

IMPACT OF PARENTAL EDUCATION AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENTS OF UNIVERSITY STUDENTS

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ABSTRACT

This study examined the ways in which student's academic achievements are effected by parental education and their socio-economic status. Participants were 250 students taken from randomly selected departments and research findings are to be generalized to the University of Sargodha students. Students were selected from M.A 3rd level with the demographic information of gender, roll no and department. Data is collected from participants through questionnaire which contains three basic variables. Parental education and Socio-economic status are independent variables and student's achievement is dependent variable. Analysis of data indicates that students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children's performance.

Keywords: Parental education, Socio-Economic Status, Academic achievement

INTRODUCTION

Parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of child. Educated parents can better understand the educational needs and their children's aptitude. They can help their children in their early education which affects their proficiency in their relative area of knowledge. Belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability of their children.

Parental education and Socio-Economic factors are of vital importance in effecting students' educational achievements also. They are like backbone in providing financial and mental confidence to students. Explicit difference can be observed between those students who belong to different financial status and different parental educational level.

Education is a primary need in this era of globalization. Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and gives skill. Education is necessary owing to the atmosphere of competition. In every field highly qualified people are needed. As Battle and Lewis states; "In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living."

The world is making progress day by day because education is the only key to match the pace of its progress. People are giving preference to higher education.

“It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country” (Saxton, 2000)

The quality of students’ performance remains at the top priority for educators. The variables effecting students academic performances are both inside and outside the school. There are a number of factors that affect students’ performance like parental SES, parent’s education and their involvement in child’s studies, student’s gender, time allocation, technology, available facilities and lots of more.

Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students’ quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 204). Adams in 1996 stated, “Low parental SES has negative effect on academic performance of students because basic needs of students remain unfulfilled and hence they do not perform better academically.”

The study of the demographic and other factors affecting students’ education rooted back in seventeenth century. Up till now many researches are made on this issue. “The formal investigation about the role of these demographic factors rooted back in 17th century (Mann, 1985).” Every factor affecting students’ education is worthy to be studied but the most important one is parental socio- economic status. The children of well to do parents have better sources and facilities to avail. They have the opportunity to get admission in good schools, which offer a sound base for their future career.

“Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socio-economic status of learners affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996)

On the other hand the students having financial problems have to face various hurdles. Their financial problems distract them from their studies and they fail to get high grades and consequently have to suffer for finding a job. “The low socio-economic status causes environmental deficiencies which results in low self esteem of students (US Department of Education, 2003)

Moreover specifically, this study targets to analyze effects of parental socio-economic status and education on students’ academic performances. Secondly it aims to find out the influence of above mentioned factors on both genders.

LITERATURE REVIEW

Students are pioneers of every nation. To facilitate students with proper education has been a major problem for decades. The environment and personal characteristics of students play a significant role in their academic success. Factors and determinants of academic success or

achievement of students have been subject of on going debate among researchers. Most of the researchers are focused on the input and output relationship of students. Yet, very little is proven about the various factors contributing to student's success. Additionally, in the discussion about the determinants of students' academic performances only little heed is paid to student's time allocation, parental involvement, teacher's behavior, university's education system (semester or annual system), mental and physical health, medium of instruction, exposure to latest technology student's aptitude.

Looking explicitly at student's time allocation, little evidence is available. Barabaras. S. Grave (2010) came up with the findings that time spent on courses is positively correlated with students' success. He further opined that devoting time to self-study is positively associated with grades and after attending lectures in universities, students should do self study in homes for improvement of grades. The need of time is proper time table and time management for studies.

Above and beyond the other factors, the significance of parental involvement and financial status regarding students' success is still prevalent. Prof Charles Desforges (2003) reported regarding parental involvement as one of major factors was that, higher the class the more the involvement, the more mother is educated, greater the extent of involvement. G.R.Memons et all. (2010) analysis and interpretation of data enabled him to conclude that students whose parents are well educated perform better than those students whose parents are less educated. Further he stated that higher the income of family, better would be students' availability of resources and consequently better would be academic achievements.

Shafqat Ali Shah's (2009) study revealed that teacher's behaviour towards their students directly affects their academic success. Higher the positive teacher's behaviour towards students, higher the student's academic achievements. Important qualities in teachers's behaviour are punctuality, honesty, hardworking, competency and confidence. He described that teacher's frankness with students, strict moody aggressive attitude, non punctuality, lesser of will power are factors contributing directly to the performances of the students.

Hassan Danial Aslam et al. (2012) conducted study to find out which system of education provides quality learning and academic excellence for university students. He explained that due to flexibility in environment of semester system, students learn more as compared to annual system. In semester system burden of studies is less as compared to annual system and students have more opportunities of scoring better grades in semester than annual system.

Laura P. Wamble(2009) came up with findings that health related factors like nutrition, stress, amount of sleep are tend to have great influences on students' performances. He stated that not getting enough sleep, to much activity in social area, doing part time jobs are factors of stress which lead to lower the students' grade. Nasri Harb's et al (2006) data showed that more the students' competence in English and class participation, more the students will be able to achieve good grades. His research showed that the most important factor that has negative effect on students' performances is missing too many classes.

The key to raising students' achievement is to facilitate students with latest technologies. Apple education research (2002) stated that technology helps to accomplish student's goal. It engages

students and fires their imagination students, especially those with few advantages of life, learn better if they are provided facility of using technology. Students who have the opportunity to use technology to acquire information show higher grades than those who are deprived of this facility. M.S Farooq (2011) pointed towards socio- economic status of family as one of the important factors affecting students' achievements. His view is that parental occupation has little effect on student's academic performance than their education. Jamila Elhag Hassan (2009) came up with the results that girls on average achieve better grades than boys, the relationship between parental education level and children's academic performances is moderate, is to be positive and there is positive association between children's grades and their parent's SES.

Eneji, Ubom Bassey (2003) proposed after doing research that SES and family type have major influences on female students' school dropout. Besides all the school programs that are introduced to motivate students to complete school programs, these two factors still carry major influence on children's academic performances. Femi Ogunshola and A.M Adewale (2012) investigated and showed that educational background and SES are not much important and influencing factors in students' academic performance. They highlighted educational qualification of parents and health conditions of students to be more significant factors that affect academic performances of students. Jennifer Barry (2005) found that parental SES and access to resources are extremely significant factors that influence students' academic achievement.

Jacquelynn & Eccles and Pamela Daviskean (2005) stated that relation of parent's education to their children's academic performances rests upon quite specific beliefs & behaviours. Parent's educational qualification is linked with their language competence, which has a significant influence in manner in which parent's communicate with their children. Consequently parental education does have a major influence on children's academic achievements. As mother shares more close bond with her children than the father, so mother's education is more important. On the other hand education is necessary for fathers as well as they are bread winner of the family and SES rest on their shoulders. Kai U. Schnabel, Corinne Alfeld, Jacquelynne S. Eccles, Olaf Kotter and Jurgen Baumert (2002) carried out research & came up with the results that SES indicators as well as parent's education, correlate significantly with students' academic achievements. No substantial correlation was found with test anxiety. On the other hand correlation between SES indicators and student's test scores tended to be consistently stronger. Their analysis strongly supported the assumption that educational system implicitly accept influences of family background on students' academic performances.

Garzon Kiskup (2005) suggested that SES plays an important role in the academic achievements of students. The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES. Moszamo (2003) proposed that the home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in student's quality of work. Karshen (2005) says that students whose parents are educated score higher on standardized tests than whose parents are not educated. Educated parents can better communicate with their children regarding the school work activities and the information being taught at school.

Hughes & Fustenberg (2005) opined that parent's involvement in their child's education increases the rate of educational success of their children. M.S Farooq (2006) came up with the result that multi – faceted factors including internal and external deeply influenced educational achievements of students. G.R Memon, Department of Education Karachi University, Pakistan (2009) is of view that socio – economic element has the most unavoidable impact on students' progress. It includes factors like electric facilities, parental involvement in children's home assignments and parent teacher relationship and other similar variables. Sheikh Ethers Hammuddin, Research scholar (2009) stated that socio-economic status was identified as strong predictor of academic achievements, as big difference was found between achievements of high, low and average socio-economic status of students. Professors Charles J. Smith (2006) opined that parental involvement strongly related to family social class. The higher the class the more the involvement. Shoukat Ali Islamic University Bahawalpur (2011) proposed that there is a positive relationship between income of parents and students' performance.

Moreover to point out all the factors which contribute to students' academic success is a difficulty job to perform. It demands a lot of resources and time to identify all those factors.

OBJECTIVES OF THE STUDY

1. To explore factors affecting university students' academic performances.
2. To investigate the affects parental socio-economic status and education on academic achievements of both the genders.

RESEARCH QUESTIONS

1. What are the effects of parents SES on students' academic achievement?
2. How parental education affects students' scores?
3. How parental socio-economic status and education effect performance of both the sexes?

RESEARCH DESIGN

Casual Comparative Research

POPULATION

All students of Masters level enrolled in university of Sargodha.

SAMPLE

Two hundred and fifty students of Masters level are selected in a way that from five different departments, we selected fifty students from each department.

INSTRUMENT

Subject completed instruments: questionnaire was used to collect data regarding the purpose of research. Objectives could only be achieved through data collection, as sample size is large, so

data collection was possible only through questionnaire. All the distributed questionnaires were received.

DATA ANALYSIS AND INTERPRETATION

Descriptive statist tools were used to analyze collected data. Various comparisons were made to analyze significant effect of factors effecting students academic progress by applying ANOVA using SPSS.

Table 1:

Affect of fathers education on student's achievements.

(I) factors	(J) factors	Mean Difference (I-J)	Std. Error	Sig.
none of these	ma	-.664 [*]	.293	.025
	Mphil	-1.013 [*]	.377	.008
	PhD	-1.086 [*]	.487	.027
Matriculation	FA	-.461 [*]	.186	.014
	BA	-.513 [*]	.179	.005
	MA	-.669 [*]	.199	.001
	Mphil	-1.018 [*]	.309	.001
	PhD	-1.091 [*]	.437	.013
FA	Matriculation	.461 [*]	.186	.014
BA	Matriculation	.513 [*]	.179	.005
MA	none of these	.664 [*]	.293	.025
	Matriculation	.669 [*]	.199	.001
	none of these	1.013 [*]	.377	.008
Mphil	Matriculation	1.018 [*]	.309	.001
	none of these	1.086 [*]	.487	.027
PhD	matriculation	1.091 [*]	.437	.013

*. The mean difference is significant at the 0.05 level.

The table shows the significant influence of fathers' education on Masters level students' achievement. This shows that students' whose fathers are highly qualified achieve high GPAs'.

TABLE 2:

Effects of mother's education on student's achievement.

(I) factors	(J) factors	Mean Difference (I-J)	Std. Error	Sig.
none of these	MA	-.558 [*]	.218	.011
	Mphil	-1.058 [*]	.445	.018
	MA	-.438 [*]	.221	.049
below matriculation	Mphil	-.938 [*]	.446	.037
	MA	-.579 [*]	.211	.006
	Mphil	-1.079 [*]	.441	.015
Matriculation	MA	.558 [*]	.218	.011
	below matriculation	.438 [*]	.221	.049
	matriculation	.579 [*]	.211	.006
MA	none of these	1.058 [*]	.445	.018
	below matriculation	.938 [*]	.446	.037
	matriculation	1.079 [*]	.441	.015

*. The mean difference is significant at the 0.05 level

The table depicts that mother education has significant influence on students' GPAs. Students' whose mothers are highly qualified have scored high GPAs.

So, according to above analyses of data it is quite clear that parental education has significant effect on Masters level students scores.

TABLE 3:

Effect of Parental Socio Economic Status on Students achievement.

(I) factors	(J) factors	Mean Difference (I-J)	Std. Error	Sig.
40000	80000	-.708 [*]	.181	.000
	1lac	-.620 [*]	.216	.004
	Above lac	-.501 [*]	.220	.024
60000	80000	-.505 [*]	.209	.017
	40000	-.708 [*]	.181	.000
	60000	-.505 [*]	.209	.017
80000	40000	-.620 [*]	.216	.004
	1 lac	-.501 [*]	.220	.024
	above lac	-.501 [*]	.220	.024

Group Statistics

This table reflects that the students belonging to high Socio Economic Status score high GPAs.

TABLE:4

Comparison of academic progress of both the genders (Male, Female)

Gender	N	Mean	Std. Deviation	t-value
Male	107	4.32	.897	2.955
Female	143	3.96	.992	2.998

This analyses shows that male students perform better despite of all SES problems and parental educational issues because their exposure in the society is more than female students. Moreover, male students can manage their SES by taking part time jobs.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This study targets at exploring influences of parental socio-economic status and education on university students' academic progress. This study also aims at finding influences of above mentioned factors on both the genders. Through analysis of data, the findings show that parental education and socio-economic status have momentous effects on student's academic achievements at Masters level. Noteworthy relationship between parental education and students' GPAs is found. In the same way, worth mentioning relationship is observed between parental socio-economic status and students' educational performance.

Our findings are supported by various researches such as Hanes (2008) carried out research on factors affecting students' academic performances and came up with the results that "the higher level of SES is the best indicator towards the quality of students' achievement". Ramey and Ramey {13} opined that "across all socio-economic groups, parents, face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health care." Ceballo, McLoyd and Toyokawa, (2004) pointed out that "parental education also has effects on students' academic performance".

On the other hand, this study has an opposition to the prior studies on the same topic. The dissimilarity is that male students are performing well than the female students. On the contrary Ceballo, McLoyd and Toyokawa (2004) says, "students gender strongly affects their academic performance, with girls performing better". The reason of opposition in this study is that the male students often do part time jobs to maintain their SES while girls have least opportunity to indulge in these types of jobs because they are not allowed by their parents.

The target population of this study is the students of Sargodha University. The responses on the topic of this study were collected through questionnaire from Masters level students. As the research design is quantitative, the results of collected data can be generalized to the whole population of university of Sargodha. There are a number of factors outside and inside of university that play an important role in the academic achievements of students. According to the results of this study a researcher can recommend certain suggestions to improve the academic performance of the students. The government should introduce schemes to increase Socio- Economic status of deserved students especially in government institutions.

There should be committees consisted on educated persons to guide those students whose parents cannot provide them a guide line in the educational problems. Moreover, this committee should also help the needy students by providing them financial aid. Media should launch a campaign regarding the importance of education and motive rich people to help those students who are intelligent but Socio Economic Status is an obstacle in their educational career.

Media and government should play active roles in informing the illiterate parents about the importance of education in today's world. They should enrich the horizons of knowledge of ignorant parents and make them realize that education is as necessary for them as for their childrens. Parental education is very important for best student's academic performance. Girls should be given due opportunity for jobs like boys to face the world with dignity. The comprehensible understanding of the above factors is very significant. Furthermore, other research is needed to sort out this problem with a large sample from other domains, including some other factors.

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