



EFFECT OF SOCIO-ECONOMIC STATUS OF PARENTS ON THE STUDENT'S ACADEMIC ACHIEVEMENT

Dr Tehseen Tahir, Assistant Professor, Department of Education, University of Haripur, Pakistan

Email: dr.tehseen78@gmail.com

Dr UmbreenIshfaq, Associate Professor, Department of Education, University of Haripur, umbreen.ishaq@uoh.edu.pk

Safia Begum, Lecturer Department of Education, University College of Dera Murad Jamali, sufigul5@gmail.com

Dr. Muhammad Sharjeel, Department of Education, Federal Urdu University

Abstract- The current research study focused upon effect of socio-economic status of parents on the students' academic achievement at secondary level. Study's objectives were to find parents' socio-economic status of parents in students' achievements, parents' level of education and students' academic performance, parents' income and students' academic performance, parents' occupation and students' academic performance of male and female 171 students (50 each) from secondary school. The data were collected through questionnaire. Data were collected from the students of secondary school. It was concluded that parents' financial status, financial and moral support, socio-economic status of parents, affect student academic achievement, provision of learning environment at home, incentive providing by parents motivate the children to work harder and achieve higher. As it was found that parents source of income is a vital factor that effect academic achievement of student. Therefore, it is recommended government should provide incentives to the students and support poor families. Free books supplemented by stationeries, scholarships are recommended which has the capacity to boost the performance of the students academically.

Keywords: Effect, Socio-economic, Status, Parents, Academic Achievement, Secondary level.

I. INTRODUCTION

Battle and Lewis (2002) narrated education as an important pillar in one life leading to different opportunities, income and better life. The background of a family where a student is reared up, identify the future in terms of academic achievement. The current study focuses upon this relationship being found in between the socioeconomic status and academic performance. Income, education and occupation comprises the socioeconomic status (McMillan and Westor, 2002). This is the reason the researchers should study these parameters in separate aspects. As per the idea of (Gul, R., & Reba, A., 2017) the socioeconomic status (SES) is the combination of educational level attained by parents, profession, occupation and the income being generated by the family. Baharudin and Luster (1998) found cause and effect relationship in between SES and the learning outcomes of learners. Eamon (2005) and Hochschild (2003) also described this causal relation in between the two variables as families with lower SES are like to produce students with lesser academic grades and maybe in some case, might be dropped out of school. Seyfried (1998) found students at least 10% lesser scoring than other with better SES on National Assessment of Educational Programs. McNeal (2001) has observed SES as affecting other parameters like involvement of parents in the education of children. Eamon (2005), and Jeynes (2002) found a negative relation among SES, resources and stress (Gul, R., Khan, S. S., & Akhtar, S., 2020). They suggested SES as creating problems for the students. Eamon (2005) described SES as cause of bad parenting, lesser attention on the part of the parents, conflicts inside home, stress among parents, and the running of household affairs. While determining the causes of dropout at primary level in Uganda, Okumu et al (2008) came across the fact that girls are more affected in this case as their number in dropouts surpassed that number in urban areas as compared to rural areas. Similarly, the mothers who are educated can better manage their time to educate their kids as compared to the mothers who are not educated (Gul, R., Khan, S. S., Mazhar, S., & Tahir, T., 2020). Also, educated mothers better provide help to their children in their studies.

Bjorkman (2005) in research study conducted in Uganda elaborated the investment upon children in education terms as something related to the income by the family. The same study also narrated that boys are lesser affected than the boys. The investment upon children's education surely affects the performance of the students in school (Gul, R., & Rafique, M., 2017).

The socioeconomic status of an individual means demography, along with a position one holds with respect to other living in an environment. The current study takes into consideration three main aspects of education, occupation and income by parents.

The occupation refers to the kind of activity one performs in order to earn livelihood. The current study takes 'occupation' as prestige an occupation carries with itself in formal and an informal sense, the class of an occupation and finally as an indicator of income and education.

Education is a mechanism of getting knowledge and skills especially at a school, college, or university (Gul, R., Kanwal, S., & Khan, S. S., 2020). In this study education was measured through the analysis of data such as scores/grades obtained from educational assessments to infer the abilities and proficiencies of students. The money received from different sources like selling goods and providing services, rents or financial support from other sources. The current study considers income as finances received from all sources like rent, investment, goods and services.

Parental Involvement in Education;

By parental involvement, the children get attention on behalf of their parents in terms of their education. Here, in the current research study, parental involvement means the involvement of parents with teachers in terms of communication, school visiting on the part of the parents, supervision of parents of their kids' education, supporting students at home in completing their home tasks set by the school, and the participation of parents in school meetings.

Socio-economic Status in Relation to Academic Performance of Pupils:

The socioeconomic status (SES) has been elaborated in this part of the literature review. The socioeconomic status has been defined as a construct taking into consideration both resources and prestige associated with an occupation. The children as well as adult students are affected with both of these (Krieger, Williams & Moss as cited in Australian Commission on Health, 2007). Educational credentials, wealth, assets, income and social and material status are all included.

Education creates difference in terms of getting knowledge, access to information, benefits expected from new learning (Ayub, A., Gul, R., Malik, M., Sharjeel, Y. M., Rauf, B. M., 2021). In the same way, income provides opportunities to access knowledge, material and other goods. Inside a community, the socioeconomic status may be considered as an honor (Weber, 2000). The social networking, life styles, family backgrounds etc., are all different parameters of socioeconomic status. The family background, social networks, and lifestyles are all the parts of 'socioeconomic status', and has been considered in the current research work. The effects that the background of family along with life style can cause children to accelerate or retard in their academic career. McMillan and Westor (2002) think education, occupation and income as aspects of socioeconomic status and thus suggested to be studied separately. As per their understanding, the three parameters are not connected tightly to each other and that is the reason for them to be studied in isolation. It is mandatory for the researchers to study them all separately in relation to educational performance.

Family Background;

The family background plays a vital role in the life of learners inside and outside the school premises. The family background comprises of factors like socioeconomic status, family being run by single or two parents, divorce, styles of parenting, material objects possessed, number of family members and the neighboring people living around (Maiori B, 1996). The family environment influences the basic socialization of children and affect their choices in the future. Occupation, education and income are the determining factors of SES as elaborated in Jeynes (2002). Baharudin and Luster (1998) points out SES affecting students learning. Parents are disrupted because of economic problems and increase conflicts inside the family setup. Eamon (2005) explained depression being caused by the socioeconomic status if not a satisfactory one. SES defines home life of the children as it has close link with the home environment being provided to the children. A single parent house children compared to two parents' house, perform not very well as compared (Maiori banks, 1996).

Domina (2005) thought involvement of parents as unclear ideas as affecting academic achievement of the learners. There are both positive and negative sides of the picture and should be maintained while thinking of better education as forwarded by Domina (2005) and McNeal (2001). The discussion can be without any proper conclusion. The parental involvement may positively affect the performance of the students strictly in academic terms. Parents involve when their kids are already passing through some difficulty. Domina (2005) suggested parental involvement as not very much helpful in achieving good grades on the part of the learner. Anyhow, behavioral problems may be controlled through. The academic achievement is also affected by the mother and her upbringing (Baharudin and Luster, 1998; Eamon, 2005; Majori banks, 1996). They considered educated mothers are more effective in getting their kids good grades than mother who are not very well-educated.

Evans (2004) found children belonging to lower SES face many challenges in life and often do not enjoy a bright future. They are more subjected to social harmful side like exposure to criminal activities, violence, in supplementation of not having enough or appropriate social networking. Now, the case is understandable. Families who are striving more for their SES, would not find enough time to pass with their kids, to check their studies or other habits, supervision etc., in such case, the students would not be able to get better academic positions. The students with lower SES do not perform well in education as compared to the students belonging to higher SES backgrounds. The students with good SES have many opportunities to grow and develop.

Some research studies like Pedrosa et al., (2006) found students with not good SES as performing better than those who belong to high socioeconomic status. Such phenomenon was termed as 'educational elasticity'. In the words of Escarce(2003), "The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their 14 chances of educational success. Furthermore, he also pointed that due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels, and this situation reduced achievement motivation of the students and high risk of educational malfunction in future life endeavors".

PARENTS' LEVEL OF EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE

Parents' level of education is important to schooling as parents want their children to maintain the status quo (Mallan, 2009).

Generally parental involvement in education takes many forms including the provision of secure and stable environment, intellectual simulations, parent to child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment, contact with school to share information, participation in school events and schoolwork and governance (Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T., 2021; Desforges & Abouchaar, 2003). Epstein (1992) established that parental involvement in education-checking homework, attending school meetings and events, discussing school activities at home has a very powerful influence on students' academic performance. While parental involvement positively affects student's academic achievement, low socio-economic parents are least likely to be involved in their children's education (Gratz, 2006). Low socio-economic parents are often working most of the time to take care of their families and they have no or limited time to participate in their children's education (Ratcliff & Hunt, 2009; Saleem, A., Gul, R., Ahmad, A., 2021). However, the researcher is aware that the low socio-economic parents are also willing and just as eager to help their children succeed in their education as their counterparts in high socio-economic status but they are limited by their low level of education, income and occupation. Hafiz & Waqas (2013) carried out a research aimed to explore the effect of parental involvement in education on their children's academic achievement in Allama Iqbal Town, Pakistan. It was found that parental involvement has significance effect in better academic performance of their children. However their research was conducted within a city /urban area but this research was conducted in rural -arid area.

OBJECTIVES OF THE STUDY

1. To identify the effect of socio-economic status of parents in students achievements.
2. To identify the effect of parents' level of education and students' academic performance.
3. To identify the effect of parents' income on students' academic performance.
4. To identify the effect of parents' occupation on student's academic performance.

RESEARCH QUESTIONS

1. How socio economic factors affect the student's academic achievement of student?
2. How can parents' play their role to provide children all the opportunities to make student academic progress better?
3. Is there any effect of parents' income on the students' academic achievement?
4. Is there any effect of parents' occupation on the students' academic achievement?
5. Is there any effect of parents' education on the students' academic achievement?

SIGNIFICANCE OF THE STUDY

The findings of this research may benefit the teachers because they may be able to plan the teaching activities according to every student's need and approach and how to treat all the students on equality basis. The findings of this research may be beneficial for the students to, identify their own problems and how to overcome from all these problems.

DELIMITATION

The study was delimited to only two male and female secondary schools. It was further delimited to the students of class 10th

POPULATION AND SAMPLE

The population of the study comprised of 171 male & female students of the Working Folk Secondary School. Simple Random sampling technique was used for the selection. Out of 80 male students, 50 male students and out of 91 female students, 50 female students from the Working Folks School of Secondary level were chosen as sample of the study.

RESEARCH INSTRUMENT

A questionnaire was used as a tool for the collection of the data. For judgmental validation the questionnaire was distributed among the expert to get their feedback. Some questions were refined according to the suggestions. For pilot testing, the questionnaire was distributed among the students' of Working Folk School of Secondary level, who were not included in sample. The collected data were analyzed and the reliability co-efficient (Cronbach's Alpha) of the questionnaire was 0.72. The final questionnaire was utilized for collection data from the respondents.

II. DATA COLLECTION AND ANALYSIS

The data were collected through personal visits of the researcher. For the analysis of data, percentage and t test were used by using SPSS. The below tables were obtained as a result.

Table 1: Students Responses about Parental Socio-Economic Status

| Factors | Students Percentage Response | | | | |
|-------------------|------------------------------|-------|------|------|-------|
| | S.A | A | U | DA | S.D.A |
| Education Status | 55 | 39 | 4 | 1 | 1 |
| Income Level | 55 | 37 | 4 | 2 | 2 |
| Occupation Status | 67 | 27 | 3 | 1 | 2 |
| Overall status | 59 | 34.34 | 3.67 | 1.34 | 1.67 |

Table 1 shows the socio-economic status of the parent of the students. Majority (94%) of the students were agreed that their parental educational status is good, while 2% students were not agree. However, 4% students were undecided about their educational status. Further, majority (92%) of the students were agreed that their parental income level is better, while 4% were disagreed. However, 4% students were undecided about their parental income status. Moreover, about 94% students were in favor of good occupational status, while 3% were against. Conversely, 3% were undecided. As for as the overall socioeconomic status is concerned, about 93% students were agreed, while 3% were undecided. Besides, 4% were undecided about their parental socio-economic status. The entire shows that majority of the students havening better socio-economic status, which is also clear from the below figure:

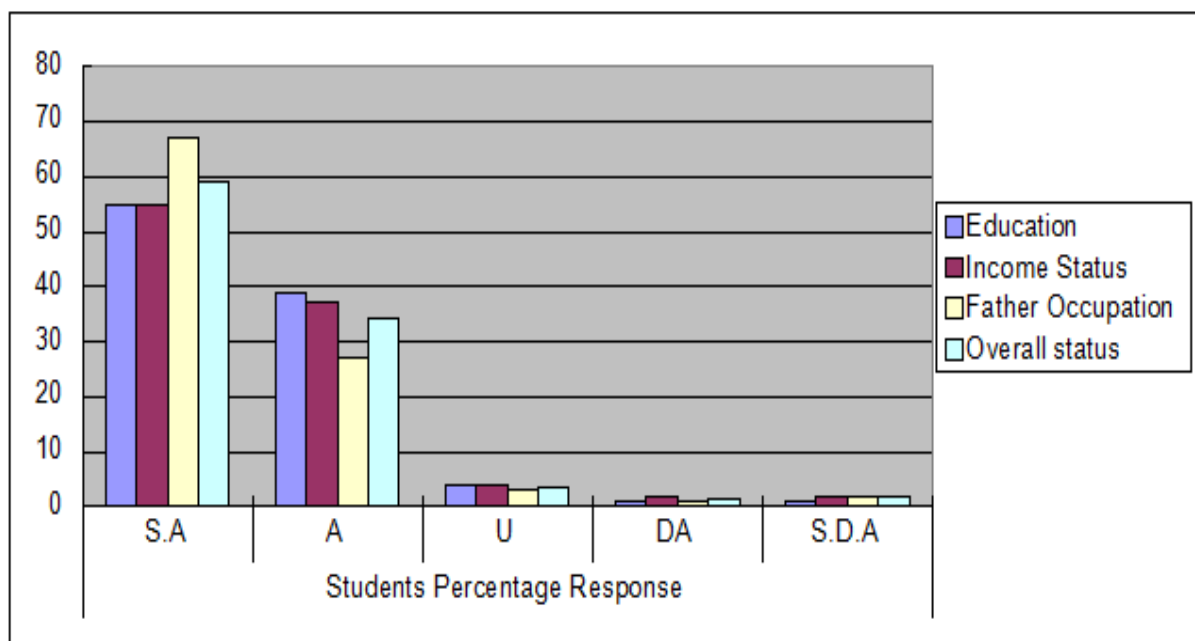


Figure 1

Table 2: Comparison between Male and Female over Parental Educational Status

| Gender | Mean | SD | STM | t | p |
|--------|-------|-------|-------|-------|-------|
| Male | 40.67 | 2.693 | 0.269 | | |
| Female | 40.21 | 2.614 | 0.261 | 1.226 | 0.222 |

Table 2 shows the comparison between male and female over their parental educational status at 0.05 levels of significance. The mean scores value of the male and female over their parental economic status is (40.670, 40.210, $p=0.222>0.05$). The table shows that the difference between male and female over their parental educational status not significant statistically for economic status. Thus, the parental economic statuses of male and female students were found equal.

Table 3: Comparison between Male and Female over Parental Income Level

| Gender | Mean | SD | STM | t | P |
|--------|-------|-------|-------|-------|-------|
| Male | 31.51 | 2.213 | 0.221 | | |
| Female | 30.88 | 2.559 | 0.255 | 1.862 | 0.064 |

Table 3 shows the comparison between male and female over their parental income status at 0.05 levels of significance. The mean scores value of the male and female over their Income level is (31.5100, 30.8800, $p=0.064<0.05$). The table shows that the difference between male and female over their parental income level is not significant statistically. Further the mean scores value of male and female students is almost remain the same. Thus, the parental income level of male students was found same.

Table 4: Comparison between male and female over their parental Occupational status

| Gender | Mean | SD | STM | t | p |
|--------|-------|-------|-------|-------|-------|
| Male | 42.01 | 1.930 | 0.193 | | |
| Female | 41.00 | 2.247 | 0.224 | 3.409 | 0.001 |

Table 4 shows the comparison between male and female over their parental occupational status at 0.05 levels of significance. The mean scores value of the male and female over their parental occupational status is (42.0100, 41.0000) $p=0.001 < 0.05$. The entire table shows that the difference between male and female over their parental occupational status is significant statistically. Further the mean scores value of male students is greater than the corresponding mean scores of the female student for the occupational status. Thus, the parental occupational statuses of male students were found better than female students.

Table 5: Comparison between Male and Female over Parental Socio-Economic Status

| Gender | Mean | SD | STM | t | p |
|--------|-------|-------|-------|-------|-------|
| Male | 2.978 | 4.760 | 0.476 | 2.938 | 0.004 |
| Female | 1.120 | 5.331 | 0.533 | | |

Table 5 shows the comparison between male and female over the overall parental status at 0.05 levels of significance. The mean scores value of the male and female for overall parental status is (2.978, 1.120, $p=0.004 < 0.05$). The entire table shows that the difference between male and female over their parental overall status is significant statistically. Further the mean scores value of male students is greater than the corresponding mean scores of the female student for the overall status. Thus, the parental socio-economic status of male students found better than female students.

III. CONCLUSIONS

The parental educational statuses of male and female students were found equal. It was demonstrated that parents' educational qualifications, parents' interest in their students' education, parental supervision of students, learning activities, parents' academic qualifications, parents' educational attainments, parents' attitude towards education, parental monitoring of students progress, parents who set rules and regulations for their children positively influences their academic achievement. Further, the parental income level of male students was found same. It was indicated that parents' financial status, financial and moral support, socio-economic status of parents, that student academic achievement, provision of learning environment at home, incentive providing by parents motivate the children to work harder and achieve higher. Moreover, the parental occupational statuses of male students were found better than female students. It was concluded that students whose parents have better jobs and higher levels of educational, parental background is a significant contributory factor, students whose parents are in formal employment, parents' working hours, parents in informal employment struggle, parents' ability to support students' education, parents vocational/professional qualify parents who are a prestigious occupation influence level of achievement. Furthermore, it was concluded that majority of the students having better socio-economic status. It was established that the difference between male and female over their parental economic status is not statistically significant while significant for income status, occupational status so the parental economic status of male student are found better than female students.

IV. RECOMMENDATIONS

As it was found that parents' affect the educational performance of students, therefore, it is strongly recommended that unemployment may be controlled and government should increase allocation of funds on the students and poor family may be provided scholarships, free books and other stationeries, facilitate them in schools, to make their academic performance better. Further, education improves individuals' learning outcomes, therefore it is recommended that government may ensure the provision of education facility for students within the institution. Moreover, parental involvement as well as participation have significant effect on the academic performance of students, therefore, it is suggested that interaction and communication between the parents and teachers may be strengthened for better result of students. Furthermore, the study shows parents do not involve much in educational activities in schools; it is recommended that authorities may convince parents' benefits they may achieve as a result of their involvement. The parents should be convinced that they should pay attention to their kids in homes by providing them a better educational environment at home, and that they should supervise their homework. Importance of home environment may be stressed and made clear to the

parents by the educators and the successful role it can play in the academic performance of their kids. Last but not the least, parents are advised to pay attention to their kids in homes. A proper timetable may be set at home whereupon the parent may make sure their kids are following to make them better students.

REFERENCES:

1. Ayub, A., Gul, R., Malik, M., Sharjeel, Y. M., Rauf, B. M. (2021). Impact of Interactive Pedagogies on Students' Academic Achievement in Mathematics at Elementary School Level in Quetta City, Balochistan. *Ilkogretim Online - Elementary Education*
2. *Online*, 20(3): pp. 53-72. <http://ilkogretim-online.org> doi: 10.17051/ilkonline.2021.03.06
3. Battle, J and M Lewis. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, 6(2), 21- 35
4. Bjorkman (2005). Parent Socioeconomic Status and Pupils' Attainment. A case study of St. Jude primary school. Malaba Town council –Uganda
5. Baharudin, R and T Luster. (1998). Factors related to the quality of the home environment and children's achievement. *Journal of Family Issues*. 19(4), 375-403
6. Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. (2021). Exploring managerial skills of Pakistan Public Universities (PPUs)' middle managers for campus sustainability. *Journal of Sustainable Finance & Investment*, 1-19. doi: 10.1080/20430795.2021.1883985
7. Domina, T. (2005). Leveling the home advantage: assessing the effectiveness of parental involvement in elementary school. *Sociology of Education*. 78, 233-249
8. Eamon, M. K. (2005). Social-demographic, school, neighborhood, and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*, 34(2), 163-175.
9. Escarce, J. J (2003). Socioeconomic status and the fate of adolescents Retrieved on May 20 2014 from <http://www.pubmedcentral.nih.gov/articlerender.fcgi?>
10. Gratz, J. (2006). *The Impact of Parents' Background on their Children's Education*. New York: The Guilford Press.
11. Graetz, B. (1995). Socio-economic status in education research and policy in John Ainley et al., *Socio-economic Status and School Education* DEET/ACER Canberra
12. Gul, R., Kanwal, S., & Khan, S. S. (2020). Preferences of the Teachers in Employing Revised Blooms Taxonomy in their Instructions. *Sir Syed Journal of Education & Social Research*, 3(2), 258-266. Doi: 139-Article Text-1546-2-10-20200702.pdf
13. Gul, R., Khan, S. S., & Akhtar, S. (2020). Organizational Politics as Antecedent of Stress in Public Sector Universities of Khyber Pakhtunkhwa. *International Review of Management and Business Research*, 9(2), 150-161. Doi:10.30543/9-2(2020)-11
14. Gul, R., Khan, S. S., Mazhar, S., & Tahir, T. (2020). Influence of Logical and Spatial Intelligence on Teaching Pedagogies of Secondary School Teachers. *Humanities & Social Sciences Reviews*, 8(6), 01-09. <https://doi.org/10.18510/hssr.2020.861>
15. Link: <https://core.ac.uk/download/pdf/228237475.pdf>
16. Gul, R., & Rafique, M. (2017). Teachers Preferred Approaches towards Multiple Intelligence
17. Teaching: Enhanced Prospects for Teaching Strategies. *Journal of Research & Reflections in Education (JRRE)*, 11(2). pp 197-203. Available at 3
18. <http://www.ue.edu.pk/jrre>
19. Gul, R., & Reba, A. (2017). A Study of Multiple Intelligence and Social Profiles of Secondary School Teachers, Peshawar. *Journal of Applied Environmental and Biological Sciences*, 7(6), 226-235.
20. Hochschild, J L. 2003. Social Class in Public Schools. *Journal of Social Issues* 59(4), 821-840.
21. Hafiz, M. and Waqas, R. (2013). Parental involvement and academic performance: A study on secondary school of Lahore. *International Journal of Humanities and social Science*. Vol.3 No.8.
22. Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: The challenge of controlling for family income. *Journal of family and Economic Issues*, 23(2), 189-210.
23. McMillan, J., & Western, J. (2000). Measurement of the socio-economic status of Australian higher education students. *Higher Education*, 39(2), 223-247.

26. McMillan, J and Westor, J. (2000). "Measurement of Social-Economic Status of Australian Higher Education Students". Higher Education
27. Major, B. K. (1996). Family Learning Environments and Students' Outcomes: A Review. *Journal of Comparative Family Studies* 27(2), 373-394.
28. Orodho, J. A. (2005). Elements of Educational and Social science Research methods. Nairobi: Masola Publishers
29. Okumu, et al. (2008). Socioeconomic Orodho, A. J. (2005). Elements of Educational and Social science Research methods. Nairobi: Masola Publishers
30. Pedrosa, et al (2006). Educational and social economic background of graduates and academic performance: consequences for affirmative action programs at a Brazilian research university.
31. Saleem, A., Gul, R., Ahmad, A. (2021). Effectiveness of Continuous Professional Development Program as Perceived by Primary Level Teachers. *Ilkogretim Online – Elementary Education Online*, 20 (3): pp. 53-72. <http://ilkogretim-online.org> doi: 10.17051/ilkonline.2021.03.06
33. Seyfried, S. F. (1998). Academic achievement of African American preadolescents: The influence of teacher perceptions. *American Journal of Community Psychology*, 26(3), 381- 402.
34. Weber, M. (2000). Socioeconomic Gaps in Academic Achievement within Schools. Are They Consistent Across Subject Area? Educational research and evaluation, <http://unesdoc.unesco.org>. Retrieved on 20/7/2012