

Effects of Family Background on Students' Academic Choice at University Level in South Asian Countries

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ABSTRACT

Academic choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life. The study is designed to see the effect of family background on academic choice of students at university level in South Asian countries. The main concern of the study is to describe the factors that affect the academic choice among universities' students in Pakistan. The study is an attempt to go through the related literature. For this purpose certain articles and researches were consulted, material was also collected through internet. The objectives of the study were: 1 to find out the influence of family background on academic choice among university students. 2 to check the influence of predictor on academic choice among university students. This study was based on descriptive research and quantitative by nature. Population of the study was the students of public and private universities. Sample of this study consists of six hundred and five (605) students was drawn through cluster random sampling, four hundred and seventeen (417) students of this study is from public universities and one hundred and eighty eight (188) students from private universities of Lahore.

Questionnaire was used as an instrument for this study. Questionnaire was consisted of twenty five statements. Responses were added on five point Likert scale from strongly agree to strongly disagree. Data were analysed by SPSS with the combination of descriptive and inferential statistics which contained frequencies, percentage, mean, standard deviation while inferential analysis included correlation, t-test and one way ANOVA. Then analysis data was interpreted in table and findings were drawn and conclusion was given.

There was no significant difference between the male and female students with family background. There was no significant difference between the public and private students with family background. There was no significant difference between the parents' education and students' subject selection. There was no significant difference between the father's occupation and students' subject selection. There was a significant difference between the siblings' education and students' subject selection.

Key Words: **Family Background, Academic Choice, University Students**

Introduction

Family has a great influence on everyone's life. This procedure starts from the birth till the death. Family environment, family members, family history and family occupation had a great impact on a person life. According to Lambiri, (1974), Milonas (1981) Baslis (1983) Malikiosi Loizou, (1987) "the most important and a definite way of influencing a student's life is his family background."

Family size can impact the family performance, by increasing in number of family size can decreases' the performance. Increase in family size also increase the family performance. Zajonc (1976) explains that, "intelligence falls with an increase in family size and that IQ falls off for the higher birth order children". It is right that the one does not necessarily pursue the profession that would pursue under free conditions of development and information (Panda, 1988; Georgousis1995).

Students are emotionally attached with their family. Family environment affects students emotionally and mentally which can also affect their achievements and educational choice. Family environment can affect students' lives positively as well as negatively. As Liandas (1996) states that, "the family environment influences the emotional and mental development of the children. It also influences the motivation and values that support their lives".

Family background and environment consciously and unconsciously can affect the student's life. That's why influence can be identified as both consciously and unconsciously, through participation in family life. Eorgas et al. (1991) state in their research that, "mostly teenagers who are called upon to make an academic choice or profession decision with the information of their habits which were most probably acquired through the family will influence his choices".

Subject selection was effected by many factors like personal ambition and interest, family values; desires and preference about future all these factor have their own impact at different levels. The realization of the personal ambitions, desires, preferences, interests and also their values play an important part in choosing the particular educational system and profession.

Family, as a social psychological and financial entity plays an important role in the formation of "personal and professional identity" of an individual. It was seen that high class families can afford any kind of education for their children. Middle class families try to educate their children so that they may be able to establish them or to help them in their future. Low class families usually pay all of their attention on living (i.e. earning for their livelyhood) they may not educate their children at all and forced them to work or sometimes give them basic of educations to keep their life like wheel running. The family values, attitudes and behavior not only influence the standard of life but also the professional behavior of an individual (Papaioannou, 1990).

Parents have directly or indirectly impacted on students' lives. An excess of family factors determine educational and professional decision: social and

Effect of Family Background on Students' Academic Choice at University Level in South Asian Countries

financial position and parent education, culture, children's psychological conditions and ideals, the size of the family, ethics, parent's profession, ambitions and desires for the children's education. Parent's philosophy about life, their attitude towards the social status, as well as their relationships with others, all the above create "established structures and guide the youth to a choice of education and profession that either directly or indirectly has imposed on him/her by the parents".

Parents' occupation, parents' education, siblings' education, parents' and sibling's behavior, relatives attitudes and also family's socio-economic status all are involved in family background that can affect student's life, achievements and subject selection positively as well as negatively.

Parental involvement is documented as "positively impacting student's achievement reading performance tests and academic assessments" (Sirvani, 2007). According to Fan (2001), "parental academic diligence for children had greater effect on students' academic choice while school communication with students had lesser effects, and parents contact with schools had negative effect". According to Peterson, Stivers, & Peters (1986) research, most of high school students depend upon their parents for their career growth.

The main concern of the study is to describe the factors that affect the academic choice among universities study.

Statement of the problem

Subject selection is an important decision in student's academic life. The academic choice of subject determines the mode of professional career of an individual. It is affected by family background from different angles. The statement of the study is "Effect of Family Background on Students' Academic Choice at University' Level in South Asian Countries".

Objectives of the study

The objectives of the study are as under:

1. To find out the factors of family background which effect academic choice.
2. To find out the influence of family background on academic choice among university students.

Research Questions

1. Is academic choice (subject selection) of university students are affected by some family background?
2. Is the academic choice of university students affected by the parents' education?

3. Is social and economic status of high school students influence the academic choice?

Significance of the Study

The purpose of the study is to find out the effect of family background on students' academic choice. The outcome of the study was helpful for the educationist for the upcoming educational trend also helped educational policy maker to develop the new affective policy and the organization and departments to maintain their sets and educational standards.

Subject selection is an important decision in student's academic life. The academic choice of subject determines the mode of professional career of an individual. Family background is a most common and important factor that effect the student lives. This study will help understand the effect of family background behind the students' subject selection. It will also help in students concealing in a right way.

Literature Review

Family Background

The discussion of family background of a student has swamped the whole aspects of his/her family such as family's socio-economic background, number of siblings and their education, gender and education of parents etc. These factors have different effect on students' lives. Sometimes they have positive effect and sometimes they play a negative role in student's life. These factors are affected by different family situation. As Bear & Roeber (1969) state that, "through family influences, everyone can expose the values, attitudes, feelings, and a climate for learning".

Raychauduri et al., (2010) state that, "Socio-economic factors like attendance in the class, family income, mother and father's education, teacher-student ratio, presence of trained teachers in schools, student gender and distance from school are also affecting the performance of the students". Hijaz (2006) observed the, "negative relationship between the family income and students' performance".

According to Edward Elgar (2007) research, "the family has profound influence on the evaluation aspects of these a child's development including his judgment of which career to pursue. A child's desires, his satisfaction and dissatisfaction, and his sense of values are influenced by the family status." It all depends upon the parents that how much they want to socialize their children in society. Children learn most of the things in their life from their parents. Parental involvement referred as "parents' participation in their children's education to promoting their academic and social success" (Fishel, 2005). Several studies reported, "Links between parent-child relationship and student engagement" (Hughes & Kwok, 2007).

Effect of Family Background on Students' Academic Choice at University Level in South Asian Countries

Bear (1969) stated that, "Through family influences, everyone is exposed to values, attitudes, feelings, and a climate for learning. A child's desires, his satisfaction and dissatisfaction, and his sense of values are influenced by the educational statuses in the family too".

Community, ethical values, ideology and society needs can all affect the student's educational choice. It more depends upon the values of parents teaching children emphasize their educational choice. Mostly students follow their family educational trends. Students learning are affective by environment which they belong to as Bandura (1997) points out, "the social environment can affect a student's behavior and sense of self-efficacy through learning experiences and supportive communication". It is seen that children are positively affected by their parents. Gonzalez-DeHass, & Doan Holbein, (2005), mostly researches are fully based upon the different effects of parental involvement on different educational aspects.

Many families encourage children to choose subject because of competition amongst family members. This competition not only motivates children but sometimes it is discouraging for most of the children. Mostly children don't want to be the part of this type of competition but it is not possible for them without their parents help. A few students stated that "competition among family members effect their decision-making process".

Family background is not just a factor; it has many indicators too like sibling, family income, relatives, social ethical values, parent's education, parent's occupation and family future need. In educational sector it is found that, "background variables including family income, family type, family size, and parents' education are determinant of the quality of education children receive over their lifetime" (Jones, 1999; Rosetti, 2000).

Influence of Family's socio-economic background on subject selection

Academic choice is more affected by family's economical background. Most of the students are unable to choose the field of their interest because of the economic problem. Low and high income not only affects the family status it can also affect a child's educational choice. Evans & Galloway (1973) studies show that, "students from different socio-economic backgrounds and with different academic abilities enroll in different types of academic high school programs. The programs of study they consider are college preparatory, vocational education and the general program. The general program of study was defined goals attracts high school students with low academic ability and from low socio-economic backgrounds. The college preparatory program attracts students with higher academic ability and students from upper income families while the contrary holds true for the vocational programs of study".

Parents' financial condition has strong impact of students' life that directly or indirectly effect students' educational choice. According to Rainey & Borders; Paproski & Sankey, (1997), research "Parents' financial concerns and expectations also play a part in their direct or indirect influence on their children's career choice by adding their own biases and attitudes into particular occupational fields in additionally parents must also be aware of their indirect communication they are sending to their children".

Furthermore, Penick & Jepsen, (1992) research shows that, "The young adult's understanding of his or her parents' expectations can influence their own career decisions, depending on whether the adolescent feels the need to go along with their parent's decision or make rebel against them".

Mostly parents want their children to choose the same field, which they have or choose the field that can help them to improve their social and economic life. According to Super, (1957) research "it is better to discrepancy between aspiration and achievement. In that arena, parents tend to try and influence their children to get a better job and have a better life than they have. The students, who have no charm in order to raise themselves above their parent's level, will likely to be viewed as ungrateful by their parents".

It is an important duty of parents to guide their children in a manner that helps students to choose right field that's matches their personality and interest. According to Young & Friesen, (1992), "parent's assistance with the child's career development is an important parental task". Parents with good financial condition can afford their children education according to their interest and wish. Parents with high social-economic status can fulfill their professional field of their interest (Davis-kean, 2005).

Children are like investment for their parents. Parents invest their time and money on their children in order to improve their life and make their children to move in their society with good name and respect. Every parent wants to fulfill their child's dreams which they are unable to complete. Gary Becker's (1993): household production theory and human capital theory, links up with the "household resources and investments for the children educational attainment". In order to create a quality child, parents must spend their time with their children that surrogate an environment that promotes formal education. Families differ time and money spent on investments can conducive to children's ability and willingness to learn.

The parents' involvement mostly effect child cognitive, personality and behavioral aspect. Grolnick (1994) states, "intermingle of parental involvement work in three-aspect existence of behavioral, intellectual/cognitive and personal aspects". According to Marchant,(2001), "Parental values and involvement in school functions as well as surveillance of homework and reactions towards grades affect the students positively".

Children with bad financial condition can mostly depress and unable to adjust with other children, then they start feeling uncomfortable with others. Hurlock (2003) observed, "A large proportion of students with disadvantaged home

Effect of Family Background on Students' Academic Choice at University Level in South Asian Countries

background are not directed towards the right path to life. Such children are emotionally depressed and lack social adjustment with poor attitude at school". Harighurst (2002) observes, "The socio-economic class of parents affects the emotional and personality development of a child in many ways".

Parents financial concerns and expectations also influence on children's career and attitudes in particular fields directly or indirectly. Parents should be aware of their children and communicate with them directly or indirectly.

The correlation between parents' socioeconomic status and children's highest educational status are used as indicator for the strength of this effect (Blau & Duncan, 1967). In many last researches, it is found that parents' financial status correlate with their students/children higher educational choice and their interest.

Influence of Parental education on subject selection

Parent's education and achievements in their life can encourage students in subject selection. Parents are role models for their children; mostly students want to be like their parents. Haussler et al. (1999), analyzed 9-year longitudinal study on 4923 high school students in Indiana to look at the factors that influence students taking either a college path or not. The authors conclude that, "the student's decisions to enter the college path are also strongly influenced by support and encouragement from their parents but not by the family's social and economic status. Higher parental education and a higher grade point average (GPA) are other key forces that drive students to take the college path".

According to J. Zietz, P. Joshi (2005) stated that, "the students from families with a higher education background and higher income are also more likely to pursue the college program". Even with parents stating that, "their assistance with the Child's career development is an important parental task" (Young, 1992).

Among others have postulated some positive relationship between children's early experiences and their occupational choice, parental dynamics and interactions have assumed to play a significant role on their children's career development (Zingaro, 1983).

Parents should create the high emotional and understanding bound with their children more than others. According to Magnusson & Witko, (2004, p.11) research, "parents tend to create the strongest impression on their teenager's vocational choice more than any other group including counselors, teachers, friends, or even people working in the identified occupation of desire". Well Educated parents spend more time with their children and can contribute in their studies to improve students' educational status. Many searchers proved that parents' education status put good impact on students' academic performance (Davis-Kean, 2005). It can be predicted that subject selection on the basic of parents education.

Sebald, (1989, p.944) in his longitudinal state, “They look to their parents as well as their peers in equal measure but separated which group they would talk to by the nature of the issue. For mundane issues such as what clothes to wear, what social events to attend the peers were the dominant advisors”. In addition, “when youngster needs information about career planning an oppressive of the majority looked at their parents”.

Parents’ education has different impact on children educational selection. Both father and mother have different impact that depends upon their relationship and attachment with children. Parents' education is a strong predictor of their children's educational choice (Haveman, 1993). Mother’s education is important because of its positive impact on children. Although fathers' education is important, mothers have a greater impact on the values children later find important (Ermisch, 1997).

Students social circle increase’ with the passage of time. At this stage students need concealing in a right manner that is only possible with the help of their parents. Another research Middleton & Loughhead (1993) highlighted, “As children begin to transition into adulthood through the formation of their own identity the more comprehensive view of parental influence regarding the child’s career development is preferred from a counseling standpoint as it takes into account the entire context of the adolescent’s decision making.”

Mostly students are inspired by their parents they adopt every single thing from their parents like their attitude towards work, their thinking about life, their personality and their education. According to Paul (1962) parents working attitude has great impact on children’s career decisions. According to Behrman and Rosenzweig, (2002) parents are potentially contributed to their children's educational outcomes. Bingley, Christensen and Myrup Jensen find a positive effect of mother’s education on educational outcomes. Guryan, Hurst and Kearney (2008) find that, “more educated mothers spend more time with their children’s”. Children admire their parents and they want to follow their parents in every phase of their lives. Parents are main and strong source of motivation for students.

Influence of Siblings education on subject selection

Mostly students are inspired by their elder brothers and sisters. This inspiration also affects their education choice. Elder brothers or sisters have strong influence on younger members of the family. Becker & Tomes (1976) observe that, “family size matter for school achievements because of the reciprocation between child quantity and quality”.

Family occupational traditions and aspirations for the future such as they want their children to have a better life, they don’t want them to forget where they come from. We should always encourage the children in every possible manner because discouragement can put negative impact on their lives. Positive belief gives positive result whereas negative can cause their failure. Maram (2014) states that “Negative beliefs such as they were never amount to anything, or they are failure

Effect of Family Background on Students' Academic Choice at University Level in South Asian Countries

and so are they, can negatively impact on a young person's decisions". Mostly students try to be like their siblings. They want to follow their foot-step as Dunn, (2007) observe that, "siblings serve as companions, confidants, and role models in childhood and adolescence".

There are two theories that explain siblings' relationship,

1. Bowlby's (1969), "attachment theory"
2. Adler's theory (1900s), "individual psychology"

a) Bowlby's (1969) attachment theory

Feeling or care and love have many effect with it. Every child wants someone to care about them. Children get more attached with the person who gave them more attention, care and love. From the very first day of a child's life they have a strong bond with their mother, siblings take second number after mother. Mostly children have strong bond with their siblings, they share most of their things with their siblings. Siblings are a second role model for their younger brother and sister that's why mostly children follow their siblings. In the early writings of John Bowlby (1969) attachment theory targets the "early bond between infants and their primary caregivers". From the very first day of human life the attachment relationship bond starts developing between child and caregiver. Children relation with primary caregiver (mother and siblings) has long term effect of their lives. Emotionally secure child lead to close and trusting relationships with others, "whereas insecure relationships may lead to conflict, distant, or otherwise less satisfying relationships, including with siblings".

According to Samuels, (1980) research, "in early life the need for a sense of security means that attachment relationships are based on others responsiveness to infants' needs, thus sensitive and involved elder siblings may become objects of attachment but siblings may not necessarily exhibit attachment relationships. For example, some young children may use their sisters and brothers as a source of comfort in stressful circumstances, but others may not". Elder siblings mostly proved as a source of security and comfort for their sibling that feeling strong the bound between siblings.

According to Jenkins (1992) "some siblings turn to each other for emotional support in the face of parents' marital conflict". Some siblings are more sensitive about their younger brother/sister. They are emotionally attached with their siblings and start caring them like parents.

Siblings relationship can be characterized in many dimensions. This relationship is getting stronger with the passage of time, it's change according to time, situation and place. According to the researchers (East, 2009), "sibling relationships are unique in that way they are characterized by both hierarchical and reciprocal elements, which change with the passage of time and place". Older siblings may take on the role of an attachment figure for younger siblings. For example Ablard (1989) states "sibling attachment bond may be evidenced by an

elder sibling provides comfort during a distressing situation when the primary caregiver is unavailable”. Mostly siblings are proved as stress taker or problem solver.

A work by Cicirelli (1992, 1995) highlights that, “qualities such as contact, help, support, feelings of closeness and security are markers of sibling attachment in adulthood, and those behaviours are in turn related to linked psychological and physical health in old age. Yet not all close relationships are attachment relationships, and it is important for researchers to identify predictors and correlates of sibling’s attachment bonds”.

b) Adler’s theory (1900s) of individual psychology

Adler targeted the role of the family system, including sibling influences, as central in personality. Adler was interested in implications for psychological dynamics effect on individuals’ life style and management of their self-esteem. According to Adler theory competitiveness between siblings is grounded in each child needs to overcome that the feelings of subordination. Adler’s theory in documenting that parental favoritism of one sibling over the other is linked to poorer sibling relationships. All children are not same every child has their own personality, thinking, IQ level because of these differences every child needs different attention.

McHale & Crouter, (2003) “Parents recognize differences between their children behavior, personality, needs and they often cite children’s personal characteristics as motivation for treating their offspring differently”. Parents different treatments with their children also affect children’s life. This different treatment has different effect on child’s life it can be positive or negative that’s all depends upon situation in which it occurs. McHale, (2000), “Differential treatments also have different implications depending on the situation in which it occurs”. Different treatment with a child is effective by many factors like family culture and family size, its also depends on different gender or age. This may be because family roles and expectations are more differentiated as a function of gender and age in some collectivistic cultures, which makes for clear reasons for differential treatment and possibly perceptions that it is fair (Nuckolls, 1993; Weisner, 1993). Adler ideas; “argued that sibling differentiation serves to minimize sibling competition and that siblings will select unique niches in the family that maximize their access to resources”. Different treatments of parents with children also affect siblings relationship. Whiteman & Christiansen, (2008) found that, “sibling relationship development provides evidence for sibling differentiation processes and suggests that differentiation is associated with improved sibling relationships”.

Different treatments also affect student’s psychology which causes rivalry between siblings. Psychoanalytic and evolutionary theorists pointed out that the siblings rivalry is a root of siblings conflict which affect their personality development but other researchers has challenged this assumption. Prochaska and

Effect of Family Background on Students' Academic Choice at University Level in South Asian Countries

Prochaska (1985) found that, "most youths reported sibling conflicts that were the result of personal or dispositional factors".

Most of the conflicts between siblings cause because of their personality difference. Siblings conflict does not remain the same it changes with the time and situation. Longitudinal data on siblings relationships from childhood through early to late adulthood are needed, however, to describe such relationships and to understand how sibling rivalry and conflict change over time.

Methodology

This chapter deals with a method and procedure of the study. The purpose of the study is to find out the effect of family background on academic choice of students at high level. The chapter includes the characteristics of the sample, description of the instrument and data collection procedures used in the study.

Nature of the study

This study was descriptive in nature. It were a survey research which was based on an instrument which is on 5 point-liked scale. The responses were in form of numbers which was measureable statically so it was a quantitative research.

Population of the study

Group of individuals to whom data was generalized called population. The population of the study was the different universities students belong to different educational field to whom the result of the study was generalized.

Sample of the study

Sample is a process of selecting people from the population of interest from those the data can be fairly collected and can be generalized to the population. According to this study stratified cluster random sampling technique was used. Sample of this study was the different public and private universities students of Lahore belong to the different educational fields. A sample of six hundred and five (605) students was drawn through stratified cluster random sampling.

Table 3.1
Gander wise sample

No	Gander	Number of students
1	Male	217
2	Female	388
	Total	605

This table show that I choice 217 male and 388 female students for my sample.

Table 3.2
Type of university

No	Type of university	Numbers of students
1	Public	419
2	Private	186
	Total	605

This table shows that I choice 419 public university and 186 private university students my sample of this research.

Research design

Research design is a blueprint for conducting a study. According to the research design, qualitative research method was used. It was a survey research in which the participants of the study were provided with a questionnaire to gives their opinion on the five point-likert scales. The data were collected once from each participant of the study.

Data collection instruments

Questionnaire is an effective method to collect data from the larger group of respondents. The instrument was prepared in the light of the objectives of the study and related literature. A questionnaire was prepared in which there was two types of information are going to be asked from the students.

In the first part of the questionnaire, all questions were related to the information about the respondents like (Name, Gender, Name of university, Type of universities (public, private), father and mother's occupation, qualification of father and mother, number of sisters and brothers, Education of brothers and sisters and subject the select for study). The second part of the questionnaire was objective based statements' on five point Likert-scale (Strongly disagree, Disagree, Neutral, Agree, Strongly agree).

Data collection procedure

The researcher establish contacts with selective organization and followed with an introduction letter containing the formal information about the purpose of the study and about the researcher. The purpose of the letter was also to get permission from the organization about collection data if they were willing or not-willing to provide the information. It was also inform to the organization about the researcher's visit.

Data were collected by the researcher by personal visit. The approximate time for filling up on questionnaire was 10 minute per student on the average.

***Effect of Family Background on Students' Academic Choice at University Level
in South Asian Countries***

Analysis and Interpretation of Data

This chapter describes about the result of the study. The basic purpose of the study was to find out the factor affecting academic choice in Pakistan.

Table 4.1
Effect of family background of male and female students on their academic choice

Gender	N	Mean	SD	T	Df	Sig
Male	217	23.97	6.046	2.630	603	0.876
Female	388	22.61	6.142			

Table 4.1 shows that an independent sample t-test was conducted to compare the family background scores of male and female. There is no significant difference in scores for males (M= 23.97, SD= 6.046) and females (M= 22.61, SD= 6.142); $t(603) = 2.630, p = 0.009$ (two- tailed).

Effect of parent's education on student's subject choice

The analysis of variance to check the effect of parents' education on the students motivation about subject selection has been used.

Table 4.2 Description of the father education

	N	Mean	Std. Deviation
Metric	147	12.44	3.05
Intermediate	92	12.67	3.031
Graduation	170	12.51	2.920
Master	67	12.72	3.260
MBBS, Pharmacy	19	12.68	3.560
Engineering	28	12.79	2.515
Law	11	11.18	3.737
IT, CS	3	13.00	3.324
Commerce	46	11.72	3.324
Arts, Designing	1	10.00	0000
Pre-engineering	4	9.50	3.317
M.Phil.	5	12.80	3.899
CA, ACCA	2	10.00	1.414
PHD	1	13.00	0000
Agriculture	9	12.00	3.464

This table shows that Group 1(Metric) N=147 (Mean=12.44, SD=3.05). Group 2: (Intermediate) N= 92 (Mean=12.67, SD= 3.031). Group 3: (Graduation) N= 170 (Mean=12.51, SD= 2.920). Group 4: (Master) N= 67 (Mean=12.72, SD= 3.260). Group 5: (MBBS, Pharmacy) N= 19 (Mean=2.68, SD= 3.560). Group 6: (Engineering) N= 28 (Mean= 12.79, SD= 2.515). Group 7: (Law) N= 11 (Mean=11.18, SD= 3.737). Group 8: (IT, CS) N= 3 (Mean= 13.00, SD= 3.324). Group 9: (Commerce) N= 46 (Mean= 11.72, SD= 3.324). Group 10: (Arts and designing) N= 1 (Mean=10, SD= 00). Group 11: (Pre engineering) N= 4 (Mean= 9.50, SD= 3.317). Group 12: (M.Phil.) N= 5 (Mean=12.80, SD= 3.899). Group 13: (CA, ACCA) N= 2 (Mean=10, SD= 1.414). Group 14: (PHD) N= 1 (Mean=13, SD=00). Group 15: (Agriculture) N= 9 (Mean=12.00, SD= 3.464).

Table 4.3
Analysis of variance of father education on students motivation about subject selection

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	112.884	14	8.06	0.851	0.613
Within Groups	5588.042	590	9.47		

A one-way between groups analysis of variance was conducted to explore the impact of father's education on student's motivation about subject selection. Education was divided into fifteen educational level according to their education (1: Metric; 2: Intermediate; 3: Graduation; 4: Master; 5: MBBS, Pharmacy; 6: Engineering; 7: Law; 8: IT, CS; 9: Commerce; 10: Arts and designing; 11: Pre engineering; 12: M.Phil. 13: CA, ACCA; 14: PHD; 15: Agriculture). There is no statically significant difference at the $p > 0.05$ scores for the fifteen educational level: $F(14, 590) = 0.851, p = 0.613$.

***Effect of Family Background on Students' Academic Choice at University Level
in South Asian Countries***

Table 4.4
Description of the mother education

	N	Mean	Std. Deviation
Matric	239	12.49	3.054
Intermediate	154	12.14	2.944
Graduation	127	12.67	3.350
Master	65	12.69	3.051
MBBS, Pharmacy	9	12.11	2.472
Law	1	9.00	0
IT,CS	1	13.00	0
Commerce	7	11.43	2.878
Nurse, B pharm	1	13.00	0
MPhils	1	13.00	0

This table shows that Group 1(Metric) N=239 (Mean=12.49, SD=3.054). Group 2: (Intermediate) N= 154 (Mean=12.14, SD= 2.944). Group 3: (Graduation) N= 127 (Mean=12.67, SD= 3.350). Group 4: (Master) N= 65 (Mean=12.69, SD= 3.051). Group 5: (MBBS, Pharmacy) N= 9 (Mean= 12.11, SD= 2.472). Group 6: (Law) N=1 (Mean=9, SD=0). Group 7: (IT, CA) N= 1 (Mean= 13.00, SD= 0). Group 8: (Commerce) N= 7 (Mean= 11.43, SD= 2.878). Group 9 (Nursing, B pharmacy) N= 1 (Mean=13, SD= 0). Group 10: (MPhil) N= 1 (Mean= 13.00, SD= 0).

Table 4.5
Analysis of variance of mother's education on students' motivation about subject selection

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	46.506	9	5.167	0.544	0.843
Within Groups	5654.420	595	9.503		

A one-way between groups analysis of variance was conducted to explore the impact of mother's education on student's motivation about subject selection. Education was divided into ten educational levels according to their education (1: Metric; 2: Intermediate; 3: Graduation; 4: Master; 5: MBBS, Pharmacy; 6: Law; 7: IT, CS; 8: Commerce; 9: Nursing, B pharmacy; 10: MPhil). There is no statically

significant difference at the $p > 0.05$ scores for the ten educational level: $F(9, 595) = 0.544, p = 0.843$

Effect of father's occupation on student's subject choice

The analysis of variance to check the effect of father's occupation on the student's subject selection has been used.

Table 4.6
Descriptive of father occupation

	N	Mean	Std. Deviation
Farmer	25	12.08	3.353
Government job	132	12.67	2.896
Business	238	12.48	2.990
Doctor	21	12.86	3.425
Engineering	18	11.72	2.740
Labour	9	14.67	2.784
Private job	81	12.42	3.197
Cook	2	11.50	0.707
Teacher, Lecturer	31	12.00	2.582
Journalist	2	13.50	4.950
Law	10	11.20	3.938
Armed force	18	12.89	4.171
Banking	18	10.83	3.130

This table shows that Group 1(farmer) $N=25$ (Mean=12.08, $SD=3.353$). Group 2: (Government job) $N= 132$ (Mean=12.67, $SD= 2.896$). Group 3: (Business) $N= 238$ (Mean=12.48, $SD= 2.990$). Group 4: (Doctor) $N= 21$ (Mean=12.86, $SD= 3.425$). Group 5: (engineering) $N= 18$ (Mean= 11.72, $SD= 2.740$). Group 6: (Labour) $N= 9$ (Mean=14.67, $SD= 2.784$). Group 7: (Private job) $N= 81$ (Mean= 12.42, $SD= 3.197$). Group 8: (Cook) $N= 2$ (Mean= 11.50, $SD= 0.707$). Group 9 (Teacher, Lecturer) $N= 31$ (Mean=12, $SD= 2.582$). Group 10: (Journalist) $N= 2$ (Mean= 13.50, $SD= 4.950$). Group 11: (Law) $N= 10$ (Mean= 11.20, $SD= 3.938$). Group 12: (Armed force) $N= 18$ (Mean=12.89, $SD= 4.171$). Group 13: (Banking) $N=18$ (Mean=10.83, $SD= 3.130$).

Table 4.7
Analyses of variance of father occupation on students' motivation.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	143.910	12	11.992	1.278	0.227
Within Groups	5557.016	592	9.387		

A one-way between groups analysis of variance was conducted to explore the impact of father's occupation on student's motivation about subject selection. Education was divided into thirteen occupational level according to their occupation (1: farmer; 2: Government job; 3: Business; 4: Doctor; 5: engineering;

***Effect of Family Background on Students' Academic Choice at University Level
in South Asian Countries***

6: Labour, 7; Private job; 8: Cook; 9 Teacher; Lecturer; 10: Journalist; 11: Law; 12: Armed force; 13: Banking). There is no statically significant difference at the $p > 0.05$ scores for the ten educational level: $F(12, 592) = 1.278, p = 0.227$.

Effect of siblings' education on student's subject choice

The analysis of variance to check the effect of sibling's education on the student's subject selection has been used.

Table 4.8
Descriptive of sister education

	N	Mean	Std. Deviation
Metric	114	12.16	3.268
Intermediate	115	12.08	2.854
Graduation	140	13.19	2.915
Master	71	12.59	2.916
MBBS, Pharmacy	36	12.64	3.217
Engineering	17	12.76	3.270
Law	5	10.20	3.564
IT, CS	7	11.71	3.861
Commerce	46	11.37	3.441
Arts, Designing	1	17.00	0
Pre-medical	13	12.00	2.082
Pre-engineering	8	12.75	2.375
M.Phil.	29	12.76	3.124
CA, ACCA	1	13.00	0
Agriculture	2	12.00	1.414

This table shows that Group 1(Metric) N=114 (Mean=12.16, SD=3.268). Group 2: (Intermediate) N= 115 (Mean=12.08, SD= 2.854). Group 3: (Graduation) N= 140 (Mean=13.19, SD= 2.915). Group 4: (Master) N= 71 (Mean=12.59, SD= 2.915). Group 5: (MBBS, Pharmacy) N= 36 (Mean= 12.64, SD= 3.217). Group 6: (Engineering) N= 17 (Mean= 12.76, SD= 3.270). Group 7: (Law) N= 5 (Mean=10.20, SD= 3.564). Group 8: (IT, CS) N= 7 (Mean= 11.71, SD= 3.861). Group 9: (Commerce) N= 46 (Mean= 11.37, SD= 3.441). Group 10: (Arts and designing) N= 1 (Mean=17, SD= 00). Group 11: (Pre medical) N= 13 (Mean= 12, SD= 2.082). Group 12: (Pre-engineering) N= 8(Mean=12.75, SD= 2.375). Group 13: (M.Phil.) N= 29 (Mean= 12.76, SD= 3.124). Group 14: (CA, ACCA) N= 1 (Mean=13, SD= 0). Group 15: (Agriculture) N= 2 (Mean=12.00, SD= 1.414).

Table 4.9
Analysis of variance of sister’s education on students’ motivation.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	216.025	14	15.430	1.660	0.06
Within Groups	5484.901	590	9.296		

A one-way between groups analysis of variance was conducted to explore the impact of sister’s education on student’s motivation about subject selection. Education was divided into fifteen educational level according to their education (1: Metric; 2: Intermediate; 3: Graduation; 4: Master; 5: MBBS, Pharmacy; 6: Engineering 7: Law; 8: IT, CS; 9: Commerce; 10: Arts, designing; 11: Pre-medical; 12: Pre-engineering; 13: MPhil; 14: CA, ACCA; 15: Agriculture). There is a statically significant difference at the $p < 0.05$ scores for the ten educational level: $F(14, 590) = 1.660, p = 0.06$.

Table 4.10
Descriptive of brother education

	N	Mean	Std. Deviation
Metric	134	11.84	3.088
Intermediate	117	13.09	2.737
Graduation	91	12.41	3.000
Master	39	13.41	2.998
MBBS, Pharmacy	14	12.64	3.249
Engineering	48	12.92	3.338
Law	5	13.00	4.359
IT, CS	23	10.74	3.018
Commerce	68	12.09	2.874
Arts, Designing	2	16.50	4.950
Pre-medical	11	12.55	3.142
Pre-engineering	17	12.53	2.875
CSS	1	14.00	0
M.Phil.	12	11.25	3.251
CA, ACCA	11	11.36	4.342
Qari	1	11.00	0
Agriculture	9	14.00	2.062

This table shows that Group 1(Metric) N=134 (Mean= 11.84, SD= 3.088). Group 2: (Intermediate) N= 117 (Mean= 13.09, SD= 2.737). Group 3: (Graduation) N= 91 (Mean= 12.41, SD= 3.000). Group 4: (Master) N= 39 (Mean=

***Effect of Family Background on Students' Academic Choice at University Level
in South Asian Countries***

13.41, SD= 2.998). Group 5: (MBBS, Pharmacy) N= 14 (Mean= 12.64, SD= 3.249). Group 6: (Engineering) N= 48 (Mean= 12.92, SD= 3.338). Group 7: (Law) N= 5 (Mean= 13, SD= 4.359). Group 8: (IT, CS) N= 23 (Mean= 10.74, SD= 3.142). Group 9: (Commerce) N= 68 (Mean= 12.09, SD= 2.874). Group 10: (Arts and designing) N= 2 (Mean=16.50, SD= 4.950). Group 11: (Pre Medical) N= 11 (Mean= 12.55, SD= 3.142). Group 12: (Pre-Engineering) N= 17 (Mean= 12.53, SD= 2.875). Group 13: (CSS) N= 1 (Mean= 14, SD= 0). Group 14: (M.Phil.) N= 12 (Mean= 11.25 SD= 3.251). Group 15: (CA, ACCA) N= 11 (Mean= 11.36, SD=4.342). Group 16: (Qari) N= 1 (Mean= 11.00, SD= 0). Group 17: (Agriculture) N= 9 (Mean= 14, SD= 2.062).

Table 4.11
Analysis of variance of brother's education on students' motivation.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	311.785	16	19.487	2.125	0.006
Within Groups	5373.970	586	9.171		

A one-way between groups analysis of variance was conducted to explore the impact of brother's education on student's motivation about subject selection. Education was divided into seventeen educational levels according to their (1: Metric; 2: Intermediate; 3: Graduation; 4: Master; 5: MBBS, Pharmacy; 6: Engineering 7: Law; 8: IT, CS; 9: Commerce; 10: Arts, designing; 11: Pre-medical; 12: Pre-engineering; 13: CSS; 14: MPhil; 15: CA, ACCA; 16: Qari; 17: Agriculture). There is a statically significant difference at the $p < 0.05$ scores for the ten educational level: $F(16, 586) = 2.125, p = 0.006$.

Conclusion

Family background is positively correlated to the students' motivation about subject selection. There is a weak relationship between them. There is no significant difference between the parents' education and students subject selection. There is no significant difference between the father's occupation and students subject selection. There is a significant difference between the siblings, education and student subject selection.

Recommendations

1. Government should develop the career consulting center in school which helps students for better subject choice according to their aptitude.
2. There should be a counseling cell for parents too.

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