

# INVESTIGATION OF THE SOCIO-ECONOMIC FACTORS THAT INFLUENCE YOUNG LEARNERS ACADEMIC SUCCESS: A CASE STUDY OF SECONDARY SCHOOLS OF SINDH, PAKISTAN

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## ABSTRACT

*This study is designed to investigate the socio-economic elements which influencing the academic success of the young learners in the secondary school in Ghotki, District, Sindh, Pakistan. The participants of this study included 10th-grade students (i.e., 200 males & 200 females). A survey questionnaire has been used for the collection of data pertaining to the performance of students' academics. It is measured through the 9th-grade annual examination result. ANOVA and Standard t-test have been employed to explore out the impact of the socio-economic factors on the achievement of students. The outcomes of such the research task disclosed that parents' education and socioeconomic status shows a significant influence on students' entire success in Mathematics and English and academic achievement. An average and a high socio-economic level influence academic success more than the lower level. Further, it*

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*has resulted in the factor of performance among girls is stated more outstanding than male students.*

**Keywords:** *Demographic status, academic success, quality performance, socioeconomic features, gender and success*

## INTRODUCTION

In an advanced technological and global world, education is obligatory to human beings for human activities in all societies of the social world. Thus, the social life of human beings can quickly be developed through education and providing better opportunities for survival strategies. Battle and Lewis (2002). Hence, it imparts knowledge and develops the human skills to the individuals so that they may improve social life and enhance the means of production. Such the enhancement of the output boosts up the economic growth of the country and leads towards new ways of profits (Saxton, 2000). The students' performance quality always remains at a high level for educators. Moreover, this indicates the distinguishable locally, regionally; nationally, and globally. In addition to this, researchers, trainers, and educators remain highly interested in finding out the differences and impacting factors relating to the performance quality of students.

However, these different factors are traced out inside and outside of the school. These also influence the standard of the academic achievement of learners. Therefore, according to Crosnoe, Johnson, and Elder (2004), such factors included peer and family factors, and student factors. Historically perspective, Mann (1985) viewed as the proper exploration related to demographic factors is consistent with the 17th century. The essential factors including age, sex, marital status, social background, religion, ethnicity, affiliations, parents' education level, language and income, socio-economic status, parental profession. Therefore, such the items as explained with support of demography (Mickelson & Ballatine, 1990). From an organizational perspective, organizational learning and innovation significantly predict organizational performance (Soomro et al., 2020). Employee performance is predicted by organizational culture, job satisfaction, and commitment (Soomro & Shah, 2019).

Implicitly and explicitly, demographic status focuses on the overall kinds of factors with the assistance of social and biological perspectives. Irrespective of this, it is quite complex to term out and judge the educational quality, despite the changes in values of quality-related to the various stakeholders' perspectives

### *Investigation Of The Socio-Economic Factors That Influence Young Learners*

(Parri, 2006; Blevins, 2009). It is parting with this, socio-economic status as debated and discussed among the educational professionals and sharing with students' academic performance. As such, the debate and discussion highlighted that socio-economic factors lead learners to the impacts of academic performance quality. Besides this, other field experts viewed that low socio-economic situation indicate a negative influence on the academic achievement of the students as the preliminary requirements of the students noticed as incomplete and could not suitably carry out the quality of education activities (Adams, 1996). Further, the low socio-economic status reasoned as environmental deficits and resulting in less self-respect of learners. Explicitly, the current research work focuses on recognizing and investigating the socio-economic factors influencing the academic performance of learners.

However, this is explicitly discussed that educational services cannot easily be palpable and become complex to judge them in the milieu of imparting education, behavior modifications, and social potential of the students (Tsinidou, Gerogiannis, & Fitsilis, 2010). Hence, as generally none become contented with the explanation of quality as brought into use for education. Moreover, the quality of education is differently defined from society to society (Michael, 1998). The study of Xuan et al. (2019) found a positive and significant relationship between school SES and students' math achievement through the mediation of the teacher-student relationship. According to Ayodele et al. (2016), students' academic performance is not predicted by teaching methods, parent/family background, and educational assessment. Similarly, there is a mediatory role of students' engagement in developing the association between businesses and engineering schools (Siddiqi, 2018). In the same direction, factors such as nationality, age, and gender have no significant influence on the academic success of undergraduate learners (Yousef, 2019).

The personal backgrounds of the learners show the essential part of their educational achievement. However, the school personnel; the family members and communities render assistance and help to the learners for the quality of their educational achievement. Thus, such societal support presents an essential strategy for goal achievement through the performance of the learners at school (Goddard, 2003). Further, the parents' involvement and the social structure for their children's education enhance the quality of their educational achievement (Furstenberg & Hughes, 1995). Moreover, the associations between the students' academic achievement and gender as discussed for many decades (Eitle, 2005). In this

way, there remains a difference between females and males for academic success. Thus, it is found out that boys show less the quality of academic performance than girls in the specific domains (Chambers and Schreiber, 2004). Further, it is noticed that ethnicity, gender, and parental profession are the necessary catalyst to students' achievement of success (Peng & Hall, 1995; McCoy, 2005). Overall, the background constructs, the impacts of socio-economic are found dominant at one's stage (Capraro, Capraro, & Wiggins, 2000). The socioeconomic status may be termed into the various patterns; hence, this can be counted through glancing over the father's education, income, occupation, and services brought into use by the persons individually and cumulatively. Family socioeconomic level and parental education have a significant association with the quality of achievement of learners (Ma & Klinger, 2000; Mitchell & Collom, 2001; Jeynes, 2002).

However, the learners of a higher level of socioeconomic status can show better performance as compared to middle-class learners, and these middle-class learners also show the performance in a better way than the learners of low-level socioeconomic status (Kahlenberg, 2006; Garzon, 2006; Kirkup, 2008). Besides this, the performance of learners for achievement is negatively associated with the low socio-economic level of the families as it makes the obstacle for the individuals to obtain the admittance to means of knowledge (Lopez, 1995; Duke, 2000; Eamon, 2005). The service quality in terms of the physical environment, core educational quality and administrative quality significantly increase the students' satisfaction (Soomro et al., 2017). Meanwhile, the low socio-economic status level highly impacts the success of the learners that pushing to the bottom level (Sander, 2001). Such an impact is quite apparent at the post-secondary level (Trusty, 2000). As considered that the fiscally deprived families lack the potential to bear the expenditures of education of their children at the enormous stage and as shown the consequence that they do not perform the tasks at the highest level (Rouse & Barrow, 2006).

Well-educated parents can adequately converse with their children relating to school tasks homework activities, and other valuable knowledge that is being imparted in their academic careers (Krashen, 2005). Thus, they can suitably support and help their offspring for such the tasks of school (Trusty, 1999; Fantuzzo & Tighe, 2000). Further, the atmosphere prevailing at the house also influences the students' performance. Meanwhile, the educated parents avail the educational atmosphere to their children properly. Moreover, the parents are provided with guidance and counseling through the school authorities to develop

a positive home atmosphere for boosting up the value of the work of the learners (Marzano, 2003). Nonetheless, parental involvement indicates an essential role in upgrading the academic performance of the learners and assists to gain a higher level of value in educational achievement (Shumox & Lomax, 2001; Barnard, 2004).

A variety of variables as influenced by the rate of performance of learners (Waters & Marzano, 2006). The number of factors considered for identification of affecting factors relating to the rate of academic achievement. However, an identification of the contributive variables of the academic performance is a complicated and challenging task. Apart from this, the students of the public schools are from different social backgrounds focusing on their demographic status. Such the difference is quite apparent into Pakistani culture. Bearing into mind; the research for such the study focused on investigating the socio-economic factors affecting the pace of academic success of the learners at the secondary school in Ghotki District, Sindh – Pakistan. The specific objectives of the research work developed as:

- Examine out the impacts of parental education and occupation and socio-economic status on the students' academic success
- Investigate the influence of socioeconomic condition on students' accomplishment in Mathematics and English subjects.
- Explore out the variance in the feature of students' achievement in relation to their gender

On the basis of the above objectives, the following hypotheses were suggested:

- H1. The factors including parental education and occupation and socio-economic status have a positive and significant effect on the quality of students' academic performance.
- H2. Socio-economic status has an insignificant impact on students' achievements in English and Mathematics subjects.
- H3. There is no significant variation in the feature of learners' success in relation to their gender.

## **METHODOLOGY**

For such the research task, the descriptive study is covered through a survey technique. The target population focuses on the boy and girl students of the secondary school from Ghotki, district, Sindh, Pakistan. At the initial phase, twelve

female and male students are taken from the government secondary schools (six each) smoothly. Afterward, the only fifty unpaid learners (thirty males and thirty females) from the overall volunteers of one section of the 10th grade were chosen randomly from each of twelve schools. Hence, the sample size for such the work as consisting of 400 students (200 male and 200 female).

Further, this study is only restricted to the background variables, including socioeconomic status, parents' education, parents' occupation, and the students' gender. Moreover, the quality of academic success judged through the available rates of the 9th-grade examination result as confirmed with the support of the Board of Intermediate and Secondary Education, Sukkur. The variables, including the education of parents and parents' occupation, socio-economic status, rural/urban background, and learners' sex, have been covered with the assistance of the survey technique.

## **RESULTS AND DISCUSSIONS**

The data analysis was covered through the inferential and descriptive numerical techniques. A t-test brought into use to explore the comparison of the quality of academic achievement between the boy and girl learners. The significant impact of socio-economic variables on the learners' achievement has been investigated out the multiple comparisons by employing to SPSS 26.0 version for windows ANOVA technique.

With regard to H1, our analysis found that the fathers' education, mothers' education category, and socio-economic class are having a significant impact on the learners' entire academic achievement on English Mathematics subjects and scores in 9th grade at the less than 0.05 level of significance (Table 1). Henceforth, H1 was accepted by the data. Parental occupation lacks a significant impact on academic success. In a simple sense, the study indicated a lack of the considerable impacts of parental education level and socio-economic status level on learners' academic success as unaccepted. Thus, as confirmed that parental education and socio-economic status level influence the success of their offspring, but the guardian occupation does not affect it. These results are accorded with Soomro et al. (2019) who found the socio-cultural and economic factors have a significant role in getting an achievement of students in Pakistan. Without such factors, proper education and academic success are not possible. In addition, the results are supported by Islam and Khan (2017). As there is a positive correlation, exist between socioeconomic status and academic achievement of senior secondary

school students.

Concerning H2, the findings revealed the lack of significant variation in the students' quality of academic success on their socioeconomic status (Table 2). Therefore, H2 was not supported. Irrespective of this, the learners with more and average socioeconomic status result in a outstanding performance than the learners with less level of socioeconomic status. Further, comparison of the impacts of socioeconomic status (low, average, and high) on the successive numbers of English and Mathematics subjects and collective success as disclosed that learners having the background of high socio-economic status level thoroughly and show better performance in subjects including Mathematics and English and also in the successive accumulative scores. However, average and high socio-economic status levels show more influence than a low socioeconomic status level within the entire sorts of the quality of academic success. These results are in line with scholars like Caro et al. (2009). Accordingly, outstanding score in mathematics explains greater emphasis on reading skills and involves tasks that require higher-order skills. In a particular manner, the correlation between math achievement and school socioeconomic status is strongly correlated with student outcomes. On the other hand, it is acknowledged about how this seems moderately more vigorous for students with higher levels of self-efficacy (McConney & Perry, 2010).

Similarly, we found the vital alteration about the marks of the female and male learners ( $t = -6.507^*$ ;  $-3.722^*$ ;  $-3.998^*$ ; Table 3). As a result, H3 was not supported. This resulted in a lack of a significant variation in the academic success of learners among gender. The girl learners achieve superior than the boy learners (mean values =44.88; 47.33) (Table 3) in English and Mathematics subjects throughout the entire score of achievement. Likewise, these findings are consistent with Musa et al. (2016), who confirmed that males achieved extensively better than females in English Language and overall academic success. Still, there is no gender variation in Mathematics performance. Furthermore, male and female students who taught algebra using PBL did not significantly differ in achievement and retention scores. Thus, male and female students are proficient in competing and collaborating in mathematics, Ajai, J. T. & Imoko, B. I. (2015).

## **CONCLUSION**

The various variables are contributing to the quality of academic success of the students inside and outside school. Thus, the present study concentrated

on some specific variables that impact the score of achievement of the students. Further, educators' role must play a critical aspect to educate their students so as they perform effectively and demonstrate high quality result in their academics. Moreover, to gain such a purpose; this is obligatory that educators can better understand these factors contributing to the academic achievement of the learners. In a sequel, a study focused on the higher level of socio-economic status. It is a proper sign and reasoning to the quality of the success of the learners. However, family characteristics, including the socioeconomic status, counted as the significant analysts for the performance of the students at the school. Further, the other factors of school, such as peer factors and students' elements, are essential in this regard. Henceforth, higher socio-economic status level resorts to be a more exceptional performance of the learners in studies and so forth (Hanes, 2008).

Table 1: Impact Of Socio-Economic Status On Parents' Education And Occupation On Students' Success.

Source of difference	Sum of Squares	Df	Mean Square	F	Sig.
Socio-economic status & scores in 9th Class	220921.302	4	60354.873	13.220	0.000*
Socio-economic status & Marks in Math	8328.783	4	3982182	10.072	0.000*
Socio-economic status & Marks in English	8372.752	4	63822.329	13.773	0.000*
Father education & scores in 9th Class	29062.2323	3	26322.892	9.522	0.000*
Mother education & scores in 9th Class	28793.083	3	28902.378	8.273	0.000*
Father profession & scores in 9th Class	4829.473	3	7139.171	1.021	0.103

Mother profession & scores in 9th Class	8932.022	3	31892.220	0.873	0.648
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\*Significant at the .05 level.

Further, family education shows the impact on the quality of the academic success of the students. Family profession shows less influence on the learners' performance in their studies than the academic. The gender factor of the student highly influences academic performance as the female gender thoroughly performs better in English and Mathematics subjects. Besides, these females having more vigorous attempts and efforts to acquire high scores at school (Ceballo, McLoyd, & Toyokawa, 2004). Thus, it is plausible to understand the variables that are valuable in achieving an academic performance rather than developing the obstacles in knowledge attainment. Hence, this isn't easy to determine out the influence of the factors in a simple pattern. Further, it needs much more time and resources to recognize the overall factors along with the preparation of strategies and plans of classroom activities and the process of learning. Hence, this also requires the organizational policies, proper training, and social skills to explore out the plausible variables inside and outside of the school. In this way, such documentation regarding the factors leads to understanding the elements fully, and thus; the teacher would be able to develop the instructional strategies to make the familiar the educational opportunities for children and show better performance of children, and they reach the peak of learning. Henceforth, the research study resulted in investigating such the issue through the geographical regions covering like peer and family factors; student and school factors.

**Table 2.** Multiple comparison of impact of socio-economic status on Mathematics, English, and collective success.

Dependent variables	Independent variables		Mean difference (1-2)	Std. Error	Sig.
	(1)	(2)			
Marks obtained in 9th Grade	Low socio-economic status	Average socio-economic status	-29.234(*)	7.422	0.008*
		High socio-economic status	-41.230(*)	9.733	0.000*
	Average socio-economic status	High socio-economic status	-24.872(*)	7.630	0.000*

Marks in Mathematics	Low socio-economic status	Average socio-economic status	-5.540	3.332	0.211
		High socio-economic status	-13.008(*)	3.774	0.000*
	Average socio-economic status	High socio-economic status	-8.540(*)	3.437	0.005*
Marks in English	Low socio-economic status	Average socio-economic status	-6.288(*)	2.882	0.045*
		High socio-economic status	-14.432(*)	3.238	0.000*
	Average socio-economic status	High socio-economic status	-9.352(*)	1.222	0.000*

\*Significant at the 0.05 level.

**Table 3.** Assessment of comparison of success for male and female learners

Variables	Gender	N	Mean	Std. Deviation	T-value
Marks obtained in 9th Class	Male	200	136.44	69.555	-6.507*
	Female	200	140.09	59.548	
Marks in Mathematics	Male	200	39.32	23.083	-3.722*
	Female	200	44.88	22.122	
Marks in English	Male	200	38.59	16.021	-3.998*
	Female	200	47.33	16.239	

\*P<.05 level of significance

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Lakhan, G. R., Soomro, B. A., and Channa, A.

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*Investigation Of The Socio-Economic Factors That Influence Young Learners*

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Lakhan, G. R., Soomro, B. A., and Channa, A.

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