

Relationship between Parents' Socio-Economic Status and their Children Academic Performance

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(Received: 18-3-13 / Accepted: 29-4-13)

Abstract

This study aimed at to investigate the relationship between parents' socio-economic status and their children academic performance. The main objective of the study was to know about different socio-economic factors which affect students' academic performance at secondary level in Khyber Pakhtunkhwa, Pakistan. This study was descriptive and co-relational in nature. Students of intermediate level (1st Year) of six districts of Khyber Pakhtunkhwa Pakistan comprised the population of the study. Seven hundred and twenty (720) students were sampled from the selected districts. Pearson Product Movement correlation was used as statistical technique. A positive significant relationship of total family income, father's job grade was found with the academic performance of the students. The results of this study

showed that parents' socio-economic status is an important variable which influence their children academic performance. It is recommended that government may take some serious initiatives in uplifting the socio-economic status of people, especially focusing on the increase of their family income and providing education to their children to achieve a good status in the society.

Keywords: Academic Performance, Socio-economic Status, Family Income, Parents Education, Khyber Pakhtunkhwa.

Introduction:

Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that format education remains the vehicle for socio-economic development and Social mobilization in any society. (Shittu, 2004)

The relationship between family socio-economic statuses and the academic performance of children's is well established in sociological research. While there is disagreement over how best to measure socio-economic statuses, most studies indicate that children's from low socio-economic statuses families do not perform as well as they potentially could at school compared to children from high socio-economic statuses families. (Graetz, 1995)

There are several important areas that are most commonly linked to academic performance including student role performance factors, school factors and family factors. Student's role performance is how well an individual fulfills the role of a student in an educational setting. Sex, race, school effort and extracurricular activities are all important influences on student role performance and have been shown to affect test scores. A research study has revealed that socio-economic statuses, parental involvement and family size are particularly important family factors that affect academic achievement. (Johnson & Elder, 2000)

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. Based on income, education and occupation. When analyzing a family's Socio-economic status, the household income, earner's education and occupation are examined, as well as combined income verses with an individual, when their own attributes are assessed. (Keltner, 2008)

Socio-economic status is typically broken into three categories, high Socio-economic status, middle Socio-economic status and low Socio-economic status to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education and occupation) can be assessed. Additionally low income and little education have shown to be strong predictors of a range of physical and mental health problems.

Income refers to wages, salaries, profits, rents and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests, royalties, trusts, other governmental, public or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income is the relationship in which income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's saving and consumption based on the family's income in relation to other. Income is a commonly used measure of Socio-economic status because it is relatively easy to figure for most individuals. (Kraus, 2008).

Education also plays a role in income. Median earnings increase with each level of education. The highest degrees, professional and doctoral degrees, make the highest weekly earnings while those without a high school diploma earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control and greater social support and networking. (Boushey, 2005)

Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher Socio-economic status from lower Socio-economic status. Shapiro speaks on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Shapiro argues that families with lower income do not participate in these movements, causing their children to have a sense of constraint. An interesting observation that studies have noted is that parents from lower Socio-economic status. Households are more likely to give orders to their children in their interactions while parents with a higher Socio-economic status are more likely to interact and play with their children. (Marmot & Michael, 2004).

Research shows that lower Socio-economic status students have lower and slower academic achievement as compared with students of higher Socio-economic status. When teachers make judgments about students based on their class and Socio-economic status, they are taking the first step in preventing students from having an equal opportunity for academic achievement. Educators need to help overcome the stigma of poverty. A student of low Socio-economic status and low self-esteem should not be reinforced by educators. (Wilkinson, 2009).

Social position in a class is an important factor in learning. Poor social adjustment may be due to emotional instability and may have an effect on the achievement of students. Social economic status may make a difference in many forms of intellectual development. Children from educated families and upper class show better performance than the poor children living in the low area often go to an ordinary school while upper class children are sent to private institutions that offer better opportunities. There are several typical areas that are most commonly linked to academic achievement including Student Role Performance factors, family factors and peer factors. School environment factors, such as school size, neighborhood, and relationships between teacher and students also influence test scores. (Crosnoe, Johnson & Elder, 2004).

Students of any nation constitute the most important section of the society. Somewhere it has been said the students are all the pillars of the nation. Children of today are going to make the future of society so that they ought to be looked after today in the best way, to make them a useful member of society. As the students come from different socio-economic backgrounds the very variation in academic achievements.

No uneducated community has progressed in the modern world and no educated community with initiative and leadership has remained back. Training of all human beings in all fields of life is essential for the overall development of the country. It is very important to find out the values, attitudes and aspirations of people of various socio-economic status.

Tileston (2005) found that home variables have a stronger relationship to the academic achievement. Mostly research studies have been conducted in order to explore the relationship of the academic achievement of the students with different socio-economic variables of parents. Some researches relating to the effects of family income, socio-economic status and parental education, on students, had been conducted in Pakistan, but the researchers found very few researches on family relations and structure of the family. Similarly the researchers could find no research in Khyber Pakhtunkhwa, Pakistan, finding the relationship between parents socio-economic status and their children academic performance. Therefore a very attractive area that needs to be explored.

Objectives

The following were the objectives of this study;

1. To know about different socio-economic factors which affect student's academic performance at secondary level in Khyber Pakhtunkhwa, Pakistan.
2. To find out the relationship between parents socio-economic status and their children academic performance.
3. To give recommendation to improve the situation and for further research.

Main Research Hypothesis

Ho1: There is no significant relationship between parent's socio-economic status and their children academic performance.

Sub Hypotheses

Ho1(a): There is no significant relationship between parental total income and student academic performance.

Ho1(b): There is no significant relationship between education expenditure and student academic performance.

Ho1(c): There is no significant relationship between father job grade and student academic performance.

Ho1(d): There is no significant relationship between family public servants and student academic performance.

Ho1(e): There is no significant relationship between private family servants and student academic performance.

Ho1(f): There is no significant relationship between house area and student academic performance.

Research Methodology

This study was descriptive and survey type in nature. Correlational research design was used in this study.

Population and Sampling

Students studying in Higher Secondary Schools of twenty four districts in Khyber Pakhtunkhwa, Pakistan constituted the population of the study. Out of these, the intermediate level (1st Year) students of the six districts (LakkiMarwat, Bannu, Karak, D.I.Khan, Kohat and Peshawar) of Khyber Pakhtunkhwa were randomly selected. The Seven hundred and twenty (720) students were selected as sample using Multi stage random sampling method. From each district only three (3) schools were selected and then from each school forty (40) students were selected randomly. The sampling frame is as under:

District	Total Schools	Sampled Schools	Sampled Students
Bannu	14	03	120
LakkiMarwat	10	03	120
D.I.Khan	14	03	120
Peshawar	25	03	120
Karak	07	03	120
Kohat	13	03	120
	83	18	720

Instrumentation

A questionnaire containing two parts was developed on the following basis:

Part A: Parents Socio-Economic Factors

This Part consisted of the following items:

- * Total Income of the family
- * Education Expenditure
- * Father Job Grade
- * Public Servants of the family
- * Private Servants of the family
- * House Area

Part B: Students Academic Performance

This part of the questionnaire comprised of ten questions on five points Likert-scale formats i.e. never, sometimes, usually frequently, always. For reliability and validity and to remove language ambiguity the questionnaire was personally administered to 40 subjects as a pilot run. The subject were part of the population but were not included in the selected sample of the study.

The data analyzed through SPSS 16. The questionnaire was developed both in Urdu and English and checked by subject experts. Suggestion of the experts were included The questionnaire was reliable with a Cronbach alpha value 0.73. Data were collected personally through personal visit of one of the researchers. Collected data were entered in SPSS 16 and results were generated using Pearson Product Movement Correlation as statistical tool.

Table 1: Relationships between Parent's Socio-economic Status and Students Academic Performance (N=720)

S. No	Socio economic variables	Pearson Correlation (r)	Sig (p)
1	Total family income	.19	.00*
2	Expenditure on education	.01	.67
3	Father job grade	.21	.00*
4	Number of public family servants	.04	.23
5	Number of family private servants	.06	.07
6	House area	.03	.36

*Correlation is significant at 0.01 level of significance.

Table 1 predicts that there is a significant positive correlation between total income of the family and students academic performance ($r = .19$ and $p = 0.00$) at 0.01 level of significance, therefore, the null Hypothesis "there is no significant relationship between total income of the family and students academic performance" is rejected.

There is no significant correlation between expenditure on education and students academic performance ($r = .01$ and $p = .67$) at 0.01 level of significance, therefore, the null Hypothesis "there is no significant relationship between expenditure on education and students academic performance" is accepted.

There is a significant positive correlation between father job grade and students academic performance ($r = .21$ and $p = .00$) at 0.01 level of significance, therefore, "there is no significant relationship between father job grade and students academic performance" is rejected.

There is no significant correlation between number of public family servants and students academic performance ($r = .04$ and $p = .23$) at 0.01 level of significance, therefore, "there is no significant relationship between number of public family servants and students academic performance" is accepted.

There is no significant correlation between number of family private servants and students academic performance ($r = .06$ and $p = .07$) at 0.01 level of significance, therefore, "there is no significant relationship between number of family private servants and students academic performance" is accepted.

There is no significant correlation between house area and students academic performance ($r = .03$ and $p = .36$) at 0.01 level of significance, therefore, "there is no significant relationship between house area and students academic performance" is accepted.

Discussions

The present study was aimed to find the relationship between parents socio-economic status and their children academic performance. It also sought to find the effect of socio-economic status, total family income, expenditure on education, father job grade, house area and type on student's academic performance.

The present study found that total family income has significant effect on the performance of students. It was found that total family income was the positively associated with the performance of their children. The study reveals that those families whose total income is 31000 to 40000 has significant positive correlation on students academic performance with highest mean achievement score (7.09). This finding is in agreement with the findings of the studies conducted by Battin-Pearson *et al.* (2000); Block and Saris (2000); Erickson and Jones (1996).

It was concluded that the level of family income is a strong predictor of children's success in the educational system. The study found a significant positive correlation between father job Grade and student's academic performance. Those fathers of the children whose job Grade is from 17 to 19, with the highest mean score (7.17) have the positive correlation. Review of previous researches revealed that the children from those families who have servants were superior to children from those families who has no servant. But quite contrary to these findings, no significant correlation was found between that number of family servants and children academic performance.

It was found from the present research that academic performance was significantly affected by almost all independent variable of the study except family earning members and pocket money of the students. Thus it is concluded that student's academic performance were partially affected by the independent variable of the study.

Conclusions

The study was an attempt to find out the relationship between the parents socio-economic status and their children academic performance at Secondary level in Khyber Pakhtunkhwa, Pakistan.

Firstly, a significant relationship was found between total income of the family and student's academic performance, it means that total income of the family is a great factor which plays important role in student's academic performance. Low income of parents is a major hindrance to academic success and development on the parts of the students.

Secondly, father job grade is another important factor which has positively significant relationship with student's academic performance. The academic performances of those students were better whose fathers were highly educated. While no significant relationship was found between education expenditure, number of public family servants, number of family private servants, house area and student's academic performance. These socio-economic factors are less important for student's academic performance.

Recommendations

On the basis of conclusions drawn above, the following recommendations are hereby proffered. Firstly, total family income is very important variable which shows some good results and influence student's performance, therefore, it is recommended that government should take some serious initiatives to provide jobs to people and raising the socio-economic status of people.

Providing pleasant home environment which is inspiring, such as having enough good books for the child, reading books as well as study books, magazines, dictionaries, radio, and toys will have a promoting effect on the development of performance.

Educated parents should be involved as resource person. The parents may help by tutoring at home or by planning various programmers. If these programmers are implicated it will

provide many encouraging results such as higher achievement score. In this developing world socio-economic variable has a big change that has affected student's academic performance, so more researches should be conducted to explore and analyze other factors which may influence student's academic performance.

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