

Research Article

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Parental Economic Status Effects on Students' Academic Achievement at the Secondary Level: An Experimental Study

Bakht Jamal¹ Qurrat-ul-Ain²



Abstract: Parental economic status has comprehensive effects on the overall development of their children and is a lifeline for their academic achievement. The researcher examined the parental economic status on students' academic achievement at the secondary level. The research design applied was experimental and quantitative. From the province of Punjab, 500 secondary-level students from the 10th class were selected as the population, while 68 students were drawn as a sample. The experimental, comparison, and control groups were formed through the flipping of the coin to finalize which group would be the experimental, comparison, and control group. A simple random sampling technique was applied, and pre-and post-standardized achievement tests were based on mixed items for each lesson developed by the researcher for data collection. Thirteen lesson plans were developed by the researcher from the English textbook of the 10th class to teach the students, and they were divided into four portions to meet the course timetable. Only the experimental group was taught, and the researcher performed all the activities for 13 weeks to conduct the experiment and prepare learning activities in depth, while the comparison and control groups were taught earlier by the class teacher. The student's academic performance progress was checked, and feedback was provided. Pre and post-standardized achievement tests were conducted, collected, and evaluated under the supervision of the researcher. The inferential statistics, i.e., One-Way ANOVA, was applied to analyze the significant differences among the students' academic achievements regarding the thirteen lessons taught. Statistically significant differences were found in 12 lessons out of 13 in students' academic achievements. Therefore, it is recommended that parents be involved in school activities, that regular information be forwarded to them, and that equal resources be allocated for all students with innovative economic backgrounds.

Key Words: Parental Economic Status, Flipping Coin, Achievement Tests, Lesson Plans, One-Way ANOVA

Introduction

The parental role in children's lives and educational performance is essential in their dynamic activities, including their education, social life, sports activities, jobs, and ideas and thoughts. They have the skills to inculcate the skills of creativity, communication, collaboration, tolerance, and critical thinking. Moreover, parents lacking interest in their children's learning activities face troubles in achieving the educational targets (Al-Matalka, 2014). Parental economic status plays a substantial role in affecting educational activities. Children from higher economic backgrounds tend to have better educational access, quality schooling, and technology, which significantly contribute to their academic performance (Munir et al., 2023).

The linkage between parental socioeconomic position and students' overall academic achievement explicitly brings both positive and negative results (OECD, 2019). Several elements, i.e., students' academic performance, home environment, and socioeconomic status, have great significance in contributing to students' overall educational performance (Saifi & Mehmood, 2001). Similarly, several socioeconomic

¹ SED, Government of Punjab, Pakistan. ✉ bakht.phdedu155@iiu.edu.pk

² M.Phil. Education, Department of Education, University of Lahore, Lahore, Punjab, Pakistan.

✉ qurratulain0307@gmail.com

▪ **Corresponding Author:** Bakht Jamal (✉ bakht.phdedu155@iiu.edu.pk)

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elements, i.e., parental education and occupation, have substantial impacts on students' academic accomplishment. Families with a strong economic status have extra opportunities to grow their children's educational achievements and pursue higher levels of education (Roberts, 2007). Contrary to that fact, many studies found that students with low-income backgrounds are generally willing to obey and respect authority without a critical thinking approach. Poor economic conditions force the parents to compromise on students' needs, even those relevant to their study needs. As a result, students fail to achieve proper results in connection with their academic achievements (Eamon, 2005).

Students' academic achievement is strongly correlated to their parents' employment. The employment and income status of parents directly meet the students' educational demands. A substantial link was noted between employment position and students' speculative academic achievement (Saifi & Mehmood, 2001). The parents' low economic level and inadequate savings for educational activities eventually force parents to compromise on their children's education (Bano et al., 2023). Similarly, kids from low economic levels receive little attention from their parents and fewer opportunities to attend college-level education because of their parents' low interest, commitment, and direction. Moreover, parental economic status also influences students' academic achievement and their behavioural approach to academic careers (Oni, 2007; Omoegun, 2007).

Secondary-level education is significant for students' careers and lives. It is a multipronged process because students are met with diverse changes in their ideas, emotions, body structure, and energy. They prepare themselves for a new direction and for social life. After secondary education, the students segregate themselves from the broader areas and seek education in colleges and universities. Those who separate from the education process also join an occupation (Farooq et al., 2011). Akanle (2014) claimed that educating children is the best legacy a nation can deliver and serve the new generation, and quality education leads a nation to development in all aspects of life. Realizing the importance of secondary-level education and its link with economic status, the researcher was motivated to probe parental economic status effects on students' academic achievement at the secondary level.

Hypothesis of the Study

The null hypothesis investigated was:

H₀₁: There are no significant differences between the achievement of the experimental, control, and comparison groups regarding the lessons Hazrat MUHAMMAD (PBUH) as embodiment of justice; Chinese New Year; Try again; First aid; The rain; Television vs newspaper; Little by little one walks far; Peace; Selecting the right career; A world without books; Great expectation; Population growth and world food supplies and Faithfulness.

Literature Review

The economic status reflects the individual's position within an economic hierarchy. It includes many elements, i.e., income, amount of money, salaries, investment, and governmental economic benefits (Munir et al., 2023). The key aspect of economic status that has positive or negative effects on an individual's life is education, as they complete the primary, secondary, or tertiary levels of education (Gottfredson, 2004; Sirin, 2005). The profession also plays a key part in boosting a person's economic position as it relates to the level of skills and responsibilities (Adler & Rehkopf, 2008; Gottfredson, 2004). Wealth is another element that includes property status, investments, and savings and contributes to the growth of an individual's economic status (Adler & Rehkopf, 2008).

Economic status is strongly correlated in affecting many aspects of life, i.e., health, education, employment, housing and living conditions, social networking, social mobility, productivity, skills development, housing, health care, and social support (Galobardes et al., 2006). Individuals from high socioeconomic backgrounds generally have better access to higher education and employment opportunities (Gottfredson, 2004; Sirin, 2005). The high status of the financial position may provide prospects for personal development, career growth, and better social support, as well as better and advanced housing opportunities and a secure environment for a living (Adler & Rehkopf, 2008; Galobardes et al., 2004). A higher economic status brings social equality in the social sector, while a low income leads



to limited social networks. Those with a lower income background may experience social unrest, poverty, and increased crime rates (Corak, [2013](#); Piketty, [2007](#)).

The discrepancies in educational prospects and resources may lead to a less dynamic workforce, negatively affect health outcomes and community development initiatives, and require expenditures. The link between economic status is robust as it affects both academic performance positively and negatively. The academic performance of students with higher income statuses often results in higher test scores and educational attainments than those with low-income backgrounds. Students from wealthy economic backgrounds often perform better in schools (Duncan & Magnuson, [2012](#); Sirin, [2005](#)), while economic status develops motivation for educational achievements (Pong, [2007](#); Bradley & Corwyn, [2002](#)). Several key factors play a role in mediating economic status and academic achievement, i.e., quality education, textbooks, technology, and co-curricular activities. The disparities in resources contribute to the educational achievement gap. Parental contribution, i.e., parental education, level of educational support, and engagement in their children's education, stimulate academic performance (Duncan & Magnuson, [2012](#)). Parental involvement in their children's educational activities positively mediates between economic status and students' academic performance (Fan, [2011](#)).

Financial support and parents' educational background have substantial effects on students' academic performance (Asikhia, [2010](#)). Contrary to that, insufficient financial support may have negative impacts on students' academic accomplishment (Ushie et al., [2012](#)). Effective and positive communication is more fruitful with qualified and educated parents, while uneducated parents oppose the educational activities of their kids (Farooq et al., [2011](#)). Parental economic status is influential and has a key position at the secondary level as the students accomplish speculative achievements and choose the relevant educational group at the intermediate level (Bano et al., [2023](#)). Considering the importance of parental economic status, the researcher was motivated to establish a study on the effects of parental economic status on students' academic achievement at the secondary level.

Research Methodology

The researcher intended to probe the effects of parental economics on students' academic achievement at the secondary level. The research design applied was experimental and quantitative. The population of the study was 500 students from 15 secondary schools in Punjab, while the sample was 68 students from the 10th class. Experimental, comparison, and control groups were formed through the flipping of the coin, which will be an experimental, comparison, and control group. The data was collected through a simple random sampling technique, which involved conducting pre- and post-standardized achievement tests based on mixed items for each lesson developed by the researcher. The researcher developed thirteen lesson plans from the English textbook of the 10th grade to teach, and the thirteen lessons were divided into four portions to meet the course timetable. Only the experimental group was taught, and the researcher performed all the activities for 13 weeks to conduct the experiment and prepare learning activities in depth, while the comparison and control groups were taught earlier by the class teacher.

The researcher checked the progress of the student's academic performance and provided feedback. The pre and post-standardized achievement tests were conducted, collected, and evaluated under the supervision of the researcher. The inferential statistics, i.e., One-Way ANOVA, was applied to analyze the significant differences among the students' academic achievements regarding the thirteen lessons taught. It was concluded that the student's academic achievements were not statistically significantly different from the first lesson, i.e., Hazrat MUHAMMAD (PBUH) as an embodiment of justice. At the same time, there were statistically significant differences among the students' academic achievements regarding 12 lessons out of 13, i.e., Chinese New Year; Try Again; First Aid; The Rain; Television vs Newspaper; Little by little one walks far; Peace; Selecting the right career; A world without books; Great expectation; Population growth and world food supplies and Faithfulness among the experimental, control and comparison groups. Therefore, it is recommended that parents from all economic perspectives be involved, regular meetings should be conducted with them to inform them about their children's academic performances, and equal resources should be allocated.

Table 1

Parental Economic Status Effects on Students Academic Achievement Based on Lessons 1–3

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	27.503	2	4.746	2.123	.061
Within Groups	167.168	66	1.061		
Total	194.71	68			
Between Groups	24.401	2	2.266	1.326	.039
Within Groups	146.128	66	.051		
Total	170.529	68			
Between Groups	22.196	2	3.958	3.623	.038
Within Groups	177.449	66	1.081		
Total	199.645	68			

Table 1 depicted no statistically significant differences among the students' academic achievement regarding the lessons, i.e., Hazrat MUHAMMAD (PBUH) as embodiment of justice ($f = 2.123$, sig level = .061 at $P > .05$) while students' academic achievements were statistically different regarding the lessons, i.e., Chinese new year ($f = 1.326$, sig level = .039 at $P < .05$) and Try again ($f = 3.623$, sig level = .038 at $P < .05$).

Table 2

Parental Economic Status Effects on Students Academic Achievement Based on Lessons 4–7

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	25.221	2	3.647	2.123	.061
Within Groups	158.816	66	2.601		
Total	184.037	68			
Between Groups	22.104	2	1.622	1.623	.035
Within Groups	125.218	66	.041		
Total	147.322	68			
Between Groups	21.916	2	2.885	2.326	.048
Within Groups	171.945	66	1.091		
Total	193.861	68			
Between Groups	20.619	2	4.559	2.263	.044
Within Groups	170.419	66	2.135		
Total	191.038	68			

Table 2 indicated statistically significant differences among the students' academic achievement regarding the lessons, i.e., First aid ($f = 1.231$, sig level = .041 at $P < .05$); The rain ($f = 1.623$, sig level = .035 at $P < .05$); Television vs newspaper ($f = 2.326$, sig level = .048 at $P < .05$) and Little by little one walks far ($f = 2.263$, sig level = .044 at $P < .05$).

Table 3

Parental Economic Status Effects on Students Academic Achievement Based on Lessons 8–10

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	29.112	2	2.414	2.119	.047
Within Groups	150.186	66	1.992		
Total	179.298	68			
Between Groups	24.401	2	2.226	3.119	.045
Within Groups	325.898	66	.119		
Total	350.299	68			
Between Groups	29.196	2	3.110	3.229	.032
Within Groups	317.549	66	1.29		
Total	346.755	68			



Table 3 reflected statistically significant differences among the students' academic achievement regarding the lessons, i.e., Peace ($f = 2.115$, sig level = .047 at $P < .05$); Selecting the right career ($f = 3.119$, sig level = .435 at $P < .05$) and A world without books ($f = 3.229$, sig level = .032 at $P < .05$).

Table 4

Parental Economic Status Effects on Students Academic Achievement Based on Lessons 11-13

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	31.327	2	3.144	2.531	.029
Within Groups	259.618	66	2.299		
Total	290.945	68			
Between Groups	34.158	2	3.359	4.128	.022
Within Groups	452.248	66	.911		
Total	486.406	68			
Between Groups	32.915	2	4.088	4.989	.027
Within Groups	447.587	66	2.912		
Total	480.502	68			

Table 4 reflected statistically significant differences among the students' academic achievement regarding the lessons, i.e., Great expectations ($f = 2.531$, sig level = .029 at $P < .05$); Population growth and world food supplies ($f = 4.128$, sig level = .022 at $P < .05$) and Faithfulness ($f = 4.989$, sig level = .027 at $P < .05$).

Discussion

The parental economic status greatly motivates and boosts the students' academic performance. The findings correspond with Munir et al. (2023), who concluded that parental economic status affects students' academic performance and increases their motivation and interest level for their learning activities. The findings also supported Tomul and Polat (2013), who claimed that economic status significantly contributes to students' academic achievements. The results were also linked with Asikhia (2010), who argued that educational background and financial position have positive effects on students' academic performance. Similarly, Eamon (2005) highlighted that parents' low economic status is a big challenge in meeting the education needs of their children. As a result, students fail to meet their academic needs and performance.

The findings matched with Uchechukwu et al. (2014), who concluded that lower-income families are often left by their parents at home and do not care about their schooling and health. The risk of hunger, sickness, violence, and low academic performance is higher compared to good parental economic status. The findings of Mudassir and Abubakar (2015) revealed that parental educational status affects the student's academic performance. Similarly, Odoemana (2012) endorsed that parental educational and economic position contribute significantly to boosting the academic performance of their children.

Conclusions

The findings of the study revealed that parental economic position plays a crucial part in overall academic performance. It was concluded that the student's academic achievements were not statistically significantly different regarding the first lesson, i.e., Hazrat MUHAMMAD (PBUH) as the embodiment of justice among experimental, control, and comparison groups, while there were statistically significant differences noted among the student's academic achievement regarding the lessons, i.e., Chinese new year; Try again; First aid; The rain; Television vs newspaper; Little by little one walks far; Peace; Selecting the right career; A world without books; Great expectation; Population growth and world food supplies and Faithfulness among the experimental, control and comparison groups. Moreover, the parents' economic status and educational background positively affect the student's academic performance. It was concluded that the students with good economic status performed well as compared to the students with parental economic issues and low educational backgrounds. Significant differences were noted in the academic achievement among the students whose parental economic status was low and with those of reasonable levels of economic status. Furthermore, the student's interest and motivation levels were low among those students who belonged to a low socioeconomic status.

Recommendations

It is recommended that parental involvement from all economic statuses is necessary to inform them about their children's academic performance. For this purpose, the parents should be involved in school activities, and parent and teacher meetings should be conducted. Moreover, it is recommended that teachers be trained to develop their competencies to support students from innovative economic backgrounds through innovative instructional strategies. It is also recommended that equal resources be allocated to all students and that the targeted and lower-income families be focused on supporting their education. The collaboration and communication between schools, the community, and policymakers are crucial in drafting a holistic system of education, especially in addressing economic problems.



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