RELATIONSHIP BETWEEN FAMILY SOCIO-ECONOMIC AND STUDENT ACHIEVEMENT IN MORAL EDUCATION AMONG SECONDARY SCHOOL STUDENTS

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Abstract- This study was undertaken to identify the relationship between a family's socio-economic status and students achievement in moral education among secondary school students. The difference between gender in achievement of moral education and the relationship between socio-economic variables such as the level of parents education and total family income with achievement in moral education are shown in this study. A total of 240 form four students from seven schools in the district of Kota Kinabalu, Sabah, were selected randomly as respondents. The instrument used to establish the family background for this study have been adapted and modified from a questionnaire by Mohd Rasid, 2004. This questionnaire has been prepared to evaluate the mean scores of family background variables. Researchers using Pearson correlation analysis and t-test to analyze the data that had been collected. The findings demonstrate a significant relationship between family socio-economic in terms of the level of education of the mother with the achievement of moral education and the significant difference between the gender in the achievement of moral education. While the relationship is not significant with the level of the father's education and the total family income with achievement of moral education among students. T-test results indicate that there is a difference in the achievement of excellent grades between male students with female students in this study.

Index Terms- family Background , family socio-economic, Students Moral Achievement

I. INTRODUCTION

Excellent academic performance is a dream of every teenager. Educational institutions continue to be funded by the government in the hope that it becomes a tool or the cause that brings progress, in line with the needs and aspirations of a society according to the latest developments (Philosophy of Education, 1979 and Syllabus 1988). The role of the government, schools, communities and parents are intertwined with each other in the achievement of the objectives of the curriculum. The school provides optimal opportunity and infrastructure to realize the aspirations and vision of the government. According to the study Grolnick et al. (2009) and Kamau Lydia (2013), although parents cannot help their children with certain subjects, they can still play an important role by encouraging the movement of students who are positive towards academic achievement (Literature Research On Family And Motivation Schools, 2005). Moral Education was introduced in 1983 under KBSR policies. Moral education is one of the core subjects that is compulsory for all students who do not take the Islamic Studies at all levels of education, from pre-school up to form 5. This matter is under the Education Act 1996 (Baharom, 2007; Vishalache, 2010; Muhammad Tahiri, 2010 and Kogindran, 2014). The goal of moral education curriculum, in line with the concept of a curriculum that would produce the Total Human Model among students (Syllabus of Moral Education, 1990). The main goal KSSM moral education is to produce students with high moral standards and integrity who adhere to universal values based on the principle of Moral education (Ministry of Education (MOE), 2015). The change in attitude of the students, parents and the community on the importance of morality in life is fundamental in raising awareness of pupils. So, family background plays an important role in strengthening the morale of the students.

Student's achievements in Moral Education in secondary schools have yet to achieve the desired level. The main goal of the MOE requires that the subject Moral Education in all schools is to produce human capital of a noble character. According to the Report of the Examination Board (2014), the Moral Education shows the highest decrease of 0.38 GPA, namely 4.70 in 2014 compared to 4.32 in 2013. MOE stressed that the goal of the Moral Education is to produce students who know, understand and appreciate the value of being virtuous. Students can be more moatured thinking, taking value-based decision, making decision based on moral reasoning and moral treatment. However, social problems particularly among teenagers are increasing nowadays. In recent years, the rate of increase in moral crisis and moral depravity amongst young people in the country is alarming. It can be known when looking at statistics in a number of criminal cases involving juvenile offenders, the rise of 111 percent in the last year. Accordingly, a total of 7,816 cases were recorded in 2013 compared with only 3,700 cases recorded in 2012, such cases involving an increase of 4,116 cases.

In addition, the number of serious criminal activity among youths who completed schooling, however, increased significantly to 137 per cent, compared with only 849 cases reported in 2012. The category of serious crimes has been linked with minors between the ages of 12 to 17 years. Figures recorded also increased by about 47 percent across the country and they are involved in murder and rape. This entry is based on statistics released by the Royal Malaysian Police (RMP).

According to a study in the country of Kenya by Lydia Kamau (2013), said that family background plays a major role in shaping the performance of children in schools around the world. He concluded that student performance is influenced by motivation they received from those they interact with in the early stages of their lives. Badrulzaman study (2006), friend Send (2008), Norhanianti (2010) and William H.Jeynes (2016) also describes the family as a starting point or root in the formation of society. Mothers and fathers who act as guards to children are often associated with the family. The dimensions of moral thought, moral emotion and moral behavior are the three main dimensions emphasized in the curriculum moral education as student achievement levels (Document Standard of Moral Education Curriculum and Assessment, 2015). Although some studies show differences in academic achievement attributable to the difference in the programs offered at the school, teacher competence and facilities available at the school, but it starts from the family environment (Raszid, 2004; Yuko Nonoyama, 2007; William H.Jeynes, 2014; Siti Nurshahizan, 2014). Although there are opinions that reflect that family background has influenced the behavior and academic achievement of students, but studies done before such as a review by Mohd Rashid (2004); Nik Rosila (2007); Azmin Sly (2010), focus on interests, motivation, academic foundation, learning styles and so on. The influence of family, family background is less in demand by local researchers. The researchers hope that this study can contribute to the various parties, especially those directly involved and sensitive to the performance of the Moral students and always strive towards better health outcomes. The results of this study are useful for KPM (MOE), especially in efforts to create education plans that have a relationship with the family background. Generally, it not only can be applied to moral subject but it can even serve as a guide for all other subjects.

With this, the teacher becomes more sensitive and responsive to the preparation of students during the practice of teaching and learning and their learning at home. This study may also provide information to parents, especially in caring for and educating children more effectively. There, parents can provide a more conducive environment and a more effective care for children's learning process and try to resolve any problems and conflicts are an obstacle to the development of children's education. So the objective of this study is to identify the difference between moral education attained between different genders and identify whether there is a relationship between socioeconomic families in terms of parents' education level and family income level and student achievement in Moral Education.

II. HIGHLIGHTS OF THE REVIEW

The Curriculum Development Center of the Ministry of Education stated that moral education is a program that educates students to become a human being with high moral values or virtuous. It is based on the development of moral thinking, moral feeling and moral behavior (moral education syllabus, 2000). Moral education is taught in high school to focus on efforts to foster the spiritual and moral strength of students through appreciation and practice of moral values in society. Moral level can be measured from three basic perspectives as noted in the study by Mohd. Azhar (2011). One is from the perspective of the absolute, which is based on a belief in the power of the highest. This will encourage a person to hold the moral principles. This is because, assuming that their belief that this is the will of the superior power or more appropriately called the Almighty.

Background Family Relationship with Academic Achievement of Students

Socio-economic status of parents includes the number of households, parental income, parental employment and aspirations of a family. These things are typically associated with the core components of social and economic (Nurul Aainaa, 2010). Sociologists argue that there are five social classes in society, namely the upper, upper middle, lower middle class, the working class and the lower class. In addition, socio-economic status can also be viewed from the level of education, occupation and income and parents work very closely with the family's ability to finance needs and family expenses. This will directly affect the children in a family (Yang, 2010; Casanova, 2014). In this study, the socio-economic family income is calculated as total capital and the total income of parents in influencing student achievement.

Performance of schools whether primary or secondary schools do not depend on the mental and physical abilities of students alone, but other factors also have an important role. Studies conducted in various countries shows that social and family background greatly influences the performance of the school. There are many studies in the country and abroad that

discusses the various factors that affect family relationships and academic achievement of an individual. In the current study, the characteristics of the family background including family structure, socioeconomic status, quality of relationship parents and parental involvement in the school are the characteristics most often associated with academic achievement (James G Benzene 2007, Nik Hairi Omar, 2013) , Reviews Amato and Keith (1991); Amato (2001); Naevdal and Thuen (2004) showed that family structure associated with academic achievement of children and adolescents from intact families (families with two parents married). Socioeconomic status strongly associated with academic achievement as well as students with socio-economic level that is higher will achieve higher grades and perform better on tests of achievement and continued education for a longer period (Gottfried et al. 2003, Matsen et al., 1999).

Background as well as socio-economic status of the parents covers the total income of parents and parents work as claimed by Hanafi (2008) and Nurul Aainaa (2010). Family background can also be seen from the level of education that is closely related to the ability of families to assist in the learning and teaching of children in the family. This will directly affect the children in the family (Casanova, 2014). A study conducted by Kaisa Rial (2003), about the structure of the family, namely single-parent and family characteristics that may increase the risk of negative weaknesses in the education of a child. Several meta-analysis studies have been done before on the family environment relationship with student achievement in school. Among them is like a meta-analysis study relating parental involvement and academic achievement of students in schools run by Jaynes, 2007, which shows that parental involvement have a positive impact on children's academic achievement. There is a meta-analysis study conducted by Jaynes also in 2014 about the relationship between father involvement and academic achievement of students. The results of his meta-analysis showed that there is a relationship between father involvement for pre-kindergarten. Furthermore, another meta-analysis article published by Abigail Oosguar (2013). His article is about the influence of family environment and academic achievement of students in rural Anambara say that family background including family structure, occupation, education level of parents and the parents do not have a huge effect on student achievement. The implications of this study say that parents today are more aware and serious about the need to give their children the best education and help improve weaknesses in the education of children.

In addition, studies Abu Bakar (2008), Hassim (2012) and I (2014) say that parents are the primary agents in the process and it is important to socialize their children. Parenting style practiced by parents will indirectly affect the development and behavior of their children. Parents cannot fully control their behavior in order to shape the attitudes of their children. This is because it can produce negative effects for both parties involved. The relationship between parents and students is a key element in the progress of the student (Zulkifli, Jamilah, Aminah and ISMI, 2011). The study was conducted over 34.787 students registered poor in Selangor Zakat Board (OPP) as found in the worksheets (2010). It is supported in studies and appreciates Azizi (2006) who found that there was a significant relationship between family relationship that is good and it will give the impression of improved academic achievement for children. In the opinion of Knollman et al. (2007), parents can help improve the ability of children in completing assignments at home. This can be done by prioritizing tasks, a child, children show an interest in the assignment and set the time and place of the child's learning. Accordingly, parents can also complete the task for the child, supervising the child's daily tasks and check assignments if they were completed by the children in order to help improve the ability of children.

Kamar (2008) Hanna (2012) and (Dumont, 2012) also says that parents with higher education are more likely to positively influence the behavior of students compared to less educated parents. They are able to enhance the development of their children to become skilled human capital capable of more complex expression. It indirectly affects student achievement in itself and produces students who are more independent. The article uses data from the Program (PISA) in 2000 to determine the effect of family background for International Students has also been studied by researchers. Results of the study say that family background has a strong influence on the performance of the entire country, including the work of parents, education and cultural practices of the parents. This study was not biased towards the rich countries, Western countries or residents of the city (Yuko Nonoyama 2007 and Wolfram Schulz, 2013). So, this proves that the family influence students' motivation for academic achievement of their children. Most students who get low grades and drop out of school are students who come from families with a lack of support and supervision in terms of academic progress of the family. While parents are busy with their careers, they should know about the physical, cognitive, social and emotional development of their children. But, there still exist a handful of parents who abdicate responsibility to educate and guide their children to the school (Besharat, Azizi and Poursharifi, 2011).

The socio-economic relations and academic achievement

Research by Ann.Benjamin (1993) show that the standard of education is uniquely motherly has a great impact on the learning process of their children. He said, "Education is the mother of one of the most important factors affecting the level of children's learning and school achievement ....". But in general, his research reveals that highly educated mothers have greater success in providing their children with cognitive and language skills that contribute to success in school early. According to Gratz (2006) most of the research that has been done on parental involvement in schools shows that low-income families are less involved in their children's education. This causes their children to be less likely to succeed in school. Given this fact, society should focus on how to reduce some of the pressures of family life, and how to help students of all backgrounds live in the school.

Not only is the education of children affected by the educational background of their parents, but it is also strongly related to socio-economic background of their parents. Along with their ability to educate their children, parents' economic status plays a big role in the education of children. Parents with low incomes often have to work overtime to earn a small salary. This leaves less time for them to spend reading to their children and get more involved in the learning process of their children (Neuman, 2002). Typically, there are more conflicts in low-income families because there is more tension caused by stress in the family. Sclafani (2004) argues, "Parents give birth to more conflict at home on a child resulting in failure to provide consistent rules and messages to their children, resulting in deteriorating performance

III. METHODOLOGY

This study was chosen as the survey research design. Questionnaires were used as a tool to gather data about the relationship with the family socio-economic and student achievement in moral education at secondary schools. This is so because, the characteristics of which are included in the survey are very suitable to be used as a method of this study (Mansor Khairul, 2015). According to them, the survey is very popular among researchers in the social sciences because its characteristics are very consistent with the state of the field of social science research itself (Mohd Rasid, 2004). Therefore, the researchers used questionnaires as an instrument to answer research questions related to socio-economic families. Among the variables that need to be assessed are as family socio-economic status, level of students in moral education based on gender, education level of parents and the parents' income.

The questionnaire used in this study consisted of background information, ie seven items intended to obtain information relating to gender, education level of parents, the parents' income and the achievement of the Moral Education in 2016. The population of the study focused on 240 students from secondary schools and the population of the State focused on the districts of Kota Kinabalu, Sabah with a total of 21 secondary schools. The population in this area was chosen because it is an urban area consisting of people who have various social backgrounds. The study also focused on student achievement in Moral. Thus, the diversity of family socioeconomic status is what will help researchers study the data and reinforce again. The total population of the 21 schools was 3478 Form 4 students who took the Moral Education (website jpnsabah.moe.my). Accordingly, it was found that the sample size required for this population is 346 people. The researchers chose 7 schools randomly to distribute the questionnaires to the respondents because there were constraints in terms of time, energy and purpose. Among the randomly selected schools were SMK Likas, Kota Kinabalu, SMK Perempuan, Kota Kinabalu, SM St.Francis, Convent, Kota Kinabalu, SM Shan Tao, Kota Kinabalu and SMK Lok Yuk, Kota Kinabalu. Determination of the sample size in this study was based on the methods used by Krejcie and Morgan (2012).

A pilot study was conducted to determine the validity and reliability of the instrument. The researchers conducted a pilot study to improve the questionnaire items by distributing 30 questionnaires at a school in Kota Kinabalu. After that, researchers will gather back the questionnaire and process the data using SPSS software to test its reliability. The level of validity and reliability was tested through Cronbach Alpha Test Coefficiency shows the results of .785. Researchers in procedures such as obtaining permission from the Director of Planning and Policy Research (EPRD), the Ministry of Education to conduct research, meet with school principals involved for permission to conduct research and ultimately provide a briefing to selected students as respondents to collect data for the study.

In this study, data were obtained and analyzed using the Statistical Package for Social Sciences (SPSS). The researchers analyzed data descriptively to obtain the mean, percentage, mode, median and standard deviation. The statistics will be used to see the relationship with family socio-economic achievements of Moral Education in Secondary School. The methodology used to help produce a better study and produce more accurate results. It is a form of a guide that gives direction to the direction of the review process in a systematic and orderly way. Overall, this chapter explains the data collection process. This section will focus on the design of the study, the study population and sample selection,

preparation of survey instruments, procedures for collecting and analyzing data. Finally, the results of this study are expected to provide additional information to teachers and parents and identifying the family background in relationship with their children towards achieving greater success with good behavior.

IV. FINDINGS

This chapter discusses the findings of the study include the criteria for respondents 'personal information in Section A consisted of levels, gender, grade of Moral Education, income parents and parents' education level. These findings explain research questions and test four hypotheses as discussed in chapter 1. The analysis was done using t-test, descriptive analysis of mean, percentage and standard deviation as well as examine the relationship between variables using Pearson correlation analysis.

Descriptive findings

Table 4.1 below shows the distribution of respondents in the survey by gender, a total of 102 respondents were male and 138 female participants in the study.

TABLE 4.1
Respondent Distrubution By Attainment Moral Grades

Gender	Frequency	Percentage
Boy	102	42.5%
Girl	138	57.5%

Overall level of moral education shows how often a total of 98 students are in an excellent level, while the average level is about 96 students and the weak achievement in the moral education is about 46 students. The data shown in Table 4.2 below.

TABLE 4.2
Respondent Distrubution By Attainment Moral Grades

GRADE MORAL	FREQUENCY	PERCENTAGE
Variable	t	Sig(2tail) min
Moral Education Grade and Students Gender	3.60	0.343
	.000	
GRADE A & B (EXCELLENT)	98	40.8
GRADE C & D (AVERAGE)	96	40.0
GRADE E & F (WEAK)	46	19.6

The level of Mother and Father education were tested to assess the effectiveness of the variables in this study. Table 4.3 shows the educational level of the mother and father, the distribution of education level by 240 respondents tested.

TABLE 4.3
Respondents Parents Education Level

Education Level	Mother	%	Father	%	Total Frequency
Primary	37	15.4	26	10.8	63
Secondary	147	61.3	154	64.2	301
Univercity / collage	56	23.3	58	24.2	114
No Attends	0	0	2	0.8	2

This section describes the total income of the family Mother and Father were selected according to the distribution shown in Table 4.4. It shows that the total income of RM 3501 is up and gets the highest percentage (44.2%).

TABLE 4.4
Distribution of Total Parents Income

Total Income (RM)	Frequency	Percentage
RM0 - RM1500	50	20.8
RM1501 - RM3500	84	35.0
RM3501 and above	106	44.2

Hypothesis Testing Review

There are four hypotheses which are constructed to achieve the goal and objectives of the study were to examine the question of the study. Hypotheses that are measured at the significant level of p <.05:

Differences between Moral Education achievement by Gender
Ho1: There was no significant difference between the achievement of Moral Education for boys and girls.

TABLE 4.5
Analysis T test Moral Education Achievement by Gender

Studies on Moral Education of Secondary school students by gender show that there are differences by gender in the moral education of secondary school students. This means that the null hypothesis is rejected because there is a significant difference between the sexes in moral education subjects (t = 3.609, p = .000 <.05), which affect subjects such as moral education Table 4.4.
The relationship between the amount of family income and achievement in Moral education
Ho2: There was no significant correlation between family income and student achievement in moral education

TABLE 4.6
Pearson correlation analysis of the relationship between parental income and student achievement in moral Education

Variables	Pearson Correlation r	Sig. (2 tail)
Moral education Grade and Parental Income	-.129	.046

Pearson correlation analysis found that the correlation is weaker and inversely, ie r -.129 is significant at the level of p <.05. Thus, the relationship between parental income and the achievement of the Moral Education is not as significant as in Table 4.5. Therefore, the null hypothesis is accepted for this research question.

The relationship between the level of parents education with student achievement in Moral Education
Ho3: There is no relationship between relationship between the level of parents education owith student achievement in Moral Education.
TABLE 4.7
Pearson correlation analysis of the relationship between the level of mother education with student achievement in Moral Education

Variables	Pearson Correlation r	Sig. (2 tail)
Grade Moral education with mother's education level	.456	.018

The study on the achievement of Moral Education among Secondary school students emphasize that there is a moderate level between mothers' education and achievement in the Moral Education, namely (r = .456, p> .05) which affect the subjects of Education moral as Pearson correlation analysis like the one in Table 4.6.

Studies on the relationship between the level of father education with student achievement in Moral Education are in Table 4.7 below.

TABLE 4.8
Pearson correlation analysis of the relationship between the level of father education level with student achievement in Moral Education

Variables	Pearson Correlation r	Sig. (2 tail)
Grade Moral education with father's education level	-.142	.028

So, overall, this study explains that the relationship between level of mother's education and the achievement of moral education has a significant relationship, while the father's educational level is a significant and negative correlation with student achievement in Moral Education.

Overall, the research questions were constructed to account for family socio-economic, like the level of parental education and parental income. All predictor variables used to the achievement of Moral Education in school. Hypothesis testing is done by using descriptive tests mean and standard deviation, t-test and Pearson correlation analysis. The results showed that the family socio-economic of the dimensions of Student Achievement by gender and the relationship between the level of education of mother, while the correlation between the education level of father, and parents' income shows that there is no significant association in this study.

V. DISCUSSION OF STUDY

This chapter sets out a summary of the findings and conclusions about research findings. Based on data collected found that the level of moral education of female students is better than female students on the excellent level. This indicates that the level of cognitive moral of girls is better than the level of moral reasoning of boys in secondary schools. These results are consistent with several previous studies such as Nonoyama Yuko (2007), Badrulzaman (2006) and Mohammad Kyayyer (1994). The studies showed a difference in terms of their level of academic achievement as well as the level of deviant behavior among girls and boys where girls show attitude and better health outcomes. It can be proven that moral thinking is closely related to the behavior of students and male students are more inclined towards thinking immoral compared to girls. In conclusion, this study shows that the performance of female students is better than the boys and it can be proven that thinking through the achievement of moral education.

The findings of the relationship between family income and the achievement of students do not show the relationship is significant. This finding is similar to several previous studies such as the study Kamau (2004); Kim (2002); Osuafor abigail (2013); Heckman (2011); Gratt (2006) and Young et al. (2011). This study shows that other factors such as parental education, family structure, family size, interests, controlling oneself the cause of students' academic achievements. However, in this study the researchers argue that the style of upbringing by parents and parents' education level is more important than family income. Although, there are findings that are not supported by some previous studies such as

Kamau (2004), Galy (2007) who said their family income affects a student's academic achievement directly and indirectly. Researchers argue that middle school students in urban areas require attention by parents more than ever now that most of the parents chase after wealth. This can be evidenced by the findings of this study that more than 44% of parents have higher income levels. In conclusion, based on this finding can be explained that the parental income does not have a positive relationship, means there are other factors must be given more attention by parents nowadays so as to enhance student achievement in moral education.

The relationship between the level of parents' education and achievement in moral education of students in this study in terms of the level of education and the educational level of parents. The results showed that the frequency of the most common, accounting for 61.3% of women and 64.2% of parents have a secondary school education level. Pearson correlation test emphasizes that there is a significant relationship between mother's educational achievement moral education students, while there is no correlation between the educational attainment of parents with moral education. It can be concluded that the mother's education affects academic performance in school. This study was supported by several previous studies such as Pamela and Kean (2010); Zuki (2003); Kamau (2013); Hanna (2012); Gottfried et. al (2004) and Zoe Kuehn (2013). So this study proves that the academic performance of students can be explained by the level of education of the mother. Mother's education is an important predictor of academic success of children. So, in conclusion, this study showed that cognitive thinking student of Moral Education in relation to the educational level of the mother but had no relationship with the educational level of parents, even though the educational level of the parents in this study the majority of secondary school achievement.

These findings may have implications available to other parties such as students, parents, teachers, school administrators or policy makers related to education. A positive relationship between parents and children can improve student achievement. Therefore, students have to adapt to family background and teaching methods to obtain the best performance, especially in Moral subject. This is because it can increase moral thinking in line with the moral behavior in psychomotor level. These changes need to be done from form four students of moral education so they can give good idea to answer any SPM questions of Moral Education in Form Five. The implications of this study also showed that although the responsibility of educating formally rests with the school, but the role of parents in determining a student's academic excellence is important. This is important because they are among those that are significant in the life of a student. Parents are models for children to emulate. Therefore, parents should give strong support in addition to understanding the attitude of the management and future of their children in the family to determine the aspirations and perceptions of the success of their children. And the family management of regular and effective help improves educational achievement in schools of Moral students if the role is comprehensive and consistent.

In addition, the researchers also suggest that the family must have a stable income from whatever source that child to achieve academic achievement. There is no doubt that the school is the main contributing formal education to the students. Therefore, the schools and teachers should provide teaching and learning environment as well as the recent situation because it can form a conducive environment to students. Teachers also should act as a model because they are the ones closest to the students after their parents.

For further study, the researchers recommended that these studies only focus on the relationship between the fmily socio-economic background and the achievement of Moral Education. Through the study, researchers found that there is an error value if the only few factor used. This means that most likely there are many other factors that have affected the relationship and moral achievements of a student. Therefore, it is suggested that the mass media, teaching strategies and interest in moral education can emphasize a future study. In addition, the sampling ratio can also be improved by taking into account boarding schools, ordinary schools and independent schools. In addition, this study was conducted among high school students, so the researchers propose that similar studies in the elementary school students, to find out whether these findings can be replicated among primary school children. The researchers also propose to see student achievement for students from Form 1, so can respond in advance based on findings that all parties can realize the real environment.

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