

COVID 19 PANDEMIC: CONTRIBUTION OF FAMILY WELL-BEING ON THE CHILDREN'S ACADEMIC PERFORMANCE

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1. INTRODUCTION

A strategy of research and development in family wellbeing has developed through the National Family Policy (NFP). Family wellbeing is essential for a developed society (Noor et al., 2014). Families that can make the right and wise decisions, such as managing the family's basic needs and dealing with family problems in an increasingly stressful society, need to be nurtured to live a happier and healthier life. However, the family's wellbeing was slightly affected when the world was shocked by the Covid 19 pandemic at the end of 2019, which started in Wuhan, China. Covid 19 pandemic has spread in China and worldwide through various means such as tourism, education, employment, etc. Malaysia also confront the Covid 19 pandemic when the first case of death of a priest in Sarawak occurred until the government had to take security measures by declaring a Movement Control Order (MCO) from 18 March 2020 to 31 March 2020 initially, but the situation worsened as the number of cases increased until now.

The Covid 19 pandemic that has hit most countries globally has now, to some extent, changed the lives of a family. The Malaysian Family Well -Being Index (IKK) 2016 is at a moderate level. The value of the score recorded is 7.33 out of 10. Children are among the most affected individuals in a family, especially in their educational development process. School sessions from pre-school to secondary school have been closed, and they must follow the home-based teaching and learning (PDP). Family life has changed entirely during the quarantine period throughout the (MCO). The role of parents and families becomes more significant towards children at home than before. Psychologically, children have a lot of time with family when at home. Even parents can closely support and regulate children's learning and teaching processes (Wang et al., 2020).

Parents have taken on many roles throughout the Covid 19 pandemic and the (PDP) process: managing children and housework and the environment. Every family member needs to wisely play a role in dealing with the limitations of time and space to work with being surrounded by children who may be a little stressed and troubled (Spinelli et al., 2020). In comparison, the recommendation of staying at home will increase family relationships. It also adds a significant burden on parents' shoulders as they must play other roles simultaneously. They also must live their own lives as work -from -home (WFH) and continue working as usual. This condition will significantly increase the risk of experiencing stress and negative emotions in the family (Sprang & Silman, 2013). This study aims to identify the factors that contribute to family wellbeing to children's academic performance.

2. METHODOLOGY

This is quantitative research and using a questionnaire as a research instrument. The findings are based on feedback obtained from respondents through questionnaires using Google Forms. The feedbacks will be analyzed descriptively to describe the characteristics of respondents and variables of this study using SPSS. The random sampling method will be used in this study. The selection of respondents was made randomly involving parents of all groups in all five selected regions (Northern Region, Central Region, Southern Region, Eastern Region, and East Malaysia) who have school-age children (primary and secondary levels). Respondents were given the choice of answers (Likert Scale) which is 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, 5 = strongly agree. A total of 120 answered the online questionnaire. Data has been analyzed using 'Statistical Package for the Social Science for Windows' (SPSS for Windows). The reliability value obtained for this part, 0.912, is Excellent. Inference statistics used multiple linear regression. The hypotheses built on the analysis obtained are:

Ho: There is no significant relationship between family wellbeing with children's academic performance.

H1: There is a significant relationship between family wellbeing with children's academic performance.

3. MULTIPLE LINEAR REGRESSION ANALYSIS

Multiple regression analysis aims to identify changes in two or more factors or independent variables that contribute to changes in a dependent variable. In multiple regression, the independent variable is also known as the predictor variable and the dependent variable is called the criterion variable. Thus, multiple regression equations for the two predictor variables can be formed as follows:

$$\hat{Y} = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5$$

Where

\hat{Y} =

a = Regression constant

B1 = regression coefficient Variable 1

B2 = Regression coefficient Variable 2

B3 = Regression coefficient Variable 3

B4 = Regression coefficient Variable 4

B5 = Regression coefficient Variable 5

X1 = Score Variable 1

X2 = Score Variable 2

X3 = Score Variable 3

X4 = Score Variable 4

X5 = Score Variable 5

4. RESULTS AND DISCUSSION

Five independent variables were included in the regression model, $p < 0.05$. However, two independent variables are factors for the level of Children's Academic Performance. The value of $R^2 = 0.285$ indicates that 28.5% ($r = 0.534$) of the change in the dependent variable (Children Academic Performance) is due to the change in the independent variable Family Economic. This means that Family Relationship is a significant factor in contributing to Children Academic Performance. The value of $R^2 = 0.384$ (model 2) indicates that 38.4% ($r = 0.620$) of the change in the dependent variable (Children Academic Performance) is due to the change in the combination of the two independent variables, namely Family Economic and Family Relationship.

Table 1: Stepwise Multiple Regression Analysis of Predictor Variables Contributing to Children Academic Performance

	β - Unstandardize d multiple regression coefficients	SE- Standard Error	β - Standardize d multiple regression coefficients	t	Sig.	R ²	Contribution
Constant	-0.171	0.430		-0.399	0.691		
Family Economic	0.534	0.107	0.395	4.982	0	0.285	28.5%
Family Relationship	0.390	0.090	0.344	4.331	0	0.384	9.9%

Based on Table 1, the multiple stepwise regression analysis was applied in this study. However, the combination of the two independent variables, namely Family Economic and Family Relationship, was a significant independent variable that accounted for 38.4% of the variance change in Children Academic Performance $\{F(2,117) = 36.45, p = 0.000\}$ as shown in Table 2. The Family Relationship variable was the least contributing predictor factor at only 9.9% in Children Academic Performance, while Family Economic was the most contributing factor in Children Academic Performance, at 28.5%. The findings of this study emphasize an essential point, which is to predict high Children Academic Performance in the future must emphasize the Family Economic. Thus, multiple regression equations for the two predictor variables can be formed as follows:

$$\hat{Y} = -0.171 + 0.534X_1 + 0.390X_2$$

Where

\hat{Y} = Children Academic Performance score is predicted

a = Regression constant

B1 = regression coefficient of various Family Economic

B2 = Regression coefficient of various Family Relationship

X1 = Score Family Economic

X2 = Score Family Relationship

Table 2: Analysis of Variance of Children Academic Performance Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.061	1	17.061	47.067	.000 ^b
	Residual	42.772	118	0.362		
	Total	59.833	119			
2	Regression	22.970	2	11.485	36.454	.000 ^c
	Residual	36.863	117	0.315		
	Total	59.833	119			

a. Dependent Variable: Children Academic Performance

b. Predictors: (Constant), Family Relationship

c. Predictors: (Constant), Family Relationship, Family Economic

However, to obtain multiple regression equations, this article aims to determine the extent to which each independent variable (Family Economic and Family Relationship) contributes to Children Academic Performance. It is essential to know the value of β in line with Pallant (2007), who states, in comparing the contribution of each independent variable; therefore, we use the beta values ". The analysis findings also clearly showed that significantly Family Economic was the most important predictor variable in Children Academic Performance ($\beta = 0.395, p < .05$) and contributed 28.5 percent. This situation means that when Family Economic increases by one unit, the Children Academic Performance will increase by 0.395 units with other variables are constant. These findings show that Family Economic is the main contributing factor, 28.5% in Children's Academic Performance. The second most important predictor variable contributing 8.9% of Children Academic Performance was Family Relationship ($\beta = 0.344, p < .05$). This situation also means that when the Family Relationship increases by one unit, it will also increase the Children Academic Performance by 0.344 units, with other variables being constant. Thus, it stated that Family Relationship is also a factor that cannot be ignored in Children Academic Performance. Therefore, it can be concluded H0 states that there is no significant contribution between Family Economic and Family Relationship on Children Academic Performance has rejected and H1 will be accepted. The study's findings also show Family Economic is the most contributing predictor factor, followed by Family relationships.

5. CONCLUSIONS

The study found that the Family Economics variable is a significant contributor to the children's academic performance during pandemic covid 19. During the covid 19 pandemics, many families have been affected economically, especially the vulnerable groups such as private-sector workers, small and medium businesses, the B40 group, and so on. Families face the problem of a lack of resources to meet their wants and needs. Consequently, they must do various jobs to support themselves, including the children's education. The Family Relationship variable is a second contributor to children's academic performance. It shows that harmonious family relationships are also important in improving children's academic performance during a covid pandemic 19. These two variables are very significant in the event of a recurrence of an unintended disaster.

6. REFERENCES

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