

The Impact of Parent's Education Towards Youth Leaders

¹Ahmad Zaharuddin Sani Ahmad Sabri, ¹Fatinah Mangsor, ²Sharipah Soaad Syed Yahaya,

²Zurni Omar and ³Azizah Ahmad

¹Institute of Tun Dr. Mahathir Mohamad's Thoughts,

²Department of Mathematics and Statistics, School of Quantitative Sciences,

³School of Computing, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

Abstract: Today's youths are crucial to society, since, they are our future they hold the key to change and thusly, a fruitful future in their grasp. The instrument used for this research is done through the quantitative findings by using questionnaires that have been distributed around to the youth association throughout Malaysia under Malaysia Youth Council. From 1,000 questionnaires that had been distributed, 793 respondents have responded. The research data had been analysed by using the description statistics. From numerous elements in the questionnaires, this study will covered three chosen elements from the research questionnaires which are the leader's gender, ethnicity and their primary and secondary school attended. The instrument used is IBM SPSS 20.0 to analyse these research findings. Therefore, this research shows that academic qualification are one of the necessary elements to become a leaders. In order to ensure the sustainability and the achievement of nation building they should be nurture to embellish their leadership skill because youth are the important asset of our country.

Key words: Youth, leader, Malaysia youth association, education, quantitative findings, achievement

INTRODUCTION

Today's youths are crucial to society, since, they are our future they hold the key to change and thusly, a fruitful future in their grasp. Subsequently, it is society's obligation to furnish them with a complete education that shows them how to cooperate effectively how to question what is before them and how to be impetuses of progress. This is because our youth are will be of those who aim to thrive the nation.

This education begins with what youths gain from their parents and from what they realize in the first few years of their lives. This underlying education impacts the rest of their lives and inherently society's future. From his study, William Teale infers that "home foundation assumes a critical part in a young child's introduction to education. In any case, home foundation is a complex of monetary, social, social and even individual elements" (Teale, 1986).

Basically, most of study on achievement constantly has shown that parent education is important in predicting children's achievement (Duncan *et al.*, 1994; Haveman and Wolfe, 1995; Smith *et al.*, 1997). Those studied had agreed that parent's education pertains to the direct, positive influence on youth or

children's achievement. However, the mechanisms for understanding this influence were not been well studied.

For example, behavioral issues such as aggression are more normally found in families with lower education levels. Behavioral problems may effect a child's ability to learn (Huesmann *et al.*, 2009). A student who is repeatedly punished for behaving badly in school may grow a negative attitude about school and academic which thusly influences the youth's longing to learn and his motivation to achieve academic success.

Based on Eccles, stated that youth or children usually learn by example which is often through observations at home. As example, if a child's parents are reading books, attending ongoing education classes and taking him along to the museum and library they are engaging their child in a number of direct-learning experiences that will help him value achievement and success.

Throughout numerous elements in the questionnaires, the researchers have pick several elements that corresponded to the objective of this study which is focus on the relationship between the ethnicity of youth leaders with their education level. Thus, the aims

of this study are to study whether academic qualifications are necessity for a leader or not and also to study the education level of our youth leaders.

Literature review

Power of parent's education background: Parents have a gigantic impact on their children's training for a few reasons, yet above all, since, they are the first teachers to their children. Like Joseph Sclafani writes, "The influence of teachers is actually reciprocal and to some extent dependent on what your child brings to the classroom". These same teachers also form impressions based upon other information such as your child's previous year's grades and test scores and his or her family background and the family's level of involvement" (Sclafani, 2004). Children's brains are like sponges the first couple years of their lives and they absorb in everything surrounding them. Therefore, what they learn from their parents in the first couple years of their lives will impact children for the rest of their lives. It is important that children learn how to be excited about learning from an early age. Parents are the ones who need to instill this excitement in their children.

The education that children receive is very much dependent on the education that their parents received when they were children. Research shows that the literacy of their parents strongly affects the education of their children. Typically, parents who have finished high school and gone on to receive additional schooling understand the pressures and stresses of school and are more equipped to handle them with their children when they go through school. Parents who have obtained further educational opportunities also have less stress in their lives because they most likely making more money while spending less time making that money than those who, unfortunately, have not been able to finish high school for one reason or another. Based on Glickman and Cosby (2004), parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school.

Moreover, based on national institutes of health expressed that the education level of a parent is a significant predictor of a child's educational achievements and behavioral outcomes. Parents who are educated raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioral problems that may hinder their learning experiences.

Youth national development policies: According to Yukl (2010), leadership is the procedure of impacting others to comprehend and concur about what should be done and how to do it and the procedure of encouraging individual and aggregate endeavours to finish shared goal.

Leadership is develop of huge broadness and unpredictability. Leadership scholar James Mac Gregor Burns has observed, "Leadership is a standout among the most watched and minimum comprehended wonders on earth". So, it is not astounding that there are handfuls, potentially many true definitions for the phenomena we call leadership. These definitions shift extraordinarily in light of the fact that they concentrate on various dimensions of the construct. A few definitions concentrate on the relationship between sought results and the exercises of leaders, some on the relationship in the middle of leaders and followers, some on the leadership circumstance itself and some on the dynamic connection of each of the three.

Admitting the significance of youth in fulfilling the country's vision and realizing the fact that there is a need to devise a comprehensive youth development agenda based on the needs and problems that exist in the field of youth development in particular, the government through KBS has introduced the youth national development policies in 1985 before it was updated in 1997 (Anonymous, 2014).

These policies are vital for it was the first document which officially defined the youth in Malaysia as those who are between 15-40 years old and it has outlined a clearer and more focused goals of the youth development.

According to the youth national development policies, the main aim of youth development is to "Create youth with holistic personal in term of spiritual, moral and physical, responsible, independent, voluntary impassioned and patriotic as well as being the impetus for progress and prosperity of race, religion and the nation in line with Wawasan 2020.

In order to achieve that goal, the 1997 national youth development policies has outlined 7 strategies that has to be actualized which are knowledge development, attitudinal development, vocational and entrepreneurial development, inclination of healthy lifestyle, facilities for social interaction and partnerships and development.

Youth organization/council: Youth were managed by organizations that help them throughout the activities of the youth. Some of the organizations are the Ministry of Youth and Sports and Malaysian Youth Council. They are the major organizations that managed the youth in Malaysia.

Malaysian Youth Council: The Malaysian Youth Council (MYC) is a non-governmental voluntary organization which was formed in 1948. It plays an active role in monitoring the implementation of the National Youth Policy as well as in the policy formulation process through the NYCC. The MYC is also the sole coordinating body for youth and student organizations in Malaysia.

MYC membership is open to National Youth Organizations and state Youth Councils which operate in at least 7 out of the 14 states in the country with a membership of at least 2,000 youth.

MATERIALS AND METHODS

Research design: Based on researches that have been conducted, researchers have using the descriptive statistical analysis. Descriptive statistical analysis method is used to analyse the tendency and percentage of respondents that includes studies on demography factors.

Location, population and research sample: This study was carried out in Malaysia mainly focus on the leaders in youth organizations. Respondents being chosen were the youth leaders in Malaysia non-government organizations coming from different type of organizations backgrounds. Research population was made up from the youth leaders in youth organizations which are under Malaysia Youth Council (MYC).

Although, 1,000 questionnaires were distributed, only 793 questionnaires were completely answered. This means there were 207 that cannot be used because some of the questionnaires were damaged while the others did not return the questionnaires sent to them. The research sample includes gender, age, race, religion, residential area, elementary school, secondary school and occupation, level of education, income and districts represented by respondents. Sample was chosen through random stratification sampling of the organization.

Data analysis: Researchers used the IBM Statistical Package for Social Sciences (SPSS) 20.0 computer application to analyse data. The descriptive analysis were used to analyse the data obtained.

Descriptive statistic method is used to characterise a situation. It is implemented due to its ability to describe the whole data in simplistic manner. Analysis on demographic characteristics was represented by gender, age, race, religion, residential area, elementary school, secondary school and occupation, level of education, income and districts represented by respondents. Data

obtained was demonstrated in form of frequency description or tendency. It is later inserted into the SPSS software according to the number code assigned.

As a conclusion, this research is done to examine if their objective is achieved or not by observing the parent's/guardian's academic background with the academic qualification obtained by our youth leader. Thus, researchers suggest the next experiment should be conducted to study variables which have more significant links as well as testing on other potential variables to produce a more in-depth information in order to seek the connection towards their leadership development throughout their education level.

RESULTS AND DISCUSSION

Discussion and research analysis

Distribution of respondents analysis: This study explains the respondent's backgrounds or demographic features which was chosen according to gender, age, race, occupation, level of education and district.

Respondent's gender: Total of respondents that took part in this survey were made up from 793 respondents in which 479 respondents were male and 314 respondents were female which is about 60% and 40%, respectively. Based on the distribution, we find that majority of the leaders are male. This data are correspond to the current situation, that most of our leaders are dominantly leads by male leaders for most of the field involved especially in political field. The distribution of respondents according to their gender can be seen as shown in Fig. 1:

Respondent's ethnicity: This study involve nine major type of ethnicity in Malaysia and other ethnicity. Based

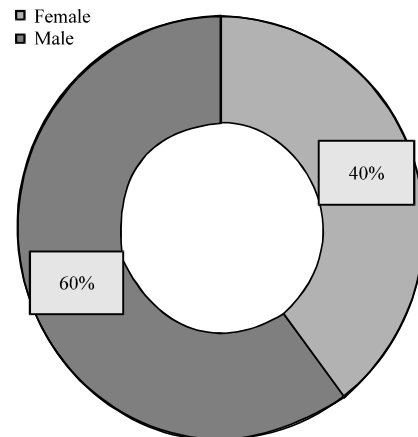


Fig. 1: Percentage of respondents according to gender

Table 1: Cross tabulation on parent's/guardian's educational background with youth leaders academic qualification at higher institution

Parent's/guardian's educational background	Academic qualification (higher institution)			Total
	Diploma	Degree	Master	
Not schooling	12	16	5	33
UPSR and below	24	34	13	71
UPSR	5	11	3	19
PMR	7	14	1	22
SPM/O. level	70	83	16	169
STPM/A. level	25	46	5	76
Formal certificate	11	16	0	27
Diploma	8	27	2	37
Degree	7	22	7	36
Master	8	6	3	17
PhD	1	3	2	6
Others	4	2	3	9
Total	182	280	60	522

on the result obtained 64.8% of the total number of youth leaders comprises of Malays, followed by Chinese and Indians with 17 and 10.8%, respectively. It is also observed that the youth leaders from East Malaysia involved in this study consist of Kadazandusun (4.7%) and Murut (0.4%). While Orang Asli (Indigenous) and others ethnics are about 0.1 and 2.1%, respectively.

Cross tabulation on parent's/guardian's educational background with youth leader's highest academic qualification at school: From the data obtained, it shown an ambiguous result as there are quite a number of the youth leader that had higher qualification then their parent academic qualification but also there are some of the youth did not performed well in their academic qualification compared to theirs parents/guardians. From the result shown that, a total of 185 parent's/guardian's respondent were SPM/O level qualified and so do their children. While there are around 165 parents of respondents that have higher education (STPM and above) compared to their children that studied until SPM/O-level as result indicated.

Cross tabulation on parent's/guardian's educational background with youth leader's academic qualification at higher institution: According to Table 1, 90.1% of the respondents accomplished their education through the national secondary schools for their secondary education. The rest were sparsely distributed across the national religious secondary schools (5.5%), Chinese private schools (2.3%) and religious community schools (2.0%). One of the respondents who is an Orang Asli, however, did not attend secondary school which could be due to the remote location of his settlement.

CONCLUSION

One of the biggest problems with children in today's society is youth apathy. Parental involvement in

school can help solve this problem by emphasizing the importance of a good education and getting their children excited about learning. The essential ingredient in most children's success in school is a positive relation to his parents. Parent's personal educational backgrounds have a significant effect on their children's education. However, if parents are a positive influence in their children's everyday lives and most importantly in their everyday education, the future of our society will look brighter and brighter every day.

RECOMMENDATIONS

In conclusion, it is hope that this study can be of advantage to everyone concerned as the results of the researches showed that affirmative actions must be taken to educate our future youth as they have been seen as a pillar for our future leaders. In addition, in the future, researchers hope that the study will be done more comprehensively by looking at various angles in order for it to be clear-cut, especially in achieving the goal in terms of inculcating the leadership skills among youth.

ACKNOWLEDGEMENTS

The researchers are very thankful to all the associated personnel in any reference that contributed in/for the purpose of this research. Furthermore, the authors are very grateful to The Ministry of Higher Education, Malaysia for awarding us with the Niche Research Grant Scheme (NRGS) to carry out this research and kindly appreciate to all the members of NRGS research that participate in the success of this study.

REFERENCES

Anonymous, 2014. National education statistic: Higher education sector 2013. Ministry of Higher Education and Highways, Sri Lanka, South Asia.

Duncan, G.J., J. Brooks-Gunn and P.K. Klebanov, 1994. Economic deprivation and early childhood development. *Child Dev.*, 65: 296-318.

Glickman, C. and B. Cosby, 2004. Letters to the Next President: What We Can Do about the Real Crisis in Public Education. Teachers College Columbia University, New York, USA., Pages: 273.

Haveman, R. and B. Wolfe, 1995. The determinants of children's attainments: A review of methods and findings. *J. Econ. Lit.*, 33: 1829-1878.

Huesmann, L.R., E.F. Dubow and P. Boxer, 2009. Continuity of aggression from childhood to early adulthood as a predictor of life outcomes: Implications for the adolescent-limited and life-course-persistent models. *Aggressive Behav. Off. J. Intl. Soc. Res. Aggression*, 35: 136-149.

- Sclafani, J.D., 2004. The Educated Parent: Recent Trends in Raising Children. Greenwood Publishing Group, Westport, Connecticut, USA., Pages: 237.
- Smith, J.R., J. Brooks-Gunn and P. Klebanov, 1997. The Consequences of Living in Poverty for Young Children's Cognitive and Verbal Ability and Early School Achievement. In: Consequences of Growing Up Poor, Duncan, G.J. and J. Brooks-Gunn (Eds.). Russell Sage Foundation, New York, USA., ISBN-13: 9780871541437, pp: 132-189.
- Teale, W.H., 1986. Home Background and Young Children's Literacy Development. In: Emergent Literacy: Writing and Reading, Teale, W.H. and E. Sulzby (Eds.). Ablex Publishing, New York, USA., ISBN:9780893913854, pp: 173-206.
- Yukl, G.A., 2010. Leadership in Organizations. 7th Edn., Prentice Hall, Upper Saddle River, New Jersey, USA., ISBN: 9780132424318, Pages: 628.