# Exploring the Impact of Parents' Status on the Academic Performance and Behavior of Students

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## Abstract

The present research aims to assess the association between financial status of parents and academic performance, and behavioral attitudes of the university students of Pakistan. A random sample of 275 students is selected from a well-known university of Pakistan and cluster sampling with proportional allocation is used by considering faculties as clusters. A self-administered questionnaire measuring various items of impact of parent's status is developed. The analysis is applied through the combination of descriptive and inferential statistics. Chi-Square test, Man Whitney U test and Kruskal-Wallis H-test are used for hypothesis testing. The results indicate that children's education and health is highly associated with their parents' financial status. The study reveals that 60.4 % of the students are provided a proper study atmosphere by their parents. The rich students feel free from the tension of money and they wear branded outfits while majority of the respondent's family income is 30,000-60,000.

**Key words:** Key words: Socioeconomic Status, Effects of Parents Family Background, and Socioeconomic Status & Academic Performance.

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## Introduction

Education is necessary for proficient and active social practices, and ethical pursuits of human society. It helps an individual to develop his personality by making him more conversant, able, and capable to enhance his caliber and skills. Parents with high socio-economic status usually have an easy approach to the resources that encourages their children financially, socially, educationally and morally. Consequently they can make their children more active and favorably disposed towards education. Poor resources may have a negative impact on children's study and also on their attitudes. It is generally observed that the children from low monetary status are less efficient as compared to children who belong to middle or high class status. Parental status means the total value of the parent's education, job status and living environment in which their child grow up. All in all, these things can play a vital part in someone's life. Practically if someone is highly educated he will have better economic opportunities than those who have a lower level of education and thus they remain poor by the occupation.

More often the children born with a silver spoon in his hand are expected to have huge opportunities to make faster achievement, physical development and also better academic performance than his age fellows who are poor or who have not good study atmosphere because their parents cannot afford that. The low family status situation is usually prevailing in rural areas and shantytowns. There would be a difference between academic performance of student in rural area and urban area, because in rural areas parents usually care less about their child's study, the time devoted to study would be replaced to earn money, or the child may be asked to help their father in their job. Alike these, factors there are some other factors such as family type and family size that affect their child's education and may have even an adverse impact on their child's personality and education. This article endeavored to find out the impact of parent's status on the student's education and behavior at the University of the Punjab Lahore.

The main objectives of the study are

- To study the relationship between status of parents and its impact on the academic performance of their children.
- To explore the attitudes of the students having high, middle or low class status.
- To study the availability of electronic facilities in rural and urban areas.

## Review of literature

Jeynes (2012) analyzed by using meta-analysis, 51 studies of relationship between different kinds of parental status involvement and students achievement. Results showed a substantial relationship between parental status and academic success. Ogunshola and Adewale (2012) determined the relationships between domestic environment and the educational performance of students. Examination of a randomly collected sample of 180 students resulted in four factors. Parental socio-economic status and educational background did not have significance effect on the academic performance of the students but parental educational qualification and health of the students had statistical significant effect on their education.

Robert *et al.*, (2010) investigated that physical social psychological health educational performance and financial circumstances are interdependent. The result of a sample of 482 students taken from two universities recommended that the financial situations of students would have an adverse influence on their health. Hanson and Chen (2007) determined the direction of associations between socio economic status and health behaviors of the students. The study indicated that low socio economic status was associated with poorer diets, less physical activity, and greater cigarette smoking.

A study examined that how socioeconomic status, parents' education and income, relates to children's academic achievement. Data from a national, cross sectional study of 869 students were used. Using structural equation modeling, the researcher found that the financial status factors were related indirectly to children's academic achievement through parents' behaviors. (Keen, 2005).

A study reviewed the literature on socioeconomic status and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts collected from 74 liberated samples. The results showed a medium to strong relation between economic status and academic achievement (Sirin, 2005).

According to Hill et al., (2004) a longitudinal model of parent academic connection, behavioral problems and accomplishment was examined for 463 students. Parent's academic participation was negatively related to behavioural variables and positively related to ambitions. A study conducted in 2001 by Fan and Che discovered a small to moderate relationship between parent's financial status and student's academic achievement using a sample survey. The moderator analysis exposed that parental expectation for children's achievement has the strongest, but parental home management has the weakest relationship with students' academic achievement.

In the study of Fan (2001) the effect of parental involvement on students' academic growth was evaluated. The data were used and analysed through latent

growth curve analysis within the framework of structural equation. The results showed that parental participation acted as multidimensional, samples reported analogous degrees of parental involvement, and parents' aspiration for their children's education accomplishment had a consistent and positive effect on students' academic growth.

A study indicated by using meta-analysis, almost 200 studies that parent's socioeconomic status, was significantly correlated with academic achievement. Factor analysis was applied and the factors were significantly correlated with academic achievement of the student and parent's socioeconomic. The variables considered, accounted for 75% of the variance in observed correlation (White &Karl, 1982).

## Materials and Methods

In order to collect reliable data from the desired target population, the researcher has found cluster sampling more precise. The target population of this survey consists of all the students of university of the Punjab and the faculties are considered as clusters. The sample number of respondents is selected from each cluster through proportional allocation. According to the students enrolment list 2011-12 found from administration block of University of the Punjab, the total population is 28262.

Following formula is used to determine the sample size for the data:

$$n = \frac{N}{1+Ne^2} = \frac{28262}{1+28262*0.06^2} = 275$$

After collecting the data, relationships between different attributes and variables have been tested, conclusions have been drawn about the association and differences between attributes and variables through hypothesis testing. The Chi-Square distribution is used for association that assumes the sample to be random, observations are independent and the expected frequencies for each category should be at least five. The differences between attributes and variables are tested by Mann-Whitney u test and the Kruskal-Wallis H test that are non-parametric tests and are used for testing a difference between subjects using two levels of an independent variable and scores that are measured at least at the ordinal level, and an independent group design comparing of more than two levels respectively.

## Results

*Descriptive:*

Out of the total 275 students, majority (65.09%) are 20 to 22 years old .Only 4% of the respondents have CGPA less than 1.99 and the majority (66.5%) of the respondents has CGPA between 3 and 4. Greater number (48.4%) of the students has their family monthly income between 30,000 and 60,000 where only 10.9% of the students have it above 90,000.This shows that for this sample major part of the students are of the middle class. The research analysis shows that only 6.9% of the respondents have illiterate fathers while the majority (32.4%) of the respondent's father's qualification is matric, 23.6% of the respondent's fathers are graduates while 18.5% of the respondent's father's qualification is master. More than half of the students (76.7%) belong to urban areas. Father's professional status of most (56.4%) of the respondents is employed and only 8.7% of the fathers are un-employed. Abundantly (34.5%) students fall in the group of pocket money less than 2000 and they also do not own debit cards and bank balances. Mostly (54.2%) the respondents fear the consequences of over spending with money.

**Table 1**

*Descriptive information of the sample demographics*

| Variables | Categories | Frequency | Percentage |
|---|---|---|---|
| Age of the respondent | 19 or less | 21 | 7.6 |
| | 20-22 | 179 | 65.09 |
| | 23 or above | 75 | 26.3 |
| CGPA of the respondent | Less than 1.99 | 11 | 4.0 |
| | 2.00-2.99 | 81 | 29.5 |
| | 3.00-4.00 | 183 | 66.5 |
| Respondent's family monthly income | Below 30,000 | 67 | 24.4 |
| | 30,000-60,000 | 133 | 48.4 |
| | 60,000-90,000 | 45 | 16.4 |
| | Above 90,000 | 30 | 10.9 |
| Father's qualification | Illiterate | 19 | 6.9 |
| | Metric | 89 | 32.4 |
| | Intermediate | 51 | 18.5 |
| | Graduate | 65 | 23.6 |
| | Master | 51 | 18.5 |
| Area of belonging | Rural | 64 | 23.3 |
| | Urban | 211 | 76.7 |
| Father's occupation | Self employed | 96 | 34.9 |
| | Employed | 155 | 56.4 |
| | Unemployed | 24 | 8.7 |
| Personal monthly pocket money of the respondents | Below 2000 | 95 | 34.5 |
| | 2000-3000 | 75 | 27.3 |
| | 3000-4000 | 42 | 15.3 |
| | Above 4000 | 63 | 22.9 |
| Availability of bank balance and credit cards | Yes | 96 | 34.9 |
| | No | 179 | 65.1 |
| The respondent fear the consequences of over spending | Yes | 149 | 54.2 |
| | No | 126 | 45.8 |
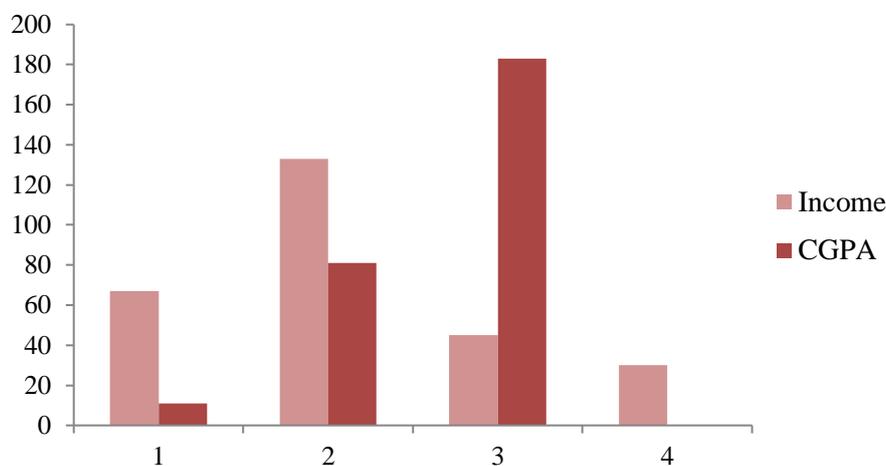
**Fig 1:** *Multiple bar chart of income & CGPA of the students*

To study the significant associations, differences in opinion of area & family income with other variables presenting the impact of parent's status, chi-square test of association, Mann Whitney U test & Kruskal Wallis tests are applied and the results are shown in Table 2 and 3.

*Chi Square Test*

**Table 2**
*Chi square test of association*

| Hypothesis | Value of test statistic | P-value |
|---|---|---|
| There is no association between family income and CGPA of the respondents**.** | $\chi^2 = 43.407$ | 0.000** |
| There is no association between the family income of the respondents and perfect diet provided by the parents. | $\chi^2 = 26.330$ | 0.010** |

*$^{*}$Significance at alpha= 0.05; $^{**}$Significance at alpha=0.01*

The above table is the evident of the existence of association between family monthly income and CGPA of the students that is found to be highly significant. There is a strong association between the income and the perfect diet provided by the parents.

*Man Whitney U and Kruskal Tests*

Money makes materialistic mostly to the rural areas students. The students of both areas spend equal amount of money for their outfits. The residents of rural as well as urban areas have all the electronic facilities available at home. Students having family income at different levels have different means at yes or no levels of that they own debit cards and bank balances. Money gives more self-confidence to the students having low or mediocre income. Students from different family status have different opinions about they cannot bear ups and downs of life. All the students talk about all of their problems to their parents and their parents encourage and support to do the best apart from their financial circumstances. The upper class students wear branded shoes and garments and have all the electronic facilities. Only the middle class students said that there is a relationship between financial status of parents their academic performance. All the students fear the consequences of over spending of money.

**Table 3**

*Man Whitney U and Kruskal Tests for testing the differences in opinion*

| Hypothesis | Category | Mean ranks | Value of test statistic | $p$-value |
|---|---|---|---|---|
| Respondents of both areas have same opinion about feeling money makes a person materialistic. | Area<br>Rural<br>Urban | 155.80<br>132.60 | Z = 1.840 | 0.033* |
| Respondents of both areas have same opinion about spending money for daily outfits. | Area<br>Rural<br>Urban | 136.41<br>138.48 | Z=-0.190 | 0.849 |
| Respondents of both areas have same opinion about they have all the electronic facilities available at their home. | Area<br>Rural<br>Urban | 143.66<br>136.28 | Z=-0.673 | 0.501 |
| Respondents having income at different levels have same opinion about they own debit cards and bank balance. | Income Below 30,000<br>30,000-60,000<br>60,000-90,000<br>Above 90,000 | 134.06<br>145.68<br>153.16<br>76.00 | H=32.31 | 0.000** |
| Respondents having income at different levels have same opinion about money gives them self-confidence. | Income Below 30,000<br>Between 30,000-60,000<br>Between 60,000-90,000<br>Between Above 90,000 | 149.41<br>143.42<br>130.16<br>100.25 | H =9.889 | 0.020* |

| | | | | |
|---|---|---|---|---|
| Respondents having income at different levels have same opinion about they cannot bear ups and downs. | Income Below 30,000 | 131.57 | H =9.329 | 0.025* |
| | Between 30,000-60,000 | 109.57 | | |
| | Between 60,000-90,000 | 127.44 | | |
| | Above 90,000 | 151.22 | | |
| Respondents having income at different levels have same opinion about talking all problems to parents. | Income below 30,000 | 141.19 | H =0.678 | 0.878 |
| | Between 30,000-60,000 | 136.27 | | |
| | Between 60,000-90,000 | 143.24 | | |
| | Above 90,000 | 130.68 | | |
| Respondents having income at different levels have same opinion about parents encourage and support you to do your best. | Income below 30,000 | 139.63 | H =0.305 | 0.959 |
| | Between 30,000-60,000 | 136.05 | | |
| | Between 60,000-90,000 | 142.58 | | |
| | Between Above 90,000 | 136.13 | | |
| Respondents having income at different levels have same opinion about they wear branded shoes and garments. | Income below 30,000 | 80.60 | H=44.105 | 0.000** |
| | Between 30,000-60,000 | 146.42 | | |
| | Between 60,000-90,000 | 96.17 | | |
| | Above 90,000 | 173.75 | | |
| Respondents having income at different levels have same opinion about they have all the electronic facilities. | Income below 30,000 | 91.32 | H =20.758 | 0.000** |
| | Between 30,000-60,000 | 140.33 | | |
| | Between 60,000-90,000 | 123.09 | | |
| | Above 90,000 | 164.29 | | |
| Respondents having income at different levels have same opinion about relationship between parent's status and academic performance. | Income below 30,000 | 161.30 | H =13.255 | 0.004** |
| | Between 30,000-60,000 | 137.87 | | |
| | Between 60,000-90,000 | 126.63 | | |
| | Above 90,000 | 103.60 | | |
| Respondents having income at different levels have same opinion about they fear the consequences of over spending. | Income below 30,000 | 140.67 | H =1.664 | 0.645 |
| | Between 30,000-60,000 | 133.93 | | |
| | Between 60,000-90,000 | 148.33 | | |
| | Between Above 90,000 | 134.58 | | |

*Significance at alpha= 0.05; **Significance at alpha=0.01

## Conclusions

The study reveals that the majority of the respondents have high CGPA and it is highly associated with parent's income. Parents' income of majority is sufficient enough for their academic expenses. Mostly students of high financial status on the average own debit cards and bank balances and wear branded shoes and garments but they can't bear ups and downs of life. Also they have all the electronic facilities. Money gives more self-confidence to the poor. All the students have good coordination with their parents apart from their financial circumstances.

Fathers of majority students are metric pass and employed. Mostly students belong to urban areas. Money makes materialistic mostly to the rural areas students but both area students spend money equally on their daily outfits and they have all the electronic facilities at their home. Students have satisfactory pocket money but only those students who have high pocket money above 4000, feel free from money tension and they spend money for personality grooming.

In view of the finding of this study, it is suggested that student's academic performance can be improved by providing a good study home environment and by providing all the basic facilities at home. Also the health of the students can be improved by providing them proper diet according to the age and also by keeping them away from the financial home tension.

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