



## Effects of Parental Socioeconomic Status on the Academic Achievement of Students in Vihari District, Pakistan

Muhammad Asim Nisar<sup>1</sup>, Syed Muzaffar Hussain<sup>2</sup>, Nandlal<sup>3</sup>,  
Bushra Bhatti<sup>4</sup>

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### ABSTRACT

The aim of this study was to examine the impact of parental socioeconomic status on University students' academic achievement. The population of the study consisted of all university-level students in the Vehari District of Punjab, Pakistan. The study's scope was restricted to Vehari District's 150 government high schools for boys. The study's scope was further reduced to include just university students. A basic random sample procedure was used to identify five university students who would adequately reflect the population. Data were gathered using a self-developed structured questionnaire because the study was a survey. Personal interactions were employed to obtain data. Following the collection of data, it was sorted, categorised, and dissected. Coefficients and Anova were employed in the statistical analysis of the data. After conducting a quantitative analysis of the data, the analysts made the assumption that the academic success of optional university courses is influenced by the parents' financial situation, degree of instruction, word-related level, and wage level. Based on the findings, it was proposed that unemployment should be managed. Students with little financial resources should be offered scholarships, free books, and other stationery. It was also recommended that the government take action to improve the socioeconomic standing of the populace.

<sup>1</sup> BZU Vehari CAmpus

<sup>2</sup> Ph.D Scholar Universiti Utara Malaysia, syedbzu@gmail.com

<sup>3</sup> Social Welfare Officer, Social Welfare & Bait ul Maal, Punjab

<sup>4</sup> Clinical Psychologist

### Introduction

A person's or a group's socioeconomic status is determined by their occupation, income, and level of education. It is typically categorized into low, medium, and high levels. Lower socioeconomic class people frequently have limited access to resources for their finances, education, social life, and health. Academic achievement is the performance outcome of achieving specific goals in educational environments, specifically in schools, colleges, and universities.

Low parental socioeconomic status negatively impacts students' academic achievement as it hinders access to

learning resources and resources (Emo et al., 2023). Researchers suggests that low socioeconomic status leads to unfulfilled needs and demands, resulting in lower academic performance. Experts and researchers agree that this is because students' needs and demands are not met, resulting in lower academic performance (Adams et al., 2021).

Parental socioeconomic status is crucial for children's growth, development, health outcomes, and education. Low SES negatively impacts academic achievement as it prevents access to resources and creates stress at home (Emo et al., 2023). Research of Suleman et al. (2012) found that strong socioeconomic status leads to better academic performance, while poor SES results in poor and unsatisfactory performance. Study of Heyneman (2014) have shown that students with low parental socioeconomic status often do not perform effectively in school.

## **Literature Review**

Pant's (2020) study explores the link between parental financial status and academic achievement in understudies. The study, involving 15 participants, found that low-income students perform poorly in school and parents are less interested in their children's education. After high school, students prioritize employment over further education, seeking unskilled jobs.

The study by Yousaf & Khurshid (2020) examined the impact of six psycho-social components on the academic achievement of ninth-grade students. The research involved 798 urban secondary school students. Results showed psycho-social factors like skills improvement, health risk behaviors, chronic drug use, confidence, family change, and academic nervousness significantly impacted students' academic performance. Subjective factors like lack of education, poverty, and homework negatively affected students' academic performance. Self-esteem, life skill development, and family adjustment positively impacted learning.

Katoch et al (2022) found that education significantly impacts economic growth by empowering laborers and facilitating information exchange. The study also examined the relationship between socioeconomic factors and academic performance of children aged 6-14. Results indicated that factors like lower caste, higher birth orders, lower parental education, and living in kachcha houses negatively affect academic performance.

Idris et al (2020) examined the relationship concerning to the parents' education and their children's academic success. The research involved government high school tenth-graders from District Mardan. The findings showed a strong correlation between parents' educational attainment and their children's academic success.

Khan et al's (2020) study reveals gender, previous academic performance, and home study as significant predictors of students' academic performance in Malakand district. It suggests schools should partner with colleges for struggling students, while other factors like education and class size also impact performance.

A study by Jabeen et al (2022) examined the impact of school climate on secondary school students in Pakistan. The study involved 340 teachers from 17 metropolitan and rural schools and used a modified questionnaire. The findings revealed a significant difference between male and female teachers in terms of school environment impact on student performance. Female teachers in Lahore district had better working conditions, highlighting the need for improved educational environments.

The study by Kaleem et al. (2021) found that leadership styles significantly influence school climate and students' academic achievement in secondary schools in Pakistan's southern districts. The research involved 400

students and 527 teachers, using a stratified sampling method. Female students performed better academically than male students, and male students used transformational leadership styles more frequently.

## Methodology

This study prioritizes appropriate methodology, including research design, sampling technique, data collection, analysis method, reliability, validity, and ethical issues, to achieve scientific approach.

## Research Design

The researcher employed an explanatory study design to explore the relationship between independent variables like Parent Socio-Economic Status, Economic Status, and student behavior and dependent variables like Academic Achievement, using statistically based mathematical techniques. Variables Descriptions.

## Sample Design and Population

This study used a simple random sampling method to collect data from 85 Vehari secondary school students at various colleges. This probability sampling ensured equal chance of inclusion in the sample and selection of branches and individual respondents. Sekaran (2006) defines sample as the selection of elements from a population for a population analysis, revealing that few random branches adequately represent all areas.

## Methods of Data Collection

The study used a self-developed structured questionnaire with sixty-one closed-ended questions for data collection. The questionnaire was designed to ensure validity, reliability, and unambiguity. The researcher used a progression of questions to gather data, controlling respondents' responses according to research objectives. The questionnaires were tested for validity and reliability, with economic status and academic performance scale items. The results expanded the quality of the gathered information.

## Source of Data and Sampling Size

Researchers visited sample schools and distributed questionnaires to 85 secondary school students, aiming to collect data through fitting reactions.

## Reliability Analysis

The validity of the finding of research. The three investigation instruments can actually look at the credibility of any research.

## Reliability Statistics

Cronbach's Alpha	No of Items
.840	150

Cronbach's Alpha is utilized for reliability analysis to assess internal consistency of items, with alpha coefficients calculated separately for each dimension due to the construct's multidimensionality. The findings demonstrate that Cronbach's alpha measures in all dimensions the reliability of 150 items was assessed using Cronbach's alpha, a measure of internal consistency. The study computed Cronbach's alpha separately, finding that construct reliability is significantly influenced by all construct dimensions, with all upsides reaching 0.833.

## Validity Analysis

This study used two types of validity tests: content validity and criterion-related validity. Content validity

measures how well a measure covers the theoretical definition of a construct. Criterion-related validity evaluates how well a particular construct domain was sampled. The study included service quality dimensions, recommend intentions, and student loyalty attributes from literature and student feedback. Two academics and professionals in the field reviewed and approved the selected characteristics, ensuring the instrument's content validity.

**Sensitivity Analysis**

For each of these items, a five-point Likert scale, with a range of 1 to 5, was employed.: strongly disagree with point 1: "strongly agree." As a result of the use of the Likert Scale, confirm the research's sensitivity check.

**Results and Decision**

**Reliability Statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.840	150

Cronbach Alpha the reliabilities Statics show the Cronbach Alphas value is greater than .7 showing that the Data is Reliable for Further Analysis.

**Regression Analysis**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 <sup>a</sup>	.299	.280	.54128
a. Predictors: (Constant), PSES, SB, SE, ES				

The Value of R square is .299 indicating that Independent Variable explains 30 percent of the variance in Academic Performance.

**ANOVA**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.160	4	4.540	15.496	.000 <sup>b</sup>
	Residual	42.482	145	.293		
	Total	60.642	149			

a. Dependent Variable: AA

b. Predictors: (Constant), PSES, SB, SE, ES

Anova Shows the overall Significance F (4,145) = 15.49, P(.000) indicates that four variables have a significant impact on Academic Performance.

**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.002	.510		3.926	.000

	SB	.246	.076	.224	3.222	.002
	SE	.786	.167	.336	4.717	.000
	ES	.336	.131	.183	2.565	.011
	PSS	-.385	.095	-.289	-4.033	.000
a. Dependent Variable: AA						

**Student Behavior**

The study indicates a positive and significant impact of Student Behavior on the academic performance of students, with a coefficient value of .246, and a P value of 0.002 which is less than 5%.

**Student Environment**

The study indicates a positive and significant impact of Student Environment on the academic performance of students, with a coefficient value of .786 and a P value of 0.000 which is less than 5%.

**Economic Status**

The results show that the coefficient value of Economic Status .336, and the P value is the case than 5% showing that Economic Status has a significant and positive impact on the on Academic performance of Students.

**Parent Socio Status**

The results show that the coefficient value of Parent Socio Status .385, and the P value is the case than 5% showing that, there is a negative significant impact of Parent Socio Status on Students' Academic performance.

**Moderation Analysis (Student Behavior \* Gender)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236 <sup>a</sup>	.056	.043	.62409
a. Predictors: (Constant), M.G.SB, SB				

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.387	2	1.694	4.348	.015 <sup>b</sup>
	Residual	57.255	147	.389		
	Total	60.642	149			
a. Dependent Variable: AA						
b. Predictors: (Constant), M.G.SB, SB						

Anova Shows the overall Significance F (2,147) = 4.348, P(.015) indicates that variables have a significant impact on Academic Performance.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.782	.303		9.179	.000
	SB	.171	.097	.156	1.774	.078
	M.G.SB	.042	.030	.124	1.405	.162

a. Dependent Variable: AA

**School Environment \* Gender**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422 <sup>a</sup>	.178	.167	.58228

a. Predictors: (Constant), M.G.SE, SE

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.801	2	5.401	15.928	.000 <sup>b</sup>
	Residual	49.841	147	.339		
	Total	60.642	149			

a. Dependent Variable: AA  
b. Predictors: (Constant), M.G.SE, SE

Anova Shows the overall Significance  $F(2,147) = 15.928, P(.000)$  indicates that variables have a significant impact on Academic Performance.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.171	.265		8.189	.000
	SE	.788	.199	.337	3.958	.000
	M.G.SE	.104	.063	.140	1.647	.102

a. Dependent Variable: AA

**Student Environment**

The results show that the coefficient value of Student Environment is .786, and the P value is the case than 5% showing, there is positive significant impact of Student Environment on Academic performance of Students.

**Economic Status \* Gender**

Model Summary
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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.189 <sup>a</sup>	.036	.023	.63074

a. Predictors: (Constant), M.G.ES, ES

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.161	2	1.080	2.716	.069 <sup>b</sup>
	Residual	58.482	147	.398		
	Total	60.642	149			

a. Dependent Variable: AA  
b. Predictors: (Constant), M.G.ES, ES

Anova Shows the overall Significance  $F(2,147) = 2.716$ ,  $P(.069)$  indicates that variables have a significant impact on Academic Performance.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.906	.325		8.952	.000
	ES	.243	.167	.133	1.453	.148
	M.G.ES	.045	.047	.086	.943	.347

a. Dependent Variable: AA

**Economic Status**

The results show that the coefficient value of Economic Status .243, and the P value is the case than 5% showing, there is positive significant impact of Economic Status on Academic performance of Students.

**Parent Socio Status \* Gender**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.301 <sup>a</sup>	.091	.078	.61247

a. Predictors: (Constant), M.G.PSES, PSES

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.499	2	2.750	7.330	.001 <sup>b</sup>
	Residual	55.143	147	.375		
	Total	60.642	149			

a. Dependent Variable: AA
b. Predictors: (Constant), M.G.PSES, PSES

Anova Shows the overall Significance  $F(2,147) = 7.330$ ,  $P(.001)$  indicates that variables have a significant impact on Academic Performance.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.749	.321		14.785	.000
	PSS	-.422	.112	-.317	-3.759	.000
	M.G.PSES	.022	.033	.057	.672	.503
a. Dependent Variable: AA						

### Parent Socio Status

The results show that the coefficient value of Parent Socio Status .422, and the P value is the case than 5% showing, there is positive significant impact of Parent Socio Status on Academic performance of Students.



## Conclusion

The purpose of the research was to identify the issues that college students were facing. This study has highlighted a tiny but real issue that students encountered in the academic setting. For our juniors who are interested in looking more into the subject of academic accomplishment, this research will be beneficial. It will enable them to conduct research on the differences in academic achievement among pupils and will assist them in identifying the variables and their consequences. Researcher see that parental education was severe, it decreases students' academic performance. As a result, students need to establish effective study routines by allocating enough time to meet the requirements of their course.

This study examines the examination financial problems and lack of interest in the study have negative impact on university students. To, conclude, according to the response from the sample data we can say that parental education leads to de-motivate the students.

## Implications

The study suggests that universities should focus on the initial transition period of poor students, offering interventions that can be particularly helpful. This could involve making students aware of available resources and focusing on helping them maintain or develop position personality features like hope and happiness. These characteristics can be particularly beneficial for students who struggle with various situations during their adjustment to university life.

## Suggestions

Researchers should conduct more interdisciplinary research to understand students' perceptions of parental education programs and use large sample sizes from other institutions. They should also examine the effects of parental education and socio-economic status on university student performance and investigate university activities influencing academic achievement. Other factors influencing study habits, factors including parental socioeconomic status, IQ, and academic drive should all be taken into account for additional study in various geographic areas.

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