

## SOCIO-ECONOMIC STATUS OF PARENTS AND ITS IMPACT ON STUDENTS ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL

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### ABSTRACT

*This study investigated the socio-economic background with reference to student academic achievement at secondary level. Objectives of the study were: to investigate the influence of parent's socio-economic status on students' academic achievement. To determine the impact of parental involvement on student's academic achievement. To explore the perception of teacher's about parental involvement on students' academic achievement. 45 public secondary schools out of 76 were selected as sample in district Mardan, there were 180 teachers and 540 students of class 9<sup>th</sup> and 10<sup>th</sup> were selected randomly. The tools of the study were: questionnaires from teachers and students. The collected data was analyzed using the predetermined tools like mean and standard deviation. The study found that Parents didn't cooperate with teachers in maintaining school discipline. Parents didn't carry out the volunteer role in any school activity. Parents didn't know about the syllabi of their children. Parents didn't often read books with their children and encourage their children to read on their own. Parents were not informed by their children about the daily academic activities. Parents didn't talk at home with their children about what they have learnt in school, though Parents rare received their children progress report from school on monthly basis. Most of the parents were not enough educated that they can handle their children school problems. Parents seldom discuss their children academic matters. It is recommended that parents should collaborate with teachers. Parent should set-up a proper schedule of meeting with teachers for the sake of better academic achievement.*

**Keywords:** Social Status, Parents, Academic Achievement, Secondary Schools

### INTRODUCTION

Home can be considered as one of the informal institutes for the children to learn from the environment provided by their parents. Parents play the role of a catalyst to mould and shape the academic achievement of their children. The academic achievement of children depends upon the nature of attention and care provided by the parents for the sake of better academic achievement. The participation of parents will compel the children to be involved in the academic activities which will increase the academic achievement and so the children will build their career and as a result the children will become the fruitful and valuable member of society. It has been observed that those parents who are much more developed educationally, socially and economically can provide better environment, as a results the children of such parents are academically much stronger than those children who are not meeting such a parameters.

The educational background of parents is also one of the important variables that influence the academic achievement of children up to great piece of extent. The nature and standard of parental involvement can be judged and measured by an instrument and that is teacher's belief and perception. Teachers can determine and predict the importance and nature of parental involvement. Educating a child is a joint venture of teachers as well as parents .The lack of involvement of any one of these parameters can directly affect the learning of a learner. So a strong communication and co-ordination is required for the time to time

problem that arises during teaching learning process for better solution. The students remains with teachers for 6 to 8 hours in school but rest of the time he/she spends with parents , so the involvement of parents in student learning is maximum percent.

At secondary level the academic activities are much more advance than middle level. At secondary level the academic activities increase so the children demand and expect a keen, continuous and solid effort from their parents. Learners can show a better academic achievement and positive approach of attitude when parents show constant involvement in their education. As teachers are spiritual fathers of their students, so they are well aware about the academic standards, discipline level and all curricular and co-curricular activities, so they can better understand the students' academic situation and can better guide the parents how to keep and touch continuously and carry on their involvement in order to improve and flourish the academic achievement of their children. All these variables that is parents' socio-economic status, parent's involvement and teachers perceptions play a tremendous role in the brought up and uplift of academic achievement of the students. The academic achievement of the students not only depends upon the extent of school and the quality of teachers but also up to great extent upon the parental involvement.

At secondary level physically and psychologically the children are entering into such a stage of their lives where they need a constant focus, training and motivation. It's a time of confusion for the parents and students to have a proper support for their healthy development and smooth learning. The secondary school environment may be much more complex as compared to the primary level as a result learning expectations increases. Students often show a better academic achievement and a positive behavior when parents are involved. Socio economic status greatly affects the overall development of the students in the areas of cognitive behavior, language skills and social behavior.

Saifi and Mehmood (2011) defined the term socio economic status as the overall position of an individual economic and social status as compared to other people on the basis of income level, education and nature of occupation. Muola, J.M. (2010) stated that father education has a great impact on the academic achievement of the students at secondary level. Low socio economic status of the parents restricts the academic achievement of the students at secondary level. The more the economic and social status of the parents the more will be the academic achievement of the students. Low socio economic background parents fail to arrange the basic requirement for their children; these may consist of proper uniform, text books, note books, home environment, emotional behavior and so many other factors that restrict the academic achievement of the students.

The educated parents construct solid based participation in their children learning, that will enhance much more positive behavior towards the learning of their children. The smooth and proper involvement and participation decreases the chances of getting low test scores, misbehavior and absentees and increases the attitude and desire towards the education and in response increases the academic achievement of the students.

## **OBJECTIVES OF THE STUDY**

- 1- To find out the influence of parents socio-economic status on students' academic achievement.
- 2- To determine the impact of parental involvement on student's academic achievement.
- 3- To explore the perception of teacher's about parental involvement on students' academic achievement.

## **HYPOTHESES**

1. The socio-economic status of parents has a positive impact on student's academic achievement.
2. Parent's involvement has an impact on the academic achievement of students.
3. Teachers perceive that parental involvement has a positive role in student academics.

## **REVIEW OF LITERATURE**

Patrikakou, (2008) show that students can do very well if they are initiated and catalyzed the awareness that their parents are having a strong piece of expectations from their performance. It means that students need just a catalytic push on behalf of their parents. Children of those parents who specify a target for their children succeed in the education career as parents had regular and constant concentration over student academic activities. Those children succeed whose parents encourage their children to carry on their hard work in order to get a dynamic position in society.

Parent participation in children activities can be considered a key variable that influence the academic activities up to great piece of extent. Majority of parents are still unaware about their precious role for the sake of student success. Those children whose parents are not helping their kids are poor in study and this is a kind of hidden poison for children. As teachers are like spiritual fathers so they can play the role of a real father by contacting their parents to participate (Wanke, 2008). Parents are not only responsible for helping and coordinating the learning areas but is also having strong connection with how to compel the children to be focused towards their learning , peers groups, conduct level inside as well outside the class. Parents can directly help their children at home as well as can contact with school, it means that parents can coordinate at formal as well as in informal way for the sake of better academic achievement of students (Hooze, 2010).

One of the critical and crucial factor that determine student academic achievement that up to what extent, why and how the family involvement moulds and shapes the academic achievement. Such a factor can boost all sectors that influence student achievement such as policy makers, parent's approaches and school activities. There are mainly six types of parent involvement that influence academic functions (Valerie, 2011).

There are many factors that initiate and increase the academic achievement of students but parents are the direct and catalytic factor, their socio-economic level and education standard strongly determine the academic achievement of students. Parent involvement not only affects the academic variable but also influence the overall development, their attitudes and self-esteem (Lee , 2006). Parents are the informal source of education for their children. Home is informal institute but it does not mean as to start regular classes it just mean to have a strong check and balance and concentration over academic activities of students (Safdar, 2006).

Parental involvement in school can directly affect the academic performance. This contact of parents in school not only effect the cognitive aspect but also the overall activities comes under considerations (Driessen, 2005). People think that only qualified and stable pocket money parents can give a better education to their children, but I am in a complete disagreement with this idea. The uneducated and poor people can also provide a better environment of education irrespective of socio-economic standard. Low socio-economic parents can deal their children in so many alternative manners like helping the children with care and love, contact teachers and put high expectation for their children (Ejaz, 2009).

Majority of the parents are ignorant of the fact that up to how much extent their involvement in the academic of their children is important. Now it's the duty of the school to push and accelerate the rate of their involvement through proper way. Parents must be informed that they are the part of schooling and they are also the part of decision. Parent's school communication will lead the student to get their academic achievement (Walker, 2005).

There is always a positive influence when parents are given the opportunity to participate in school based activities. Once parents are getting involved in the academic activities of their children, there will obviously come out positive results which will enhance the academic performance of the children. It mean that first of all a message should be sent into the mind of the parents that their keen interest is very much important for the constant success in the academic performance of their children (Anderson, 2007).

Teachers have the opinion that if parent play the role of a volunteer for the sake of better academic achievement of their children , as a result of this volunteer function so many sectors of schooling can be polished such as the recruitment, training, methodology, and so many other aspect that affect the academic achievement of the students (Epstein, 2008).

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The parameter which was extracted by majoribanks is the key catalytic agents and supportive factors which might polish their children and in return it will polish the future of the children. parents also has a role to socialize their children , transform them the value of good and bad , which sort of activities you have to comment and which sort of activities you must avoid and how to deal and cop the situation with each and every member of the society is the prime responsibility of the parents (Majoribanks, 2006)

Low socio economic parents cannot adjust the due time to their children in school as well as in home as they don't have such a mental approach, they cannot guide their children how to prepare the test and how to carry out the overall educational requirements. As a result children of such parents get lower score in test and become victim of disappointment. If children of such parents show such a weak null performance again and again then they will become mentally depressed and as result drop out of the school (Onia, 2007).

Low socio economic status negatively effect on academic achievement of the students because basic requirement of the students remain unfulfilled and so they don't carry on the academics in a better manner. The formal investigation about parent's socio economic status and student's academic performance begins in 17<sup>th</sup> century. High socio economic status students can avail better sources and facilities. They have the opportunity to get admission in reputed institutes which may offer a sound base for their future career (Brassett, 2005).

Time allocation is very much important for self study of the student. After attending proper schooling then there must be a proper time table setting, and that time table may be according to the nature of the subject. Hard and core subjects may be allotted more time as compared to

light and easy subjects. Similarly the proper management of the time table is also a key factor for the better and successful academic performance of the students (Hanafin, 2002).

The parent's belief and expectations regarding student's abilities are the indicators of academic achievement. Student's preparation for the sake of better achievement is highly connected with the kind of experiences and involvement inside as well as outside the school (Memon, 2010).

Parents support help out children to get high academics and career goals. Uneducated or less educated parents may be weak and less effective by properly supporting their children academic activities. In the socialization of children mothers can play better role as compared to fathers. Research had suggested that parental support is the most beneficial parameter contributing in academic performance (Muthen, 2010).

Low socio economic parents are unable to provide the basic needs to their children such as books, note books, computer, uniform and tutor in order to establish educational scenario in their home (McNeal, 2001).

Socio economic status of the parents not only influence the academic performance of the students , but also making it a kind of a challenge for low socio economic children to carry on their schooling with high socio economic status children under the same roof of the school. It's a tough challenge for low socio economic children to bring about harmony and flexibility to adjust their self in school environment and carry on the proper schooling (Omoegun, 2007).

Parental involvement in children academics is highly correlated with the kind of family background, and that family background is responsible for making difference in children academics. Family background can be converted into three different aspects. The financial, capital, the human capitals and the social capitals. All of these parameters are very much important for smooth and better academic achievement of the students. The highest level of socio economic status is the distinct catalyst which play tremendous role in the quality academic performance of the students (Zhan M, 2006).

Motivation of parents in secondary school needs more investigation that what compel them and what motivate them to be involved in the academic achievement of their children. Children whose parents are more involved in their academics show better performance in school (Deslandes, 2005).

Teachers also do have responsibility to transform the students with the best academics services. Parents can play the role as to maintain and make the educational outcomes more positive. Parents and teachers should organize a proper time table of meeting to discuss the performance of the students on weekly or monthly basis. Parents should receive the progress report of their children on regular basis so that the weakness and strengths of the students come out into consideration. There must be open communication between the parents and teachers in order to deal the problems of the children immediately (Carbonaro, 2005).

## **RESEARCH METHODS**

This chapter constituted the instruments and procedure specified for this research Study. The major purpose of the study was to investigate the parents socio-economic back ground, parental involvement and teacher's perception with reference to student's academic achievement at secondary level. For achieving the purposes of the study, the following Procedure and methods were adopted for the study.

### **Population & Sample**



All 76 public Secondary Schools of district Mardan constituted population of the study. The secondary school teachers, students at secondary level (classes 9<sup>th</sup> & 10<sup>th</sup>) and their Parents were also included in the population of the study. Forty five public secondary schools out of 76 were selected as sample. Furthermore, four teachers and twelve students (From each school six from 9<sup>th</sup> and 10<sup>th</sup> respectively) and parents of these students were randomly selected as sample of the study.

### Research Instrument

Three questionnaires were developed for collecting the required data to investigate the research problem. For this purpose separate questionnaires were developed one for parents one for teachers and for students. Questionnaire developed consist of different aspect of the problem i.e. the impact of socio-economic background on students academic achievement, parental involvement, academic achievement, and what the teachers perceive about socio-economic background and parental involvement with respect to students' academic achievement.

### Procedure of the Study

Once the pilot study and validity of the research instruments had been done, the questionnaires were administered to the relevant correspondents that are parents, teachers and students. For this purpose the researcher visited personally to each respondent to collect the data. The numbers of schools were confirmed from the district education office Mardan. The personal visit of the researcher was done in order to collect the information more accurately and save the questionnaires from being lost. Moreover, it facilitated the respondents to understand the items of the questionnaires more meaningfully and respond accurately.

## DATA ANALYSIS AND INTERPRETATION

**Table 1. Parent Teacher Contact**

	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	In case of any problem with the child, parents immediately contact with the teachers.	540	3.5242	1.31895
2	Parents contact with the teachers is a pleasant experience.	540	3.8905	1.12470
3	Children parents can ask teachers any question they have in their mind.	540	3.9536	1.07164
4	There is proper schedule of parent's teachers meetings.	540	4.0482	1.07415
5	Parents always attend parent teacher meetings.	540	3.9777	1.06458

The mean score for the contact of parents with teacher is 3.5242 shows that parents are agreed that whenever their child is having any problem they immediately contact with teachers. Mean score for pleasant environment is 3.8905 shows that parents are agreed about their meeting with teachers. Mean score for open mind of parents is 3.9536 shows that parents are agreed. Mean score for proper schedule of parent teacher meeting is 4.0482 shows that parents are agreed that they have proper schedule of meeting. 3.9777 Mean score shows that parents are agreed that they attend parent teacher meetings.

**Table 2. Parent teachers relationship**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	School values the opinion of parents.	540	4.0353	1.05810
2	Parents respond positively whenever they are called by principle.	540	3.9369	1.06294
3	There is friendly relationship between the parents and the teachers concerned.	540	4.0612	1.02295
4	Parents are agreed that their children are being well prepared by school for future challenges	540	3.9332	1.07142

Mean score value of 4.0353 shows that parents are agreed that school give values to the opinion of parents. Mean score of 3.9369 shows that parents are agreed about the positive behavior of parents with principle. 4.0612 mean score shows that parents are agreed about their friendly relationship with teachers. Parents are agreed that school is well preparing their children for future challenges as shown by the mean value of 3.9332.

**Table 3. Involvement of parents in student home work**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	Parents often read books with their children and encourage their children to read on their own.	540	3.9814	1.08025
2	Parents are informed by their children about the daily academic activities.	540	4.0204	1.12324
3	Parents help their children in completing their home assignments.	540	3.9852	1.05770
4	Parents talk at home with children about what they learn at school, almost on daily basis.	540	3.9963	1.12590

Mean score of 3.9814 shows that parents are agreed that they read books with children. Mean 4.0204 shows that parents are agreed that their children inform their parents about daily activities on daily basis. Mean value of 3.9852 shows that parents are agreed that they help their children in completing home assignment. Mean value of 3.9963 shows that parents are agreed that they discuss with children about daily school activities.

**Table 4. Supervision of student activities by parents**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	Parents are enough educated that they can handle their children school problems.	540	4.0872	1.02651
2	Parents discuss their children academic matters with other parents.	540	3.9462	1.05379
3	Parents persuade their children to watch educational program on multimedia with them.	540	3.9351	1.17021
4	Parents admit that school does a good job of letting parents knows about ways they can help out their children.	540	3.8998	1.14926
5	Parents know how their children are doing at home.	540	3.9295	1.09011
6	Parent's economic status satisfies the educational requirements of their children.	540	3.6048	1.24866

Mean value of 4.0872 shows that parents are agreed that they are enough educated that can handle their children problems. Mean value of 3.9462 shows that parents are agreed that they

discuss their children problems with other parents. Mean value of 3.8998 shows that parents are agreed that school does a good job of letting parents knows about the way they can help out their children. Mean 3.9295 shows that parents are agreed about how their children are doing at home. Mean value of 3.6048 shows that parents are agreed that their economic status fulfill the educational requirement of their children.

**Table 5. Status of parent teacher contact**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	In case of any problem with the child, parents immediately contact with the teachers.	180	3.4667	1.30062
2	Parents contact with the teachers is a pleasant experience.	180	3.9444	1.21316
3	Children parents can ask teachers any question they have in their mind.	180	3.8222	1.29957
4	There is proper schedule of parent's teachers meetings.	180	2.8333	1.46276
5	Parents always attend parent teacher meetings.	180	3.6111	1.31765

Mean value of 3.4667 shows that teachers are agreed that in case of any problem with the child parents immediately contact with the teachers. Mean value of 3.9444 shows that teachers are agreed about the pleasant contact of parents with teachers. Mean value of 3.8222 shows that teachers are agreed that parents can ask any question they have in their mind. Mean value of 2.8333 shows that teachers are disagree that there is proper schedule of parents teachers meetings. Mean value of 3.6111 shows that teachers are agreed that parents always attend parent teacher meetings.

**Table 6. Discussion of parents and students**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	Parents often read books with their children and encourage their children to read on their own.	180	2.6389	1.21795
2	Parents are informed by their children about the daily academic activities.	180	2.5000	1.36394
3	Parents help their children in completing their home assignments.	180	2.8000	1.34704
4	Parents talk at home with children about what they learn at school, almost on daily basis.	180	2.6444	1.24453

Mean value of 2.6389 shows teachers are disagreed that Parents often read books with their children and encourage their children to read on their own. Mean value of 2.5000 shows teachers are disagreed that Parents are informed by their children about the daily academic activities. Mean value of 2.8000 shows teachers are disagreed that Parents help their children in completing their home assignments. Mean value of 2.6444 shows teachers are disagreed that Parents talk at home with children about what they learn at school, almost on daily basis.

**Table 7(Part-I). Academic and economic matters of children**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
1	Parents are enough educated that they can handle their children school problems.	180	2.6278	1.37427
2	Parents discuss their children academic matters with other parents.	180	2.6333	1.33245
3	Parents persuade their children to watch educational program on multimedia with them.	179	2.4804	1.27350



**Table 7(Part-II). Academic and economic matters of children**

<i>S.NO</i>	<i>Statement</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
4	Parents admit that school does a good job of letting parents knows about ways they can help out their children.	180	3.1111	1.22766
5	Parents know how their children are doing at home.	180	2.9667	1.22315
6	Parent's economic status satisfies the educational requirements of their children.	180	2.8278	1.32796

Mean value of 2.6278 shows teachers are disagreed that Parents are enough educated that they can handle their children school problems. Mean value of 2.6333 shows teachers are disagreed that Parents discuss their children academic matters with other parents. Mean value of 2.4804 shows teachers are disagreed that Parents persuade their children to watch educational program on multimedia with them. Mean value of 3.1111 shows teachers are agreed that Parents admit that school does a good job of letting parents knows about ways they can help out their children. Mean value of 2.9667 shows teachers are disagreed that Parents know how their children are doing at home. Mean value of 2.8278 shows teachers are disagreed that Parent's economic status satisfies the educational requirements of their children.

## **FINDINGS**

In the light of the data collected from parents, students and teachers produced the following findings.

The respondent's parents, students and teachers agreed that:

1. Parents, students and teachers were in favor that Parents contact with the teachers was a pleasant experience. Children parents asked teachers any question they had in their mind.
2. Majority of the Parents responded positively whenever they were called by principal.
3. There was friendly relationship between the parents and the teachers concerned.
4. Parents were informed about the academic achievement of the students.
5. Parents admit that school did a good job of letting parents know about ways they could help out their children.

There was some controversy regarding parental involvement and parent socio-economic status as perceived by teachers, parents and students. Teachers disagree with the following reply of the parents.

1. There was proper schedule of parent's teachers meetings.
2. Parents cooperated with teachers in maintaining school discipline.
3. Parents help out voluntarily any school activity.
4. Parents knew about their children curricular syllabi.
5. Parents often read books with their children and encourage their children to read on their own.
6. Parents were informed by their children about the daily academic activities.

7. Parents talk at home with children about what they had learnt at school, almost on daily basis. Parents were enough educated that they could handle their children school problems.
8. Parents discussed their children academic matters with other parents.
9. Parents persuade their children to watch educational program on multimedia with them.
10. Parent's economic status satisfied the educational requirements of their children.

## **CONCLUSION**

In the light of statistical analysis and finding following conclusions are:

1. Majority of the respondents were of the opinion that whenever children parents were facing any problem they directly contacted teachers. Parent teacher's contact happened in a peaceful way. Children's parents discussed and asked questions to clear the ambiguity they had in their mind. Majority Parents admit that school did good job for academic achievement of their children.
2. Maximum Parents responded politely whenever principle called them, also there was friendly relationship between parents and teachers.
3. Majority of teachers had the opinion that parents had no proper schedule of meetings with teachers.
4. Majority of teachers had the opinion that Parents don't cooperate with teachers in maintaining school discipline. Parents don't carry out the volunteer role in any school activity. Parents don't know about the syllabi of their children.
5. Majority of teachers perceived that Parents didn't often read books with their children and encouraged their children to read on their own.
6. Majority of teachers perceived that Parents were not informed by their children about the daily academic activities. Parents didn't talk at home with children about what they had learnt at school, almost on daily basis. If the school organized something, parents didn't know about it.
7. Majority of teachers perceived that Parents were not enough educated that they could handle their children school problems.
8. Majority of teachers had the opinion that Parents did not discuss their children academic matters with other parents.
9. Majority of Parents didn't persuade their children to watch educational program on multimedia with them.
10. Majority of teachers opined that Parent's economic status was not enough to satisfy and fulfill the educational requirements of their children.

## **RECOMMENDATIONS**

In the light of the views of parents, teachers and students the importance of parents socio-economic status, parental involvement and teacher perception with reference to students' academic achievement, recognized. Therefore, it is recommended that:

1. It was found that Parent's economic status was not enough to satisfy and fulfill the educational requirements of their children. It is recommended that economic policies should be put in place by govt to enable children from parents of low

economic status to have equal opportunity of advancing the cause of education of their children. Scholarships should be given especially to low socioeconomic status students.

2. It was found that parents couldn't maintain and carry out a proper parental involvement. It is recommended that for parents a motivational policy should be developed by the school.
3. It is recommended that parents should collaborate with teachers. Parent should set up a proper schedule of meeting with teachers for the sake of better academic achievement.
4. It was found that parents were not enough educated to handle the children educational problems. It is recommended that parents who are not educated or having low educational qualification should allow their children to attend remedial summer coaching provided by the school.
5. In order to carry out more fruitful parental involvement, it is recommended to introduce parenting in the preliminary training, in-service training and refresher courses of the school. Especially those parents may be called for training whose children are having poor academic achievement. Parents may be given the training of parenting, that how they can be involved at home as well as in school.
6. It was found that parents have no specific schedule of meeting with teachers. It is recommended that monthly based meetings should be held amongst the weak student's parents and teachers to sort out the weak areas of students.
7. It is recommended that parents need to be involved in their children academic activities which they are going to be appeared in the board exam i.e. 9<sup>th</sup> and 10<sup>th</sup>.

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