern of behaviors such as motivational orientations and pattern of behaviors such as time one spending on related tasks and thoughts about the success and failure factors (McAdams & Pals, 2007). Students' personal attention and interest plays a vital role in academic achievement at every academic stage. Students who have whether extrinsic or intrinsic motivation have performed well in their academics. And if we compare both of them then the intrinsic motivation is a strong predictor for academic performance (Afzal, Ali, Khan and Hamid, 2010). For a success of students in his or her academic field motivation is the most

Important element and plays an important role. In a study a positive statistical relationship has been found between intrinsic and extrinsic motivation with academic performance of students. The

motivational characteristic of students such as self-analysis, focused towards career and who manage social pressure have found to be good in academics (Haider, Quereshi, Pirzada and Shazadi 2015).

2.2 Dimensions of Academic Achievements

2.2.1 Motivation

The level of dedication to study is found to decrease as the children move forward in education. There are many students who leave education in the middle or don't go for graduation and that is because they don't feel any interest in having it. Education is only effective when you are mentally present in the classroom which many students are not most of the times. In order to make the learning process effective for students the element of motivation is very important (Lumsden, 1994). It has been suggested that the student acceptance of learning is motivation that leads to academic performance (Bomia et al, 1997).

There are students who are intrinsically motivated in order to achieve their goals. There are the one who have set a target by themselves and act to achieve them. These types of student are not looking after any reward but they are dedicated to achieve their goals for which they work hard according to their capacities (Dev, 1997). Achievement of goals is felt in intrinsic motivation when you achieve it. When you are working in order to avoid any punishment or for any reward it indicates toward extrinsic motivation. (Lepper, 1988). It has been observed that the students who achieve their academic goals effectively without putting much of the hard work are the one who are intrinsically motivated to work. They do not consider learning as burden but feel joy in it. It was found in a study that when a distribution of task were made between intrinsically motivated student and extrinsically motivated student the student who were intrinsically motivated opted for difficult task and the one who were extrinsically motivated opted for less difficult task so that they don't have to put much effort into it (Condry and Chambers, 1978). To motivate the students extrinsically there are some certain trends which need to be followed such as awarding them with gifts or appreciating their efforts publically who have performed well and the one who have not performed well in academics should be punished by reducing the benefits such as restricting their break time (Brooks et al, 1998).

2.2.2 Psychological factors

Psychological factors are the most important element for achievement of academic goals. In order to perform better the individual need to be equally fit in both way physically and psychologically. To manage the academic performance one needs to have good command over mental health, stress and depression (Yasin and Dzul kifli, 2009). The factors that are common and negatively impact the student's academics are anxiety and depression. According to a study due to not effectively managing psychological factors around 60 percent of students leave their studies before graduation (Porter, 1990). There are students who have consulted medical health services due to anxiety and depression. They said that due to these factor they were not able to perform better in academic and got poor grades (Steinberg and Darling, 1994). To perform better in academics one needs to be free from anxiety and metal pressure if one has any anxiety it will lead to poor attendance, lack of interest in studies which will result in poor academic performance (Bernstein and Hobfool, 1984). There are many students who could not perform according to the desired result they expect and among the reason psychological factor such as anxiety and depression as most dominate elements. Students who have good control over psychological factors and manage their stress level and depression effectively have performed well. Events which are stressful in life also contributes towards low academic performance (Williamson, Birmaher, Ryan and Dhal, 2005).

2.3 Learning Climate (Moderator Variable)

The educational performance of the students are evaluated by the background of the students' academic life. The equality in the educational opportunities define mobility of human capital and income (Bjorklund & Jantti, 1997). In most of the countries there is a debate about providing equal schooling opportunities to its citizen in both the private and public schools. It is also a belief that the access to a high quality school is dependent upon the social background of the student (Ammermueller, 2005). The role of educational institution is deciding the quality of education has been explore by many research papers. Quality of education is all the institution cannot be the same each institute has its own standards (Vandenberghe & Robin, 2004). Evaluation the distribution of educational opportunities is difficult because parents consider the geographical position while choosing the school for their children (Witte 2002). The access to quality education is connected to geographical location and the areas where access to resources are limited impact the quality of life (Findsen & Formosa, 2011). It has been observed that the students studying in rural educational institutions are at disadvantage as compared to the students who are studying in urban educational institutions. There are many factor for it and among them of one

of the important one is not having access to the basic technological resources. Even the level of teaching quality and utilization of available resources is a complicated issue in urban areas. These are the areas where the difference between education equity is increasing in the urban and rural schools (Yang, Zhu and Macleod, 2018). There are many problems such as shortage of funds and availability of quality resources which are faced in small urban schools but some time they even provide the conducive environment due to their small size (Barker, 1985). It has been found that the decision of children to enter into school has been influenced by the parents (Yang, 1981). Factors that are linked with the low occupational status are changeable by schools such as low educational achievements, skills and knowledge, low awareness of opportunities etc. (Evans & Herr, 1978). In studies large differences have been found between the urban and rural schools. Urban schools have more resources such as teachers, technology and are mostly larger as compared to rural schools and they are also more costly to operate (McCracken & Barcinas, 1991).

2.3.1 Dimensions of Learning Climate

2.3.2 Social background

Social class has a great impact on the personality and development of a child at any level. The number of books a child has at his home and the level of education of parents are the indicators for it. There are many factors which impact the social differences and contribute in the positive and negative way. For example there are schools which offer admission to students according to the ability of child. They are looking for students with the same level of understanding and offering admissions accordingly. There are students who take advantage of environment where same level of students are present and there are some who take advantage of diverse class environment. (Ammermueller, 2005). When you have access to higher educational opportunities like more advanced schools who have better educational environment it helps you to explore and develop a better understanding of education. Sometimes this exposure to better educational infrastructure is limited due to class difference. You may not get access to such kind of opportunities if you do not belong to a higher social class which indicates that you have limited options. There are many researchers who have addressed that most of the better educational options are accessible only to those who have high ability and also belong to a high social class (Vignoles, 2004). If we compare the private educational institution with the government educational institution it is found that private institutions are not impacting the performance of the student but they are creating a class differentiation where children belonging to high social background get access to better private schools and the one belonging to lower social class get according to theirs (Vandenberghe

& Robin, 2004). We can consider the time that child is spending at school having no concern with social class when high level of education is being provided that limit the impact of home education (Wolpin, 2004).

2.4 Mother's Education (Independent variable)

In the context of parental education, mother education is has equal importance as of father because mother is the one has having direct control over the child since day one. Different researcher have suggested that the mother education has a significant impact on the academic performance of her child. A child learning process has found to be positively associated with mother education. It has been found that the children of mothers who are educated perform better in academics as compared to the mothers who are not educated. (Hill & Craft, 2003).

Education is basically a guide for mother to help her understand her role as a mother (Awan & Iqbal, 2015). In a society women has to play a role of everyone. There are various characters that she has to play to protect her child and if the mother is educated then she can play all the characters better as compared to the uneducated mother (Awan & Iqbal, 2015). A mother who is educated can produce good citizens who can benefit the nation. An uneducated mother have characteristics of superstitious (Awan & Zia, 2015). In a report of World Bank it has been suggested to consider women empowerment as a vital policy objective for not just magnifying the welfare of women but because of its impact on her family (King & Mason, 2001).

An experiment was performed to understand whether the responsive behavior of a mother could be assisted and can such behavior enhance the child learning process. This experiment was of ten week in which mother-infant pair were observed. Different experimental groups were assigned to the mother and they were trained in home visits to apply the learning strategies which have proven to be beneficial for children development. Same number of home visits were given to opposite group mothers but they were not trained about the learning strategies. The end result of the training showed that the mothers who were trained were more active and warm towards their infants when compared to the group of mother who were not trained. There was a observable change in the communication style and behavior of the mother who were trained (Landy, Smith & Swank, 2006). There are two factors that impact the academic performance of child one is the study hours given to education and second is the mother education. Educated mother is well aware of the ethical norms of the society as compared to uneducated mother so she trains her child with better ethical values. If a student is performing low in academic one

of the factor for that is mother education which indicates that the educated mother developed a supportive environment as home for her child to study which has positive result on his or her academic performance (Carneiro, 2007).

Student is not the only one who is benefiting from an educated mother but the school also acquire significant development from educated parents. A study shows that teachers attitude towards educated parents cooperation have positive results on child academic performance (Baeck, 2010). There is a great impact on the personality, positive development and academic achievement of a child of his or her mother attitude because a child development is greatly controlled by the mother attitude. A study shows that low parental care is the cause of auto social behavior of a child (Reti,Samuels, Eton ,Costa and Nestadt, 2002). The positive impact on the child academic performance is not only because of highly educated mothers but it is also dependent upon the time a mother is spending with her child. There are mother who are highly educated but they are a working women due to which they cannot give time to their children. Study suggested that lack of time given to a child by her mother can impact in bad academic results. In US you may observe normally average or worse academic outcome of a child due to less birth mother presence in child life (Behrman & Rosenzweig, 2002). Academic results can be improved if the homework is done under the supervision of educated mother. There is positive relation between the academic achievement of child and the study hours (Neilson, 2005).

2.5 Dimensions of Mother Education

2.5.1 Mother education of Rural Area

Education facilities in the rural areas are not widely available like urban areas due to which they cannot take active part in the child education. Due to some economics issues faced in the rural areas only a quarter of percentage of mother are educated. Social problems faced in rural areas also contribute to it (Stern, 1994). The exposure of the mother in rural is limited due to which she does not have knowledge about the modern tools of education which can contribute to better development of her child. Rural schools are smaller as compared to the urban schools which impacts the overall grooming of the person. A mother educated from rural school will not be having the same level of knowledge that a mother educated from rural school will be having. Financial support, class size and standards of education play important role in development and transmission of knowledge (Howley, 1989). Development of personal norms and way of looking at things is developed by past experience of education. The one

who is educated from urban educational system will perceive things in a different manner as compared to the one who is not educated or educated in different context (Odell, 1988).

2.5.2 Mother education of Urban Area

In rural areas due to modern social cultures and availability of resources the access to education is easier when compared to the rural areas. Mothers who are educated from urban educational institution are more open to modern trends in the field of education which help them leave a positive impact on the child personality. They can help more efficiently in child academics to bring good results. Educational institute play a very important role in students life because it impacts the way of doing things (Carlson & Matthes, 1987). The one who are educated from reputed urban schools are mostly proud of it which develops a level of satisfaction in them but a survey done in rural area also indicates 75% of satisfaction with it (Dunne, 1983). There is difference between the level of satisfaction between the one who have studied from urban and rural educational institutions. It has been observed that there are advantages of studying from an urban educational sector which can also contribute in social life (McCracker & Barcinas, 1991).

2.6 Link of Moderator (Learning Climate) with IV (Mother Education) and DV (Childs Academic Achievement)

Schooling environment in which the child is spending most of the time is one of the important factor for the level of learning and academic achievement. Many researchers have different argument about the role of school is student academic achievements (Xie & Zhang, 2020). Some of the important characteristics of a school such as good quality of education and availability of modern resources does impact the academic performance of a student and also increase the expectation for quality education (Wu & Huang, 2016). Students who have been studying in good schools and by good schools here we mean the schools who have high quality of teaching resources such as teachers have developed good students. Students from these schools got admission into reputed higher educational institutions (Tang, 2015). Schools which are situated in underdeveloped areas mostly in rural areas lack in resources such as good quality teachers, libraries and lack of students' exposure which does impact the academic achievement of the student (Heyneman & Loxley, 1983). Lack of resources which are necessary for development of learning skills such as textbooks and other such resources have fundamental impact of student learning and academic outcome (Kremer, 1995).

In the regions or countries where the educational resources are not enough if improved mostly in developing countries can bring positive results in students' academic performance. But in the countries where resources are already enough and you provide more like in developed countries that will not improve the academic performance of students (Buchman & Hannum, 2001). In China, it was observed that when the human quality capital was increased in schools such the number of teacher ratio per student and qualification of teacher it increased the students' academic performance (Hou & Shen, 2014). Beside the allocation of resources to school there are other factors as well which need to be consider for measuring the impact of schools on the academic performance of students such as school internal teaching approach. Different schools have different teaching approaches to teach the same content and some schools teach different content as the same level which also has an impact on the academic performance of the students (Raudenbush & Eschmann, 2015). The education process that specific to regions or the level of schools does impact the academic performance of students such as school timing, content and interaction of students with teachers (Gamoran et al., 2004). Some researcher have also studied the relationship between the number of days a child is goes to school and academic performance and suggested a positive relationship but some researchers do not agree with the point of view due to lack of information (Hallinan, 1988). The number of student a teacher is teaching in a class room and qualification of teacher also positively impacts the academic performance of a student (Crosnoe et al., 2004).

2.7 Supporting Theories

Difference in Differences method (DID)

The basic purpose of this theory is to measure and differentiate the outcome at two different times of a group by changing the situation. The DID model has been used in a research to measure the relation between the institutions and the educational opportunities. It has confirmed that there is a relation between learning climate and institutional settings (Andreas, 2005).

2.7.1 Heuristic model/technique

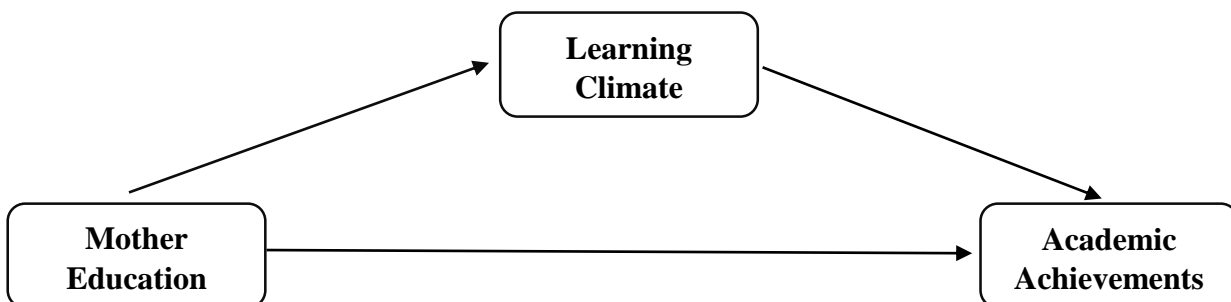
It indicates towards the tools though which one can solve problem in a particle manner. An individual can have new skills and knowledge with the completion of additional knowledge. In a mother cognitive flexibly can be develop with education which will help to think out of the box and find solution to complex situation in an easy way. This is a great tool of learning skills and using them to find solutions. The children academic performance can be improved by mother higher degree of knowledge and skills.

2.7.2 Educational Productivity Theory

This theory was presented by Walberg's in 1981. According to this theory the psychological environment of a person such as social setting where the individual is living, grown up and all the surroundings in which the development took place impact the educational results of the individual. The author has also highlighted the nine important areas/variables that impact the educational outcome an individual which are the student or individual personal ability to understand things and coming to a conclusion, the level of motivation an individual is having to acquire particular knowledge, the developmental level of an individual that is linked to age, the nature of instruction that has been transmitted to individual, volume of instructions received, the learning environment inside the classroom, environment inside the home, the peers with whom the individual in connected directly or indirectly and access to the social/mass media outside the boundaries of school (Walberg, Fraser & Welch, 1986).

As in our research the variable such as Mother Education and educational opportunity are relevant to this theory of educational productivity. Among the nine important areas that impact the educational outcome our variables dimensions such as Motivation and Physiological factors are present that somehow contribute in academic achievements. Mother education of urban and rural also indicates towards the positive environment that support learning.

2.8 Theoretical Framework



2.9 Hypothesis

1. H1 Mother Education has a positive relation with learning climate at home.
2. H2 Learning climate have a significantly positive relation with child's academic achievement.
3. H3 Mother Education has significantly positive impacts on child's academic achievement.
4. H4 Learning climate moderates the positive relation between mother education & child's academic achievement.

Chapter 3: Methodology

3.1 Research Philosophy

When sufficient amount of information is not available the research carried out as for the purpose is known as exploratory research (Neuman, 2006). In order to describe the characteristics of population we use descriptive research (Zikmund, 2003). Research problem about which the work has already been done are usually considered for descriptive research which focuses on what, when, where who and how (Sekaran, 2003). This study is a quantitative study and the hypothesis that we have developed are from the existing theories. There is research work available in the area and we are going to abstract more data in the particular field of study,

3.2 Types

This is going to be cause and effect as we are going to understand about the impact of one variable in the other. It aims to identify the casual relationship between the variables. It can include multiple experimental condition in order to understand the intensity of relationship (Harmen, 2010). As we are three variables mother education, learning climate and child's academic achievement so we are going to understand the impact of our dependent variable that is child's achievements on independent variable that is the mother's education.

3.3 Population

Population is the targeted audience that we are going to explore (Hair et al, 2003). As our research is based on mother education as determinate to child's academic achievement so the best source of collection of data will be the students at secondary level. There are multiple approaches through which the collected data can be verified and linked to the variable we have selected. First approach could be to match the mother education to the annual board result of children and second method is to use a scale that includes mother education and academic achievement of children to analyze the performance. In this research our population will be the students at secondary and higher secondary level of Jinnah Basic School & Colleges Mansehra located in district Mansehra, Khyber Pakhtunkhwa as they will be a most suitable resource for collection of valid data.

3.4 Sampling Technique

In order to conclude the finding on behalf all the population we select a part of elements that represents the population. The two main sampling technique include the probability sampling and the non-probability sampling (Cooper and Emory, 1995). We will be using convenience sampling technique to collect the data for our research. The main reason for selecting this sampling technique is to increase the chance of collecting appropriate data with in limited time period allocated for the research and secondly due to some restriction imposed due to covid-19. As we have a selective number of population which are the students at secondary level at Jinnah Basic School and Colleges, Mansehra which is affiliated with Board of Intermediate and Secondary Education Abbottabad.

3.5 Sample Size

It has been observed in most of the researches that a sample size starting from thirty to five hundred is enough to bring accurate results (Roscoe, 1975). If the approach used for sampling is not accurate then accurate results cannot be measured even if the sample size is greater than required (Cavana et al, 2001). In accordance to the Roscoe (1975) any sample size starting from thirty to five hundred participants is enough so as total number of students in JBS&C at secondary level are 210 so 145 is a good number. According to Krejcie and Morgan table for determining sample size for a population size of 210 sample size of 136 is feasible.

3.6 Unit of Analysis

In order to determine the variable of study we use unit that is known as unit of analysis (Neuman, 2013). There is no restriction or limitation on the use of one or more unit of analysis (Kervin, 1992). Characteristics of research problem and the size of data to be collected is going to define the unit of analysis the researcher will consider for the research Unit of analysis in our research will be the students of secondary and higher secondary level who are currently enrolled at Jinnah basic School and Colleges Mansehra, KP.

3.7 Data Collection

Questioner is one of the instruments that used to cover the wide range of audience in less time as while conducting a research we need to consider constraints such as time and expense as well (Fowler, 1995). The layout of the questioner is dependent upon the variables we have selected for the research and as well as the population we have selected for it (Saunder et al, 2000). There are multiple factor which contribute towards the decision of choosing the appropriate questioner for research such as the nature

of variables we have selected, problem statement, sample size and objectives (Saunders et al, 2000) Questioners for this research are adopted. For our three variable the questioner is going to be adopted by (Awan, 2020), (Ahmed, 2019) and (Solberg et al, 1993) to identify the impact of mother education on student academic achievement with medicating impact of learning climate. The data will collected on Likert scale and this questioner includes 18 close ended questions.

3.8 Time Horizon

The methodology of the research is the initial point that contain the description and approaches as well as the time horizon. It basically explains the time frame for the research. It could be cross sectional that indicates that taking data from the desired population only once at a specific time and longitudinal means that data multiple times on order to compare the data with other (Melnikovas, 2018). In future oriented researches time horizon basically refers towards the terms to be studied (Kosow and Gabner, 2008). Our study will be cross sectional as we are going to collect our data only once and analyze its impact on different variables.

Chapter 4: Results & Analysis

4.1 Background Information of the Respondents

The total participate of this research were 145 which were categorized on the basis of gender, level of mother education, their own level of education, family income and living facility. The basic purpose of having this information was to have a better understanding of our participant's background which is actually going to be the main contributor in our analysis part of this research.

Statistics

		Gender	ME	Income	House	Class
N	Valid	145	145	145	145	145
	Missing	0	0	0	0	0

4.2 Gender of Respondents

In this research the total participants were 145 out of which 97 (67%) were male and 48 (33%) were female. It is worth mentioning that all participates filled the questioner with good concentration due to which no item was left missing. The number of male participates is greater as compared to the female participate and one of the prime reason for it is that in Khyber Pakhtunkhwa people show more willingness for the education of male as compared to the female. This is also one of the reason that we find more number of male students in universities as compared to the female as less female students are graduating on secondary and higher secondary level.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	66.9	66.9	66.9
	Female	48	33.1	33.1	100.0
	Total	145	100.0	100.0	

4.3 Education level of Respondents

Out of our total 145 respondents 78 (54%) were having education of 12 years, 17 (12%) were having education of 11 years which means intermediate and 50 (34%) were having education of 10 years which means matric. All of these participants have appeared in the annual board examination that is conducted by the Board of Intermediate and Secondary Education, Abbottabad (BISE). There are in total eight boards which conduct annual examination in Khyber Pakhtunkhwa each year but our all respondents belong to one board which is BISE Abbottabad as we have collected data from district Mansehra, KP.

Class

	Frequency	Percent	Valid Percent	Cumulative Percent
FSc 1	17	11.7	11.7	11.7
FSc 2	61	42.1	42.1	53.8
Matric	67	46.2	46.2	100.0
Total	145	100.0	100.0	

4.4 Mother Education level of Respondents

The level of mother's education of our 145 participant was also recorded. Out of total 145 participants 64 (44%) mothers were having education up to grade 10 or less which means matric or less, 28 (19%) mothers were having education till grade 12 which is intermediate level, 18 (12%) were having education till grade 14, 32 (22%) were having 16 years of education which means having a bachelor's degree and 03 (2%) mothers were having education of 18 years which means having a master's degree. None of the participant's mother were having 21 years of education that's refer towards having a Ph.D. degree. We observed that majority of the participants mothers were having education matric or less and intermediate which again indicates the cultural norms of providing less or no education to the female.

Level of Mother Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10 or less	64	44.1	44.1	44.1
12 years	28	19.3	19.3	63.4
14 years	19	13.1	13.1	76.6
16 years	31	21.4	21.4	97.9
18 years	3	2.1	2.1	100.0
Total	145	100.0	100.0	

4.5 Family Income of Respondents

The monthly family income of our 07 (5%) participants was more than ten thousand (10000), 28 (19%) participants were having more than twenty-five thousand (25,000), 74 (51%) were having more than fifty thousand (50,000) but less than one lac (100,000) and 36 (25%) were having more than one lac (100,000). Majority of participants fall in the bracket if income less than one lac which can also be contribute towards one of our variable which is learning climate as well. Other reason for lower family income could also be that in KP mostly whole family is dependent upon one family member who is earning and that is mostly the men.

Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	4.8	4.8	4.8
More than 10000	28	19.3	19.3	24.1
More than 25000	74	51.0	51.0	75.2
More than 50000	36	24.8	24.8	100.0
More than 100000	145	100.0	100.0	
Total				

4.6 Ownership of residence

Out of our total 145 participants 125 (86%) were having their own residence and 20 (14%) were living in a rented house. This is also one of the contributor to our variable that is learning climate and it also impacts the psychological thoughts of children. When you are having your own residence it generates emotional attachment to it and you feel more secured. And it also refers towards better financial position which takes you closer to better educational opportunities and resources.

House

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rented	20	13.8	13.8	13.8
	Own	125	86.2	86.2	100.0
	Total	145	100.0	100.0	

4.7 Descriptive Analysis

Before coming to the other analysis I find it essential to conduct the descriptive analysis of the data that I have collected. Descriptive analysis tells us about the emerging patterns and summarizes the whole data that we have collected. Descriptive analysis identifies the mean, standard deviation, kurtosis and skewness which indicates acceptance of each variable. (Levin and Rubin, 2000).

Descriptive Statistics of items

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	
ME	Mother helps	4.19	.729	-.970	.201	2.104
	Feel understood	4.16	.674	-1.029	.201	3.383
	Improving style	4.26	.753	-1.154	.201	2.304
	Education guide	3.81	.833	-.660	.201	.476
	Mother educate	4.10	.733	-.914	.201	2.022
	Mother role	4.15	.701	-.833	.201	2.133
	Mother help	4.11	.746	-.893	.201	1.773
LC	Education conv.	4.02	.845	-.878	.201	1.201
	Future discuss	4.06	.789	-.701	.201	.814
	Home envir.	3.96	.865	-.768	.201	.495
	External resour.	3.99	.754	-1.059	.201	2.708
	Books at home	3.66	.922	-.568	.201	.218
CA	Co-curricular	4.08	.657	-.378	.201	.412
	Academic result	3.81	.928	-1.047	.201	1.416
	Homework	3.85	.793	-.736	.201	.913
	Societies task	3.86	.940	-.737	.201	.232
	Study focus	3.88	.894	-.654	.201	.391
Regular lectures	3.92	.851	-.815	.201	1.029	

Descriptive Statistics of variables

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
MOTHER EDUCATION	4.11	.564	-.994	.201	3.387	.400
LEARNING CLIMATE	3.96	.565	-.550	.201	.901	.400
CHILD ACHIEVEMENT	3.85	.733	-.958	.201	1.714	.400

Descriptive Analysis of Mother Education (Independent Variable)

The table explains the descriptive analysis of our independent variable that is mother education. The value of mean for responses regarding the mother education is 4.11 and value of Std. Deviation is .564. As the mean value for mother education is near to four which indicates that majority of responses are on the agreed side on our five point Likert scale. Similar is the case with standard deviation whose value is less than 1 which indicates that there is not much variation between the responses.

4.7.1 Descriptive Analysis of Learning Climate (Moderator Variable)

In the second column of our table is the descriptive analysis of moderator variable that is learning climate. The value of mean for learning climate is 3.96 and standard deviation is .567. The mean value of learning climate is around 4 which refers that most of the responses are on the agreed side. The standard deviation is .567 which is less than 1 that means that there is not much variation between the responses.

4.7.2 Descriptive Analysis of Children Achievement (Dependent Variable)

In the third column of table is the third variable that is children achievement which is basically the dependent variable. The mean value of children achievement is 3.85 and the value of standard deviation is .733. As the mean value is less than 4 which means that the most of the responses are on the agreed side on our scale. And the value of standard deviation is less than 1 which shows that there is no variation between the responses of our respondents.

4.8 Correlation Analysis

Correlations			
	MOTHER EDUCATION	LEARNING CLIMATE	CHILDREN ACHIEVEMENT
MOTHER EDUCATION		.690**	.590**
LEARNING CLIMATE	.690**		.632**
CHILDREN ACHIEVEMENT	.590**	.632**	

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis is performed between our three variables which are mother education (Independent variable), learning climate (Moderator) and children academic achievement is (Dependent variable). As expressed in the table the direction of our three variables is positive.

The table above shows that the mother level of education has a positive and a moderate relationship with learning climate ($r = 0.69$, $p < 0.01$). This suggests that if a mother's level of education increases, the learning climate of the house gets better, and if the mother level of education decreases the learning climate of the house gets worse.

It also shows that the mother level of education also has a positive and moderate relationship with children academic achievement ($r = 0.59$, $p < 0.01$) that suggests that as the mother level of education increases the academic achievement of the child will also increase and if lower the mother level of education the academic achievements of children will be impacted negatively.

The learning climate of home also has a positive and moderate relationship with the mother level of education ($r = 0.69$, $p < 0.01$). This suggests that the learning climate of home impacts the mother level of education as a contribution to enhance the learning climate.

The learning climate of home has a positive and moderate relation with children academic achievement ($r = 0.62$, $p < 0.01$). This means that the children academic achievements will increase if they have a learning climate at home and if they don't have a learning climate at home there academic performance could be impacted in a negative way.

Children academic achievement have a positive and moderate relation with learning climate at home ($r = 0.63$, $p < 0.01$). Children academic achievement will have a positive impact on the learning climate of home which indicates that if the child is good in academics it will improve the learning climate at home and if the child is not good on academic the learning climate at home will be negatively impacted.

4.9 Scale Reliability Analysis

Variable	Number of items	Cronbach's Alpha
Children achievement	5	.891
Learning climate	6	.789
Mother education	7	.880

The table show the alpha coefficient of the scale that we have used in our study. The three variable used in our study children achievement, learning climate and mother education have Cronbach Alpha score of 0.891, 0.789 and 0.880 respectively. As all the three scales used in this research have the Cronbach Alpha score more than 0.7 which indicates that the scale used in our research is highly reliable as in all three scales the score in more than 0.7.

4.10 Regression Analysis

Model : 4

Y : CHILD'S ACADEMIC ACHIEVEMENT

X : MOTHERS EDUCATION

M : LEARNING CLIMATE

Sample

Size: 145

OUTCOME VARIABLE:

LEARNING CLIMATE

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6896	.4756	.1685	129.6835	1.0000	143.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI			
constant				1.1202	.2517	4.4513	.0000	.6228	1.6177
MOTHERS EDUCATION				.6905	.0606	11.3879	.0000	.5706	.8103

OUTCOME VARIABLE:

CHILD'S ACADEMIC ACHIEVEMENT Model Summary

R	R-sq	MSE	F	df1	df2	p
.6668	.4447	.3023	56.8515	2.0000	142.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
--	-------	----	---	---	------	------

constant	.0750	.3596	.2086	.8351	-.6359	.7859
MOTHER	.3831	.1121	3.4169	.0008	.1615	.6048
CLIMATE	.5553	.1120	4.9584	.0000	.3339	.7767

***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
.3831	.1121	3.4169	.0008	.1615	.6048

Indirect effect(s) of X on Y: THIS CONFIRMS THAT LC MEDIATES THE R/S BTW ME and SA

Effect	BootSE	BootLLCI	BootULCI
LEARNING CLIMATE	.3834	.0849	.2283 .5612

**** * ANALYSIS NOTES AND ERRORS * ****

Level of confidence for all confidence intervals in output:

95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

----- END MATRIX -----

4.11 Regression Analysis Discussion

The direct and indirect relationships among the variables of interest were tested through regression analysis, the results of which are summarized in the table below. The table shows four things. First, mother's education has a significant positive effect on the learning climate at home ($b = 0.69$, CI [0.57, 0.81]). Hence, hypothesis H1 which predicted that mother's education positively affects learning climate at home is supported by results. Second, mother's education has a significant positive effect on child's academic achievement as well ($b = 0.38$, CI [0.16, 0.60]). Thus, hypothesis H3 which argued that mother's education positively affects child's academic achievement is confirmed by results. Three, the learning climate at home has a significant direct effect on child's academic achievement ($b = 0.55$, CI [0.33, 0.77]). Consequently, hypothesis H2 which stated that learning climate at home leads to child's achievement is accepted. Lastly and most importantly, the table reveals that mother's education has a significant indirect effect on child's academic achievement through the learning climate at home ($b = 0.38$, CI [0.22, 0.56]). Results thus support hypothesis H4 which said that learning climate mediates the relationship between mother's education and child's academic achievement. Overall, the regression results lend full support to all research hypotheses.

Chapter 5: Discussion and Conclusion

As the purpose of this research was to look into the relation between mother education and children academic achievement while considering the learning climate as mediator. From general prospective we need to believe the fact that when mother is educated it will have positive impact on the children which is visible in their academics and routine activities. But on the other hand there are children whose parents both mother and father are uneducated but they bring good academic results even better than the one whose both parents are highly educated. Other fact that we need to consider is learning climate. As we are well aware that when we have supportive parents who are ready to invest in your education and other necessities related to it then achieving your academic goal become easy. In the same way learning climate refers to the supportive leaning environment at home which plays the same role and brings your academics goal in your range or enhance them. As discussed in the literature part that learning climate is developed by the internal and external environment that impacts the child grooming. There is even a difference in the development of child who developed in a learning climate that is not equipped with modern approaches. Learning climate at home is affected by the mother education. If the mother is educated in urban schooling system it will impact more positively in the development of her child's development and attainment of academic goals and similarly if the mother is educated in rural schooling system she may not be able to develop a supportive learning climate that can enhance and support child's academic goals. The results of this study are not different from the studies conducted all around the world with same variables and even the on which are conducted in different parts of Pakistan with the same variables. The only observable difference is the ratio of mother's education in this region of Khyber Pakhtukhwa. The level of mother education in Punjab region is greater as compared to Khyber Pakhtukhwa and that is because of the cultural dynamics of these both regions. As discussed previously that equal importance should be given to the education of female like it's given to the male so that positive results in academics can be developed in the development of children as our study has identified through analysis.

In the business world we look at different factors that can bring desired results to our efforts and same is the case in educational industry. In educational sector we analyze the factors that can bring desired result for our institution and among them one is bring good academic performances. Now along with other factors we also need to understand the relation between desired result and the market to target which can help is attain our goals for affectively.

While conducting this research the previously done researches were deeply reviewed and variables in different contexts were analyzed. With the help of different analysis including correlation analysis it was identified that mother education has significant impact on the academic achievement of children's academic performance and it was also noted that if the mother is educated she will generate a learning climate at home. All the previously done researches which are done in Punjab and Sindh region also brought almost the same result with different variables. The cultural structure of Khyber Pakhtunkhwa is quite different from Punjab region as in Khyber Pakhtunkhwa less importance or we can say priority is given to the education of the female segment. But in Punjab region due to more exposure equal educational opportunities are given to the female segment as well due to which children belonging to that region are more dominant in academic and other activities. Children whose mothers were not educated and if they were educated but involvement in generating learning climate at home was not made the children of those mothers were not good in academic achievement. Similarly in this study it was also analyzed by going through the questionnaire results that the children's whose mothers were more educated were having good learning climate at home and were on the strongly agreed side in the academic achievement.

5.1 Recommendation for Future Research

- As the focus of this study was limited to only one private educational institution in district Mansehra, due to limitation of time and COVID-19 restriction so further studies in the same context by including more educational institutes both private and government can be done.
- As in this study the prime focus was on the education of mother in academic achievement of her children in further studies the involvement of father or both parents can be done.
- In further researches the research area can be broadened and a comparison of uneducated mother versus the educated mother can be done at secondary level.
- In further researches the same variables can be used on higher level such as at BS and Masters to analyze the relation.
- A study can also be conducted to analyze the impact on children of mothers who are educated in urban and rural educational institutes.

- The sample size for research was adequate according to the population that we were studying but in future the sample size could be increased by including more number of education institutes.

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Part-II

Following are some of the statements which you need to answer according to your situation as.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

Select the appropriate one

1. My mother helps me in my homework.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

2. I feel understood by my mother.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

3. She helps me in improving my calligraphy/writing style.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

4. She is always keen to guide me with her experiences and the education she got.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

5. My mother education has helped me in utilizing modern educational tools to improve my capabilities.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

6. Conversations related to education are usually initiated at my home.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

7. There is always lively discussion in our home about my & siblings future.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

8. My home environment has an imperative (important) role in my overall achievements.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

9. My mother education has contributed positively in my academics.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

10. I take help from my mother when I find something difficult during homework.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

11. I am consistent in bringing good academic results.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

12. I regularly complete my homework on time.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

13. I am encouraged to participate in co-curricular activities from home.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

14. I am able to seek knowledge from external resources (Internet) when needed.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

15. I perform the task of college/school societies expected from me.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

16. I always stay focused while studying.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

17. I regularly attend my all the lectures.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

18. I have a good number of books at my home other than course books.

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

Plagiarism Report

4%

SIMILARITY INDEX

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INTERNET SOURCES

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