

# The Effect of Parental Socio-Economic Condition on the Students' Learning Achievement at Higher Secondary Level of Education in Jamalpur District

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**Abstract:** This investigation is conducted to know the relationship between parental socio-economic condition and students learning achievement at higher secondary school certificate examination. To find out the nature of the reality, survey research design was used for this study. The study was conducted at five (05) colleges of Jamalpur district. The respondent of the study consisted of One hundred twenty (120) students who were purposively selected from the study area. Data were collected through interview schedule & shown statistical table and analyzed. The study reveals that parental education, occupation, income and social status effect the learning achievement.

**Keywords:** EDUCATION, SOCIO- ECONOMIC CONDITION, LEARNING ACHIEVEMENT.

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## 1. INTRODUCTION

The socioeconomic status of a child is usually determined by parental educational level, parental occupational status and income level (Jeynes 2002). According to Parson, Stephanie and Deborah (2001), socioeconomic status is an expression which is used to differentiate between people's relative status in the community regarding family income, political power, educational background and occupational status. Saifi and Mehmood (2011) state that socioeconomic status is a combined measure of economic and social position of an individual or family relative to others on the basis of income, education and occupation.

Ahmad and Khan (2012) and Ahmar and Anwar (2013) found a significant relationship between parental socioeconomic conditions and academic achievements of the children in secondary examination and it was concluded that the majority of children whose parents have better socioeconomic conditions performed better in secondary examination as compared to those children whose parents had low socioeconomic conditions. Ngorosho (2011) found five key variables (fathers' and mothers' education, house wall material, light source, and the number of books for school subjects in the homes) as significant indicators of home environment in rural eastern Tanzania. Ahawo (2009) found that in modern society, parents' influence plays a very important role in the academic life of a student. According to Otula (2007), effective provision of secondary education is hampered by SES of parents. Parents from low SES fail to provide their children with basic requirements for schools including books, pens or pencils, proper nutrition and supportive environment for learning. It is generally accepted that parental SES has an impact on students' academic achievement. For example, children whose parents are of high educational scales have a far better statistical chance of participating in secondary education (Halsey, Health & Ridge, 1980). Otula (2007) supported this by stating that effective learning involves partnership of students, teachers and parents. Parents' level of education has a multifaceted impact on children's ability to learn in school. In one study, children whose parents had primary school education or less were more than three times likely to have low test scores or grade repetition than children whose parents had at least secondary schooling (Goodwin & Goodwin, 1995). In the same study, it was also found that parents' level of education not only influenced parent-child interaction related to

learning but also the need for help at home that often comes at the expense of keeping children in school. Parents with little formal education may also be less familiar with the language used in school, limiting their ability to support learning and participate in school related activities (Omoraka, 2001).

Education is a process by which the mind of human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy a nation can give to her citizens especially the youth. Every nation hoping to have bright future needs to emphasize education because it is the only way to much development. Yusuf and Al-Banawi (2013) noted that education must be considered as a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth. Asiru (2014) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Dagbo (2014) also opined that education is an important tool for social growth, development and interaction of all elements in the society for its economics, social and political well-being. Olayanju (2014) posited that education plays a critical role in human capacity building and skills acquisition.

Education is the commitment in national development. Education helps anyone to play active role in the uninterrupted pace of development programs of the country. Economic discrimination creates various social classes. It is determined by many factors such as occupation, income, education, moral standing, family history, social grouping & organizations. It is essential for Bangladesh to remove these conditions by means of eradication of illiteracy and creation of educated manpower.

The present education system of Bangladesh broadly divided into three major stages- Primary, Secondary & Tertiary education. The Secondary level of education is also divided into three sub levels- Junior Secondary (from Grade 6-8), Secondary (Grade 9-10) & Higher Secondary (Grade 11-12).

At 2017 across the country more than 3.23 million candidate appeared Primary school certificate (PSC) & Ebtedayee and passed around 95.18 percent, but 2.4 million appeared at Junior School Certificate (JSC) & Junior Dakhil Certificate (JDC) and passed 83.65 percent. Same year more than 1.78 million candidate appeared SSC & equivalent examinations and passed 83.65 percent. And more than 1.18 million candidate appeared HSC & equivalent examinations, where 68.91 percent students passed across the country which is 5.79 percentage lower than that last year (2016). And at Dhaka board 0.33 million candidates appeared & passed 69.74 percent. Total 37,726 examinees obtained Grade Point Average (GPA)-5 and 18,930 examinees obtained GPA-5 only from Dhaka Board. (Intermediate and Secondary Education Boards Bangladesh, Ministry of Education; <http://www.educationboardresults.gov.bd/>)

Though the numbers of students have increased now a day but at the same time many students dropped their study also. Those who are living in poor level join in different services. The present study focuses on the relationship between parental socio-economic condition & students' learning achievement at higher secondary level in Jamapalur district.

## 2. LITERATURE REVIEW

The family is the first, the smallest and the most important unit of a child's social organization. It is responsible for the development of the child's physical, mental and moral dispositions. Asikhia (2010) also agreed that the family educational background and socio-economic status play pivotal roles in the learning process of the child. She stressed further that the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from. Ushie, Owolabi and Emeka (2012) confirmed that family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration. Ajila and Olutola (2000) posited that the home affects the individual since the parents are the first socializing agents in an individual life. Uwaifo (2008) affirmed that family background of a child affects his reaction to life situations and his level of performance. Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' performance. Udida, Ukway and Ogado (2012) also agreed that family characteristics are major source of disparity in student's educational outcomes. They stressed further that student's academic performance is influenced by the socio-economic background of their parents; as parents that earn high income can take absolute responsibilities of their children's education compared with parents that earn meager salaries. Huang (2007) confirmed that there is a correlation between parents' education level and children's motivation and achievement at upper secondary schools. Unity, Osagioba and Edith (2013) emphasized that a child is affected negatively if he/she comes from an economically disadvantaged family.

According to Crosnoe et al (2005) social economic factors such as education and income are key factors that are predictive of students' academic achievement. This is because family socioeconomic status background affects a child's perception of life that in turn could affect a child's academic performance. Socioeconomic status could be defined as student's individual position within a hierarchical social structure based on their parents' occupation, education, income, wealth, and place of residence. Although, the school could be responsible for the experiences that make up an individual's life during school periods, parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he or she could be (Ajila and Olutola, 2007). The relationship between family socio-economic status and the academic performance of students is well explained in sociological studies.

Children from low socio-economic status parents may not have access to extra learning facilities at home making it difficult for them to perform well in class. Ewijk and Slegers (2011) noted that high socioeconomic parents greatly participate in the learning of their children while low socioeconomic families are least likely to be involved in the education of their children (Turney and Kao, 2009). This is because most of the times low socioeconomic families are engaged in strenuous manual work in order to be able to provide food and shelter for their families (Ratcliff & Hunt, 2009). Carlson et al (2008) noted that health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.

Klebanov et al. (1994) concluded that both mothers' education and family income were the main predictors of the physical atmosphere and learning experiences in the home but that mothers' education alone was predictive of parental warmth. Similarly, Smith et al. (1997) found that the combination of family income and parental education with children's academic attainment was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus, they proposed that education might be connected to specific achievement behaviors in the home e.g., reading, playing. Maurin (2002) stated that there are so many reasons that why parental income is potentially a very important determinant of the performance of children at school. The main reason is may be that rich parents can buy better food, better housing and medical care. In other words, they can purchase more of all the basic goods and services that support children's development and assist them to perform well at school. Imagining that the parental demand for these specific goods and services really increases with parental income, we should examine a significant impact of income on children's performance. Krueger (2004) reviews various contributions supporting the view that financial limitations and constraints significantly impact on educational attainment of a student.

### **Objectives of the study**

In this study the general objective is to investigate the effect of parental socio economic condition on the students' learning achievement at higher secondary level of education in Jamalpur District. And the specific objectives are below:

1. To identify the effect of parents' economic condition on the students learning achievement.
2. To find out the relationship between parents' education & students learning achievement.
3. To evaluate the impact of parents' profession & students learning achievement.

### **Limitations of the study:**

In this study conduct only Jamalpur district, 120 number of HSC passed students at 2017 from 05 colleges selected purposively from the study area, due to time constraint unable to explore this study vastly.

## **3. METHODOLOGY OF THE STUDY**

The study was descriptive in nature based on quantitative approach; survey method was applied and conducted among Govt. Ashek Mahmud College, Govt. Zaheda Shafir Mohilla College, Digpait Shamsul Hoq College, Nandina Shakh Anwar Hossain College & Jhaola Gopalpur College from Jamalpur Sadar Upazila of Jamalpur District, Bangladesh during August to November 2017. To select the sample of the study, the purposive sampling, conducted by researcher, specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics (Johnson, 2012). One hundred twenty (120) HSC passed students were purposively selected from the study area. Data were collected through face-to-face interviewing using an interview schedule and data were shown statistical tables and analyzed.

#### 4. DATA ANALYSIS & FINDINGS

##### 1. Relationship between learning achievement & Fathers' Educational Qualification:

Data in Table-1 illustrates that students who got  $2 < GPA \geq 1$  were maximum from illiterate or lower level educated family, 35 percent students fathers' education qualification were nil, 25% primary, 30% secondary, 10 % higher secondary & 0% graduate. On the other hand GPA 5 obtained students were maximum from educated family, 45 % students fathers' educational qualification graduate & 20% higher secondary, 30% secondary & Primary and 5% illiterate. Fathers' educational qualification is an important aspect of the socio economic status of students.

**Table 1: Relationship between learning achievement & Fathers' Educational Qualification**

HSC-GPA	Illiterate	Percentage %	Primary	Percentage %	secondary	Percentage %	Higher Secondary	Percentage %	Graduate	Percentage %	Total
GPA 5	1	5%	3	15%	3	15%	4	20%	9	45%	20
$5 < GPA \geq 4$	3	15%	2	10%	4	20%	5	25%	6	30%	20
$4 < GPA \geq 3.5$	3	15%	4	20%	4	20%	5	25%	4	20%	20
$3.5 < GPA \geq 3$	5	25%	4	20%	3	15%	5	25%	3	15%	20
$3 < GPA \geq 2$	6	30%	3	15%	4	20%	4	20%	3	15%	20
$2 < GPA \geq 1$	7	35%	5	25%	6	30%	2	10%	0	0%	20

##### 2. Relationship between learning achievement & Mothers' Educational Qualification:

In respect of learning achievement & Mothers' Educational Qualification, Data in Table-2 reveals that GPA 5 obtained students were maximum from educated family, 15 % students mothers' educational qualification graduate & 40% higher secondary, 35% secondary & Primary and 10% illiterate. at the same time students who got  $2 < GPA \geq 1$  were maximum from illiterate or lower level educated family, 30 percent students mothers' education qualification were nil, 60% primary & secondary, 10 % higher secondary & 0% graduate. According to Eamon (2005), "mother education affects the academic achievement of the students. The children of highly educated mothers obtain higher test scores". Mothers' educational background directly affects students' social status, learning ability & achievements.

**Table 2: Relationship between learning achievement & Mothers' Educational Qualification**

HSC-GPA	Illiterate	Percentage %	Primary	Percentage %	secondary	Percentage %	Higher Secondary	Percentage %	Graduate	Percentage %	Total
GPA 5	2	10%	4	20%	3	15%	8	40%	3	15%	20
$5 < GPA \geq 4$	2	10%	4	20%	4	20%	7	35%	3	15%	20
$4 < GPA \geq 3.5$	3	15%	3	15%	6	30%	7	35%	1	5%	20
$3.5 < GPA \geq 3$	4	20%	5	25%	4	20%	6	30%	1	5%	20
$3 < GPA \geq 2$	7	35%	5	25%	5	25%	3	15%	0	0%	20
$2 < GPA \geq 1$	6	30%	6	30%	6	30%	2	10%	0	0%	20

##### 3. Relationship between learning achievement & family Income:

In respect of learning achievement & Family income, Data in Table-3 reveals that students who obtain  $2 < GPA \geq 1$  were maximum from low earning family, 40% students family income were low, 30% low medium, 20% medium and 10 % high. On the other hand GPA 5 achieved students were from different level of earning family, 45 % from high level and 40% from Medium & Lower medium level and also 15% from lower level. Maurin (2002) stated that there are so many reasons that's why parental income is potentially a very important determinant of the performance of children at school, the main reason is may be that rich parents can buy better food, better housing and medical care. Family income directly affects anyone day to day life and facilities, and better facilities can ensure better achievements.

**Table 3: Relationship between learning achievement & family Income**

HSC-GPA	Low Income	Percentage %	Low Medium Income	Percentage %	Medium Income	Percentage %	High Income	Percentage %	Total
GPA 5	3	15%	3	15%	5	25%	9	45%	20
$5 < GPA \geq 4$	3	15%	5	25%	5	25%	7	35%	20
$4 < GPA \geq 3.5$	4	20%	4	20%	5	25%	7	35%	20
$3.5 < GPA \geq 3$	4	20%	5	25%	5	25%	6	30%	20
$3 < GPA \geq 2$	8	40%	5	25%	5	25%	2	10%	20
$2 < GPA \geq 1$	8	40%	6	30%	4	20%	2	10%	20

##### 4. Relationship between learning achievement & Fathers' Occupation:

In respect of learning achievement & Fathers' occupation, Data in Table-4 reveals that students who obtain  $2 < GPA \geq 1$  were from different area, 5% students Fathers' occupation were high level official /equivalent, 30% mid-level/equivalent low medium, 25% lower mid-level and 40 % lower level. On the other hand GPA 5 achieved students fathers' occupation

were different, 35 % students Fathers' occupation were high level official /equivalent, 30% mid-level/ equivalent, 20% lower mid-level and 15% lower level. Parental occupation directly affects students' social status and also learning achievement.

**Table 4: Relationship between learning achievement & Fathers' Occupation**

HSC-GPA	High level Official/ Equivalent	Percentage %	Mid level Official/ Equivalent	Percentage %	Lower Mid level Official/ Equivalent	Percentage %	Lower level Official/ Equivalent	Percentage %	Total
GPA 5	7	35%	6	30%	4	20%	3	15%	20
5<GPA≥4	6	30%	6	30%	4	20%	4	20%	20
4<GPA≥3.5	4	20%	5	25%	5	25%	6	30%	20
3.5<GPA≥3	3	15%	5	25%	6	30%	6	30%	20
3<GPA≥2	2	10%	5	25%	6	30%	7	35%	20
2<GPA≥1	1	5%	6	30%	5	25%	8	40%	20

#### 5. Relationship between learning achievement & Mothers' Occupation:

**Table 5: Relationship between learning achievement & Mothers' Occupation**

HSC-GPA	High level Official/ Equivalent	Percentage %	Mid level Official/ Equivalent	Percentage %	Lower Mid level Official/ Equivalent	Percentage %	Lower level Official/ Equivalent	Percentage %	House Wife	Percentage %	Total
GPA 5	3	15%	5	25%	5	25%	2	10%	5	25%	20
5<GPA≥4	3	15%	5	25%	4	20%	4	20%	4	20%	20
4<GPA≥3.5	3	15%	3	15%	3	15%	5	25%	6	30%	20
3.5<GPA≥3	2	10%	2	10%	5	25%	5	25%	6	30%	20
3<GPA≥2	0	0%	2	10%	5	25%	6	30%	7	35%	20
2<GPA≥1	1	5%	1	5%	4	20%	8	40%	6	30%	20

In respect of learning achievement & mothers' occupation, Data in Table-5 reveals that students who obtain  $2 < GPA \geq 1$  were from different area, 10% students Mothers' occupation were high level-mid level official /equivalent, 20% lower mid-level, 40 % lower level & 30% house wife. On the other hand GPA 5 achieved students mothers' occupation were also different, 40 % students mothers' occupation were high- mid level official /equivalent, 25% lower mid-level, 10% lower level & 25% house wife. Parental occupation specially mother's occupation plays very important role for any students.

#### 6. Relationship between learning achievement & learning environment:

Data in Table-6 illustrations that students who got  $2 < GPA \geq 1$  most of them were non appropriate environment group, 63% students were from non-appropriate environment group, 26% from average environment group and 11% from appropriate environment group. On the other hand GPA 5 obtained 45 % students from appropriate environment group, 35% from average environment group & 20% from non-appropriate environment group. Learning environment is directly playing a role for learning achievement.

**Table 6: Relationship between learning achievement & learning environment**

HSC-GPA	Appropriate Environment	Percentage %	Average Environment	Percentage %	Non appropriate Environment	Percentage %	Total
GPA 5	9	45%	7	35%	4	20%	20
5<GPA≥4	8	40%	7	35%	5	25%	20
4<GPA≥3.5	6	30%	9	45%	5	25%	20
3.5<GPA≥3	6	30%	8	40%	6	30%	20
3<GPA≥2	3	15%	7	35%	10	50%	20
2<GPA≥1	2	11%	5	26%	12	63%	19

### 5. CONCLUSION & RECOMMENDATION

In our country students are living in various socio-economic conditions, this various socio-economic conditions affect students living style. Student's economic, social & cultural aspects are different because of the difference of socio-economic condition. Parental socio-economic condition is a vital factor that effect academic achievement of students significantly. The result of the study reveal that students have shown excellent performance in HSC examination 2017, it was also come to surface that academic achievement of a student is directly proportional to the parental education, income and occupation. That is why it is right to say that higher socio-economic status of the parents plays a fundamental and

crucial role in the enhancement of their children's academic achievement. For minimize the discrimination Government should provide all types of educational facilities and formulated policies such as scholarship for students from low socio economic status and micro credit facilities with low/ nominal interest rate for the parents or student loan with zero interest rate to enable such students to have equal opportunity to education as students from high socio economic status. Also the study revealed that mother's education is very important for the academic achievement of students therefore it is recommended that government should take necessary action to increase and encourage female education. Educational facilities plays a fundamental role in improving the educational outcomes of students therefore it is strongly recommended that Government, educational institutions and society should ensure the provision of educational facilities for study.

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