

Parental qualification

Highest levels of parental education

As seen in Table STT1.3, 70% of students reported at least one of their parents' highest levels of education was above secondary education and 47% of students had at least one parent with a university education.

Table STT1.3

Percentage of students with the highest parental education level

Education Level	Percentage of Students
Below primary education	3 % (1.1)
Primary education	8 % (2.1)
Secondary Education	20 % (2.0)
Post-secondary non-tertiary or short cycle tertiary education	23 % (1.7)
Bachelor-Master-doctorate	47 % (2.8)

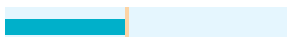
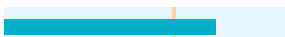

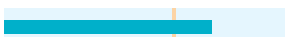

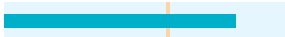

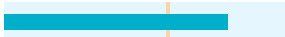

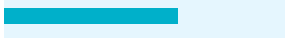
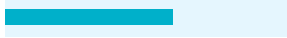
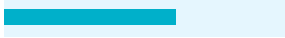
() Standard errors appear in parentheses.


University-level parental education and student performance

This information was compared with student achievement in the PILNA assessments. To simplify the analysis, parents' highest level of education was grouped into two categories: below university level and university level. Table STT1.4 shows student performance in the PILNA domains by their parents' highest level of education.

Table STT1.4

Average achievement of students by parental highest education in year level

Education level	Year 4	Year 6
Numeracy		
Below university level	 451 (12.7)	 545 (11.4)
University level	 484 (10.0)	 541 (6.7)
Reading		
Below university level	 437 (13.7)	 564 (12.4)
University level	 491 (11.1)	 556 (12.5)
Writing		
Below university level	 488 (5.8)	 506 (6.1)
University level	 501 (7.9)	 504 (10.0)

() Standard errors appear in parentheses.
 Expected minimum proficiency score.

From Table STT1.4 we see that year four students who have at least one parent with a university level education had higher average performance in all domains of the PILNA assessments than did students who did not have a parent with a university level education. For year six students, no difference was found between these two groups.

What does this mean?

In general, students with at least one university educated parent tended to perform at a similar or better level than students without a university educated parent. Similar results were found at the regional level, which also indicated that students with at least one university educated parent tended to perform at a similar or better level than students whose parents did not attend university. This suggests that higher levels of parental education may be associated with higher performance and that students belonging to families with less education may be at a disadvantage compared to their peers.