



RESEARCH PAPER

Effect of Parents' Socio-economic Status on Students' Academic Achievement

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ABSTRACT

The study was planned to examine the effect of parents' socioeconomic status (SES) on academic achievements of the students at secondary level. Objectives of the study include identification of parents' SES fall in the category of low, average, and high level and to find out difference between each SES level across achievement of the students at secondary level. This was descriptive study and the population was consisted of all 10th grade students of public secondary schools of Gujranwala. Total sample comprises of 400 students including equal number of girls and boys. Two stage random sampling technique was used for Data collection, at first stage 20 public secondary schools (10 boys & 10 girls) were randomly selected out of 57 public secondary schools of Tehsil Wazirabad and at second stage 20 students were randomly selected from each selected school. The study concluded that parents had different socioeconomic status levels and different socioeconomic status levels have significant effects on students' achievements.

KEYWORDS Parental Income, Parental Occupation, Secondary School, Socioeconomic Status, Students' Achievement

Introduction

An individual's socioeconomic standing is defined as the overall family earnings, schooling, and profession are all considered when analysing a family's socioeconomic position. When their individual qualities are noted, individual income is compared to combined income. Education is extremely significant in both men's and women's lives. It is required for a nation's growth and progress. It is critical to achieving success. Education is the foundation of emerging countries' success. Only educated leaders and nation builders can propel a country to greatness. Education makes us as noble and kind as we can be. The primary objective of education is personal improvement, social and economic progress, and national prosperity. A well-educated system assists us in eradicating many societal problems such as unemployment and poverty.

The secondary school system is extremely significant in a student's life. It is seen as a multifaceted process. These pupils range in age from 13 to 16. Their personality begins to form and a direction for life is progressively established, preparing the individual for community life. After secondary level students enroll in colleges, universities segregating them into broader areas of science, arts and humanities. Those who quite educations at this level also need a sound preparation to join a trade or occupation (Farooq et al. 2011). Parents are one of the most essential and influential people in their children's life. They have the ability and power to mould, nurture, and

grow their kids into curious, creative, and tolerant individuals as a consequence of their dynamic engagement in the learning course and instructive actions. Study proved that those parents who show lack of interest in participating educational process of their children eventually responsible to the damaging the wish and the aptitude of their children through showing irrelevance to their children's achievements (Al-Matalaka, 2014). Various factors such as parental education, parental occupation, whole household earnings, number of family members, availability of helpers, facilities regarding information technology, area of habitation, home facilities, are used to determine the socioeconomic status of parents. Several studies have identified the significance and impact of parents' socioeconomic status on students' academic achievements, such as the impact of parental education and socioeconomic status on academic achievements, the impact of parents' socioeconomic status and home environment on students' academic achievements (Saifi & Mehmood, 2001).

The investigator was sure that variables influencing students' speculative accomplishment are particularly relevant at secondary level since they choose their topic groups at upper secondary level (intermediate) based on secondary level achievement. Because the majority of kids from lower socioeconomic groups attend public high schools, it was critical to establish how much SES influences their secondary school performance. This was the thought that prompted the researcher to look into the following study topic. However, this study is a new phenomenon, and the researcher herself is a part as a working teacher.

Literature Review

Saifi and Mehmood (2011) described the elements on which a person's socioeconomic status depends during a study to investigate the impact of socioeconomic status on student achievement as family income, parental schooling, parental profession, facilities at home, availability of self-transport, and employers to serve and help. These components are seen as markers of a person's socioeconomic position. It was discovered that several socioeconomic level markers, such as parental education, occupation, and amenities, had a substantial impact on pupils' academic accomplishments and performance. Families with a high socioeconomic level have more opportunities for their children to grow academically, economically, and communally. They have a good impact on their children's academic accomplishments and encourage them to pursue higher levels of education (Roberts, 2007). Many studies have found that students from low socioeconomic level homes are more willing to obey and respect authority. Such kids exhibited obedience and reverence relatively critical intelligent and judge the abilities. Many experts claim that low socioeconomic position of parents has a detrimental influence on their children's academic ability. Due to poor socioeconomic level, parents fail to meet their children's needs and requests, even when they are relevant to their studies; as a result, kids fail to give full attention to their studies and demonstrate improved presentation and speculative accomplishments (Eamon, 2005).

Students' academic achievement is strongly tied to their parents' employment, and this can have an adverse or good influence. The employment as a source of income to meet the demands of the youth in order for them to excel in their education and participate in social activities. It has also been noticed that the nature of the work might restrict the amount of time that parents wish to devote with their youngsters and have to accomplish them at any inhabited school. Many studies show that there is a substantial association between parents' professional position and students' speculative accomplishments. The job kind and position are connected to the family's income as well as the socioeconomic standing (Saifi & Mehmood, 2001). A poor socioeconomic level

family has limited and inadequate revenue or money to acquire home items and required products for their children's education, which are highly vital for higher academic accomplishments (Kean, 2005). It is stated that kids from low socioeconomic backgrounds receive less direction from their parentages and have fewer opportunities to attend college because of their parents' lack of interest, commitment, and goals. Another study indicated that poor academic attainment and performance, incomplete education years, limited professional options, and lower ambitions are associated with poverty and low socioeconomic level of parentages (Hill et al., 2004). Furthermore, parental socioeconomic position not only influences students' academic performance and achievements, but it also makes it possible for students with low socioeconomic level to compete effectively with students with high socioeconomic position (Rothstein, 2004). Many research found that students from higher socioeconomic statuses differ significantly from students from lower socioeconomic statuses in terms of behaviour and attitude towards academic attainments (Oni, 2007; Omoegun, 2007).

According to Asikhia (2010), socioeconomic position and family educational background have a substantial impact on pupils' academic performance and achievements. Financial and spiritual support from parents has been identified as an essential component in improving children's academic performance and achievements. Another study showed that incorrect and insufficient financial support may have a detrimental impact on student performance (Ushie et al., 2012). According to Sirin (2005), inadequate care with uncivilised inadequacy of socioeconomic demands of children has a detrimental influence on their academic performance and achievements. When opposed to uninformed parents, qualified parents are able to communicate effectively with their children about school activities and work and promote them for higher academic success (Farooq et al., 2011). It has been noticed that poor socioeconomic status families typically lack financial, educational, and social care as compared to higher socioeconomic position families. It was also discovered that inferior socioeconomic position folks have fewer and insufficient assets to meet their children's scholastic and societal needs when compared to developed socioeconomic position folks, which are critical for promoting students' speculative attainments (Roberts, 2007). Numerous studies have found that low parental socioeconomic level has a detrimental impact on students' academic performance and accomplishments. Lower socioeconomic class parents fail to meet their children's educational wants and requirements, and resultantly they are unable to demonstrate their better outcome (Eamon, 2005).

Material and Methods

The survey approach was utilised to obtain data for this descriptive research. The study's population was all 10th grade students enrolled in public secondary schools in district Gujranwala, while the study's accessible population was all 10th grade students enrolled in public secondary schools in Tehsil Wazirabad in session 2022-2023. For sample selection, a two-stage random sampling procedure was adopted. In the first stage, 20 public secondary schools were chosen at random from a total of 57 schools in Tehsil Wazirabad. Ten high schools for females and ten for boys were chosen at random. At the second step, 20 pupils were chosen at random from each school.

Instrumentation

A questionnaire with a five-point Likert scale and 27 items designed to collect information about the socioeconomic position of students' parents and other home background characteristics. These characteristics include family income, residential location and family size, parents' education and employment, school distance from

home, and family engagement in study. Academic performance was determined by students' accomplishment scores on the Board of Intermediate and Secondary Education Gujranwala's 9th grade yearly test. Students were asked to fill out a questionnaire with their results, which were afterwards confirmed. Expert opinion was obtained from specialists in order to validate the instrument. The questionnaire was revised with the assistance and ideas of the specialists. Furthermore, pilot testing was carried out to identify inconsistencies and enhance them. The questionnaire was confirmed to be reliable. Cronbach's alpha yielded a score of .77. Following input from pilot testing results, the questionnaire was finalised. Before giving the questionnaire, the researcher explained to the respondents the nature and goal of the study. The questionnaires were distributed to pupils in their classes with the assistance of chosen school's class teachers. The next day, the researcher obtained data from the class instructor.

Results and Discussion

Data Analysis

To analyse the data, percentages, means, standard deviations, and one-way ANOVA were employed. SPSS, a statistical analysis programme, was used to analyse the data. The first study topic concerned the distribution of students' parents at each level of socioeconomic status. To calculate the level of SES, the range of the overall scale, 53, was divided by the number of levels, and the product was added to the minimum, 18, and then added twice to get the maximum score. Thus, socioeconomic status levels were identified and labelled as low, average, and high SES. The findings are shown in the following tables.

Table 1
Division of Parents at each level of their Socioeconomic Status

Socioeconomic status Categories	Frequency	Percentage	Scale Mean	S. D.
Low SES	288	72	33.83	7.304
Average SES	104	26		
High SES	8	2		
Total	400	100		

Table 1 displays the frequency and percentage of parents fall at each level of their socioeconomic status. In the table ratio of parents with low SES was large as 72 % while parents with average level of their SES was calculated as 26 % and just 2 % parents have high SES level. The graphical representation of parents at each level of their SES is presented in the following figure.

Above figure clearly shows that the number of parents with low socioeconomic status is very high. Majority of the parents of students enrolled in 10th grade of public secondary schools have low SES. Moreover, only 2% parents, fall in the category of high SES that is negligibly small while few parents have average level of their SES.

Subsequent research question was about the effect of different levels of parents' SES on students' academic achievement. To answer this research question inferential statistics like ANOVA was used. The results of the analysis are given in the following table.

Table 2
Effect of different Levels of Parents' Socioeconomic Status on Students' Achievement

	Sum of Squares	df	Mean Square	F	Sig.
Low SES	15013.857	2	7506.99		
Average SES	6274.583	397	15.805	474.97	.00
High SES	21288.44	399			

Table 2 summarised the effects of various socioeconomic status levels on student success. The findings demonstrate that there was a substantial difference in student accomplishment across socioeconomic status levels ($F=474.97$, $p = .00 > .05$). Each level of SES differs on students' academic achievement. To find out multiple group comparison between each level from the other Post-hoc test was applied. Results are presented in the following table.

Table 3
Multiple Comparisons between Levels of Socioeconomic Status regarding its effect on Student' Academic Achievement

Variable	(I)SES Levels	(j)SES Levels	Mean Difference(I-j)	Sig.
Socioeconomic status	Low	Average	-11.29*	.00
	Low	High	-28.93*	.00
	Average	High	-17.64*	.00

Table 3 demonstrates multiple comparison of the effect of three levels of parents' socioeconomic status on students' academic achievement. Results shows that low level of SES status significantly differed from average level of SES as mean difference between both the levels was found -11.29. Moreover, mean difference -28.93 of low and high level of SES of parents was also found significant. Furthermore, there was found significant difference between average and high level of parents' SES as mean difference between both the levels was calculated as -17.64. Findings revealed that all three levels of parents' SES significantly differed from each other regarding their children's academic achievement.

Discussion

Finding of this research shows that the performance of the students with high and average socioeconomic status level was good as compared to the students who had low socioeconomic status. These findings are supported by a study conducted by Saifi and Mehmood (2011). They concluded that families with high SES put their maximum effort for the schooling of their children resultantly performance of their children remains good. Tomul and Polat (2013) also concluded that socioeconomic status significantly effect on students' achievement. Study results are also supported by the study conducted by Asikhia (2010), who concluded that socioeconomic position and educational background have positive impact on students' performance. Moreover, Eamon (2005) explained that parents with low SES are unable to meet the educational needs of their children. Consequently, students fail to perform well in their academics.

Conclusions

Findings of the data analysis revealed that parents of the students have different socioeconomic status. It was concluded that majority of the parents have low level of SES while few have average and very few parents have high level of SES. The ratio of high level of SES of parents was negligibly small. It was also concluded that SES of

parents significantly effect on students' academic achievement. Moreover, a significant difference in mean scores of all three level of parents' SES was found. It was concluded on the basis of these findings that socioeconomic status of parents differed in effecting students' academic achievement.

Recommendations

In the light of the conclusions of the current study, following recommendations were made.

It was concluded that majority of the parents have low level of their socioeconomic status. Government should play its role through giving equal opportunities to every citizen in educating their children without any discrimination. Moreover, teachers may support the students and treat them on equality basis for their better performance.

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