

PARENTAL SACRIFICE AS PERCEIVED BY ADOLESCENTS AMONG ECONOMICS FOUNDATION STUDENTS IN IIUM

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Abstract

Parental sacrifice shares some similarities with family capital, parental investment and parental involvement that it is related to the contributions of parents to their children's welfare and development. The objective of this study is to obtain information about adolescents' perception on the parental sacrifice. Researcher also aims to investigate the differences of perception on parental sacrifice among adolescents between gender as well as home location namely urban and rural. Researcher used descriptive research methodology and survey techniques to collect data from Economics foundation students from IIUM Gombak campus. The size of population for this study is 624 adolescents who were from Economics foundation students of IIUM. Researcher chose 124 samples as respondents. The samples for this study are taken from IIUM Foundation students of Economic department in Gombak campus. Data were collected from the survey respondents represented their perceptions regarding the parental sacrifice. The data obtained, were later analyzed using the SPSS (Statistical Package for the Social Science) software. In analyzing the data, researcher used descriptive statistics and an Independent t-test. The current research revealed that most of the students had moderate level of parental sacrifice. There was a statistically significant difference between male and female in their parental sacrifice where female. The result showed that there was no statistically significant difference between students who came from urban as well as rural area in their perception on parental sacrifice.

Keywords: Adolescent, Parental Sacrifice, Parent

1 INTRODUCTION

Education has been regarded as a vehicle to attain individual success and upward social mobility of children and adolescents in the future (Helm, 1995). It is man's value as a real man, as the dweller in his self's city, as citizen in his own microcosmic kingdom, as a spirit, that is stressed, rather than his value as a physical

entity measured in terms of a pragmatic or utilitarian sense of his usefulness to state, society and the world in the (Al-Attas, 1978). No one will doubt the importance of family in contributing to children's education. Family theorists have sketched different facets of parental contributions to child's education and development, including models on family investment (Conger, 2007), parental involvement (Epstein, 1992) and family capital (Coleman, 1988).

Among the parental contributions to children's education and development, in Islam, parents should sacrifice their own comfort and social activities and must spare some time to take interest in children's studies, especially when they are young (Clark, 2015). Parental sacrifice shares some similarities with family capital, parental investment and parental involvement that it is related to the contributions of parents to their children's welfare and development. However, unlike family capital, parental investment and parental involvement that underscore the direct contributions of parents to their children, parental sacrifice focuses on the surrender of parents' desires for the sake of their children's benefits. The former highlights what is "given out" to the children, whereas the latter emphasizes on what is "given up" by parents. For instance, poor parents may provide limited investment for their children's development due to scarce resources, but they may have made many sacrifices for the investment.

1.1 Statement of Problem

Besides the severe lack of studies pertinent to parental sacrifice, there are other observations from the literature review. First, many studies on parental sacrifice were qualitative in nature (Dreby, 2012), while quantitative research is severely lacked. Second, a majority of studies that explored parental sacrifice focused mainly on migrant families (Shen, 2014). Exploration of parental sacrifice as a family attribute of Muslim families in the general population was neglected. Third, research related to parental sacrifice mainly focused on the perspectives from the parents (Schlee, 2009) without taking the perspective of adolescents into account. Last but not least, many studies on parental sacrifice did not address role difference in parent gender such as many studies did not differentiate between paternal and maternal sacrifice (Chao, 2010).

1.2 Purpose of the Study

The aim of this study is to obtain information about adolescents' perception on the parental sacrifice. This study also wants to investigate the differences of perception on parental sacrifice among adolescents between gender as well as to investigate the differences of perception on parental sacrifice among adolescents between urban and rural.

1. Which one of the perception of adolescents about their parental sacrifice?
2. Are there any differences of perception on parental sacrifice among IIUM foundation students between gender?
3. Are there any differences of perception on parental sacrifice among IIUM foundation students between urban and rural?

2 LITERATURE REVIEW

In order to conceptualize the family attribute of "parental sacrifice", a survey of literature on the theories and models of parental contributions and distribution of family resources to children's education and development is in order. Based on the family capital theory, family capital is "the ensemble of means, strategies, and the resources embodied in the family's way of life that influences the future of their children" (Gofen, 2009). It is further categorized into physical resources that facilitate children's learning, human resources that create a cognitive environment for their children, and the family and social networks that bring their children with the resources (Coleman 1988).

Family investment model identifies four types of family resources that influences the children's physical, cognitive and psychological development, namely availability of learning materials, parent's stimulation of learning, family's standard of living such as food, housing, and residing location that promote children's development (Conger, 2007). Van Horn (2001) further classified family resources into three components: adequacy of basic needs, money, and time. Broadly speaking, there are two categories of family resources: the home environment that provides a stimulating learning environment for children, and parental involvement in child's schooling and activities. Home environment is the physical and cognitive environment for children and adolescents to develop, which includes physical environment, learning materials, modelling, instructional activities, regulatory activities, variety of experience, acceptance and responsiveness (Bradley & Corwyn, 2006).

Regarding parental involvement on children's schooling and activities, Grolnick (1997) suggested three

essential components: school involvement (e.g., involving in school events, talking to teacher before and after school), cognitive involvement that facilitates the children to be involved in cognitive stimulating activities (e.g., going to library), and parental acquaintance of the child's experience in school.

The parents, who nurture truthful, pious children not only serve their children and the society but also create a niche for themselves in the society. These children will be a support of the parents in their frail old age. If parents strive towards the education and upbringing of their children, they reap the harvest of their troubles during their lifetime only.

'Ali, The Commander of the Faithful, says:

"Evil off-spring is among the greatest hardships for the parents." (Ghurar al hukm, p. 189)

"Evil off-spring causes loss of respect for the parents and the successors are shamed." (Ghurar al hukm, p. 780)

Hence, parents are obliged to nurture their children and invest for their children's development, even though they have to surrender their own personal needs and interests.

3 METHOD

3.1 Population and Sample

The populations of this study 624 foundation student in Kulliyah of Economic at International Islamic University with age between 18 to 20 years old. The researcher utilizes a purposive sampling to obtain the respondents who fulfilled the characteristics required for the research. The respondents consisted of 124 of foundation students in Kulliyah of Economic in IIUM.

3.2 Instrumentation

For the purpose of addressing the research questions and the overall purpose of the study, the researcher uses the The Paternal/Maternal Sacrifice Scale (APSA/AMSA) developed by (Leung, Shek & Ma 2015).

3.3 Reliability

The instrument was taken from previous study and the reliability analyses showed that the measurements assessing perceived paternal sacrifice (APSA) and maternal sacrifice (AMSA) by adolescents as examined by (Leung et. al, 2015) had excellent reliability in this study ($\alpha=0.96$ and 0.95 for APSA and AMSA, respectively).

3.4 Data Analysis Procedure

The data obtained, were analyzed using the SPSS (Statistical Package for the Social Science) software. In analyzing the data, the researcher used descriptive statistics and an independent t-test.

4. RESULT

4.1 PERCEPTIONS ON PARENTAL SACRIFICE ANALYSIS

Table 1. Distribution of respondents by parental sacrifice

Items	5	4	3	2	1
To fulfill my educational needs, my father/mother eats and wears less	16.9	18.5	27.4	12.9	12.9
My father/mother saves money for me to study in university, despite how hard the work he/she faces.	4.0	8.1	29.0	34.7	24.2
The expense of my education is more important than my father's/mother's personal expenses.	8.1	19.4	36.3	18.5	17.7
If I need tutoring, my father/mother would fulfill my needs even if family expenses have to be tightened.	10.5	19.4	29.0	25.0	16.1
If I need to join extra-curricular activities, my father/mother would fulfill my needs even if family expenses have to be tightened.	12.9	13.7	33.9	26.6	12.9

My father/mother saves rigorously as to reserve funds for my education.	4.8	14.5	40.3	24.2	16.1
Even if the family faces financial stress, my father/mother will not stop any educational expenses of me.	1.6	9.7	25.0	37.9	25.8
If I need to buy reference books, my father/mother would fulfill my needs even if family expenses have to be tightened.	6.5	8.1	32.3	28.2	25.0
In case the family faces financial stress, my father/mother will borrow money to fulfill my educational needs.	19.4	28.2	20.2	21.8	15.3
During the examination period, my father/mother will try my best to stay at home and accompany with me.	8.1	18.5	36.3	21.8	15.3
If the teacher calls my father/mother to discuss about me, he/she will stop his/her work and meet the teacher even he/she is busy at the time.	2.4	12.9	36.3	29.0	19.4
My father/mother always reserves the time for participating in the parent day of school.	4.8	13.7	34.7	30.6	16.1
Even my father/mother is tired, he/she tries his/her best to understand my school life.	0	5.6	33.9	37.9	22.6
When I study at mid-night, my father/mother will never sleep.	29.8	28.2	29.8	8.1	4.0
My father/mother routine is adjusted according to my educational needs.	8.1	34.7	40.3	10.5	6.5
During the examination period, my father/mother is more conscious in taking care of me.	2.4	7.3	34.7	37.1	18.5
My father/mother will change the family habits in order to fit my educational needs.	2.4	23.4	43.5	21.8	8.9
In order to have a silent environment for my study, my father/mother gives up family entertainment.	8.1	19.4	38.7	24.2	9.7
My father/mother gives up his/her hobbies for me.	11.3	29.8	31.5	22.6	4.8
My father/mother gives up his/her aspiration for me.	7.3	24.2	31.5	25.0	12.1
My father/mother gives up his/her social life for me.	6.5	25.8	31.5	25.0	11.3
My father/mother will hide the family worries in order not to disturb me.	2.4	9.7	27.4	28.2	32.3
In order not to disturb me, my father/mother will hide his/her sickness when it happens.	4.8	11.3	29.8	27.4	26.6

The item number seven scored the third highest mean of 3.7661 with the statement “Even if the family faces financial stress, my father/mother will not stop any educational expenses of me”. A total of 32 respondents answered strongly agree and 47 respondents answered agree.

Meanwhile, the second highest mean is the item number thirteen, “Even my father/mother is tired, he/she tries his/her best to understand my school life.” With a mean score of 3.7742. a total of 28 respondents answered strongly agree and 47 respondents answered agree.

Last but not least, the lowest mean belongs to the items number nineteen, fifteen and fourteen with the mean score of 2.7984, 2.7258 and 2.2823 respectively. Overall, students’ perceptions of parental sacrifice were in moderate level with the mean score 3.2430, and the overall standard deviation is 1.09065.

Differences of perception on parental sacrifice among adolescents between genders.

The results presented in Table 2 indicated that the difference between male and female students; $f(122) = 0.175$, $t = -2.498$, $p > 0.05$ was statistically not significant with regard to their perception on parental sacrifice. Thus it shows that the levels of perception on parental sacrifice are similar across male and female students.

Table 2: Tests for significance Between Genders

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Parental sacrifice	Equal variances assumed	.175	.677	-2.498	122
	Equal variances not assumed	-	-	-2.498	121.773

However, based on the table 3 below, it showed that female students have higher level of parental sacrifice awareness as compared to male students.

Table 3: Level of Parental Sacrifice Between Genders

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Parental sacrifice	Male	62	71.5000	14.06513	1.78627
	Female	62	77.6774	13.46979	1.71066

Differences of perception on parental sacrifice among adolescents between urban and rural.

The results presented in Table 4, showed that there is no significant difference between students who came from urban area and students from rural area, $f(122) = 1.722$, $t = 1.227$, $p > 0.05$ in their perception on parental sacrifice. Thus, it indicates that the levels of parental sacrifice are similar across students from urban and rural area.

Table 4: Test for Significance Between Urban and Rural

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Parental sacrifice	Equal variances assumed	.1772	.186	1.227	122
	Equal variances not assumed	-	-	1.192	97.404

5 CONCLUSION

Due to the several limitations of the current research, researcher has recommended to the future researchers to select the samples from other undergraduate students from other college district or state can be used instead. In addition, future researches may use other methods such as interview and observation or both of them to get more reliable data; specifically, in assessing students' perceptions on their parental sacrifice. The current research revealed that most of the students had high level of parental sacrifice. There was no statistically significant difference between male and female in their parental sacrifice perception; $f(122) = 0.175$, $t = -2.498$, $p > 0.05$; also the result showed that there was no significant difference between students who came from urban area and students from rural area, $f(122) = 1.722$, $t = 1.227$, $p > 0.05$.

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