



Impact of Parents' Socioeconomic Status and their Qualification on Students' Academic Achievement at Elementary Level

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Abstract

This study is conducted in Layyah District of South Punjab, Pakistan to explore the impact of socioeconomic status and qualifications of parents on academic achievement of the students at elementary school level. It involves 46 boys and 55 girls elementary schools in Tehsil Layyah, with a sample size of 581 students from grade VII and VIII. The study includes 16 boys and 12 girls schools in Tehsil Layyah (148 students), 8 boys and 16 girls schools in Tehsil Karor (125 students), and 22 boys and 27 girls schools in Tehsil Chobara (308 students). Data was collected through questionnaire and statistical analysis was done by using SPSS. Results reveal significant difference in academic achievements based on socioeconomic status indicating positive correlation between socioeconomic status, parental qualifications and academic performance. Students with a higher socioeconomic status revealed superior academic performance. The analysis also shows a significant relationship between socioeconomic status and academic achievement (p -value=0.000) at the 0.05 level of significance, with a strong correlation ($r=0.734$) between socioeconomic status and students' grades. This study provides valuable insights into the relationship between parental factors and students' academic performance in district Layyah. It suggests potential areas for further research, including exploring the impact of socioeconomic status on academic achievement across diverse school level.

Keywords

Socioeconomic Status, Students' Academic Achievement, Parents' Qualification.

Introduction

It is well known to everyone that students require family support to succeed in school. Government, administration, educators, and families work worldwide to increase family involvement in education (Scott, 2003). Families are expected to promote their children's achievements and school improvement and democratization. The European Commission considers familial participation a key indication of school excellence (Scott, 2003). Education is valued in Ethiopia because it provides suitable human capital that boosts productivity and eliminates poverty, disease, and ignorance (FDRE, 2001). Education helps women live longer, improve family health and nutrition, reduce fertility, and lower child mortality (Psacharopoulos & Patrinos, 2002).

The relationship between parental socioeconomic status (SES), parental qualifications, and students' academic achievement has been an area of interest for researchers for decades. The significance of this relationship has been widely discussed in the academic literature, as it has a major impact on the educational outcomes of children, particularly at the elementary level. This research aims to explore the connection between parental socioeconomic status (SES), parental educational qualifications, and the academic performance of elementary level students. The educational

background of parents is recognized as one of the most influential predictors of a child's academic success. Numerous studies have demonstrated that children from families with higher socioeconomic status (SES) generally outperform their counterparts from lower socioeconomic status (SES) households in academic endeavors. Socioeconomic status (SES) is often assessed based on factors like parental income, level of education, occupation, and access to resources. According to the National Center for Education Statistics (NCES), seventh-grade students from higher socioeconomic status (SES) families tend to achieve significantly higher average scores in reading and math compared to those from lower socioeconomic status (SES) backgrounds (NCES, 2019).

Another substantial factor influencing academic achievement is the education level and qualifications of parents. Parental qualifications pertain to the educational achievements, skills, and credentials of parents, which can exert a substantial influence on their children's academic success. Additionally, various non-academic factors such as race, ethnicity, gender, and the primary language spoken at home contribute to the impact on students' academic achievements. For instance, research by the National Assessment of Educational Progress (NAEP) revealed a notable achievement gap between White and Black seventh-grade students in both reading and mathematics (NAEP, 2017).

In Pakistan, where educational disparities persist, understanding this relationship is crucial for developing strategies to enhance academic achievement, especially among female students at the elementary level. Several studies have highlighted the significant impact of parental socioeconomic status (SES) on children's academic success, with students from higher socioeconomic status (SES) families performing better academically than their counterparts from lower socioeconomic status (SES) backgrounds (Awan, 2014; Zaidi & Ansari, 2019). Research has also underscored the pivotal role of parental education in influencing children's academic achievement. Multiple studies have indicated that parents with higher levels of education tend to be more actively engaged in their children's education, provide better learning resources, and offer greater academic support compared to those with lower levels of education (Zaidi & Ansari, 2019). In Pakistan, where female education is often undervalued, the educational level of mothers can significantly impact their daughters' academic achievements.

The purpose of the study is to look into the relationship between the academic achievement of students of elementary schools and their parent's socioeconomic status and education background. The study aims to shed important light on how parental background affects children's educational outcomes by examining these variables. The development of curricula, educational policies, and targeted interventions to overcome possible performance gaps in the classroom could all benefit from this knowledge. The results of the study may also help educators and decision-makers develop plans for assisting pupils from various socioeconomic backgrounds and enhancing overall educational equity and excellence at the elementary level.

One of the most influential determinants of a student's educational trajectory is the socioeconomic status of their parents. The socioeconomic status encompasses an array of factors, including income, occupation, and access to resources, which collectively shape a family's economic well-being. The existing research has consistently shown that students from higher socioeconomic status backgrounds tend to outperform their peers from lower socioeconomic status backgrounds in various academic domains. However, the precise mechanisms through which socioeconomic status impacts academic achievement remains a subject of ongoing investigation. The socioeconomic status of parents stands as one of the most influential determinants of a child's educational trajectory, encompassing a multitude of interconnected factors. As defined by Bradley and Corwyn (2002), socioeconomic status is a multifaceted construct that integrates income, education, and occupational status to gauge a family's overall economic well-being. This construct, rooted in socio-economic theories, has been the focus of extensive research within the field of education. Numerous studies, including the work of Sirin (2005) and Reardon (2011), have consistently demonstrated a strong association between higher socioeconomic status and superior academic performance among students.

In the intricate tapestry of factors shaping a child's educational journey, parental qualifications emerge as a pivotal thread, tightly interwoven with socioeconomic status and educational outcomes. The qualifications of parents, specifically their level of education and educational attainment, have long been recognized as influential determinants of a child's academic success. This recognition is rooted in the idea that parents with higher educational qualifications

possess not only a deeper well of knowledge but also a set of skills and attitudes that can significantly impact their child's learning experience (Davison & Fitzpatrick, 2001; Davis-Kean, 2005). As posited by Davis-Kean (2005), parental education serves as a powerful marker of a family's intellectual resources, directly affecting the cognitive environment within the home. Parents with higher educational qualifications are often better equipped to provide academic support to their children. Their own educational experiences have equipped them with a nuanced understanding of learning processes, which they can apply to assist their children with school work, homework, and academic challenges (Flouri, 2006). Moreover, they may possess a higher degree of literacy and numeracy, facilitating effective communication and mentorship in various academic subjects. This can foster a positive attitude towards learning and intellectual curiosity within the household, as suggested by the work of Davis-Kean (2005). The presence of well-educated parents can serve as role models, instilling a belief in the value of education and the pursuit of knowledge.

It is also important to note that the influence of parental qualifications is not limited to academic achievement alone. As highlighted by Lareau (2003), parents with higher educational backgrounds may impart a set of life skills and behaviors that are conducive to success in various aspects of life. These skills often referred to as "soft skills" or "cultural capital", encompass effective communication, critical thinking, problem-solving, and adaptability. Children raised in environments where these skills are valued and nurtured may be better prepared to navigate the complexities of the modern world, making them more resilient and adaptable individuals.

Statement of the Problem

This study addresses a significant research gap in the educational landscape of South Punjab, with a particular focus on Layyah district, Pakistan. The research aims to comprehensively investigate the intricate relationship between parents' socioeconomic status, their educational qualifications, and the academic achievements of elementary-level students. This research seeks to bridge these gaps by offering a comprehensive analysis that is attuned to the unique socio-cultural and economic characteristics of Layyah, South Punjab. By exploring the interplay between parents', educational qualifications, and elementary-level students' academic achievements, the study aims to provide insights that can inform the development of tailored educational policies and interventions.

Objectives of the Study

The main objectives of the research are as follows:

1. To assess the parents' engagement in students' studies.
2. To analyse the students' academic achievement in the class.
3. To explore the relationship between parental socioeconomic status and their children academic achievement at elementary level.

Research Questions

1. To what extent parents are engaged in their children's studies at elementary level?
2. How do elementary-level students perform academically in the classroom setting?
3. What is relationship between parental socioeconomic status and the academic achievement of their children at elementary level?

Significance of the Study

The study may help in understanding the relationship between parental socioeconomic status, their qualification, and students' academic achievement in Pakistan. This is important as socioeconomic status and parental education have been identified as key factors that impact students' academic success in many countries. Secondly, the study may help in identifying the factors that contribute to academic achievement in elementary-level students in Pakistan. This information can be used to develop policies and interventions aimed at improving students' academic performance. The study may add to the existing body of literature on the topic, particularly in the Pakistani context. This may help in building a more comprehensive understanding of the factors that influence academic achievement in Pakistan.

Research Design

This study employs a quantitative approach and utilizes a correlational research design, deemed optimal for investigating the complex relationships inherent in the research objectives. Data collection is conducted through a survey methodology using questionnaires.

Population of the Study

The study encompasses the students of elementary schools in district Layyah, Punjab. All public

sector schools, both boys and girls, in district Layyah were included in the study. The district consists of three Tehsils: Karor Lal Eisan, Layyah, and Choubara. According to District Education Office data, there are a total of 126 elementary schools with 36356 students in district Layyah. The distribution of schools across Tehsils is as follows: Karor Lal Eisan 31 schools, Layyah 70 schools, and Choubara 25 schools.

Sample of the Study

The researcher employed a stratified sampling technique (non-probability) to select a representative sample from the elementary school students in district Layyah. Ensuring an equal representation of respondents, 126 elementary schools were chosen as the sample for this study. By utilizing the stratified sampling technique and employing a sample size calculator with a 95% confidence interval, 3% error margin, and 60% population proportion, the final sample size was determined to be 581 students from both boys and girls elementary schools.

Development of Research Tool

The research variables, namely Parents' Socioeconomic Status (SESS) and Academic Achievement, were measured using self-designed questionnaires. The Parent's Socioeconomic Scale (SESS) developed by Yin (2012), comprising 22 Likert-scale items, and the Academic Achievement Scale (SAAS) by Ahmad et al. (2020), consisting of 18 items, were adopted. Response options included strongly disagree, disagree, undecided, agree, and strongly agree.

Data Collection and Analysis

Data was collected with the constructed questionnaire and the collected data was tabulated for the further results on SPSS 26 for the conclusion.

Review of Literature

Socioeconomic status (SES), often defined as a combination of income, occupation, and education, has been a recurring theme in educational research due to its profound influence on students' academic performance. The importance of socioeconomic status in shaping educational outcomes has been extensively documented. Researchers have consistently found that students from higher socioeconomic status backgrounds tend to perform better academically than their peers from lower socioeconomic status backgrounds (Bradley & Corwyn, 2002; Sirin, 2005; Reardon, 2011). This well-established association between SES and academic achievement has prompted inquiries into the underlying mechanisms that drive these disparities.

Parental involvement also plays a pivotal role in mediating the academic performance relationship. Davis-Kean (2005) suggests that parents from higher socioeconomic status backgrounds are more likely to actively engage in their children's education. They may provide academic support, monitor homework completion, and communicate regularly with teachers. This involvement creates a supportive learning environment that positively influences academic outcomes. In contrast, parents from lower socioeconomic status backgrounds, who may have less time and resources, might find it challenging to be as actively engaged in their child's education.

Parental Socioeconomic Status and Students' Academic Achievement

Parental socioeconomic status (SES), characterized by a family's income, occupation, and educational attainment, has long been recognized as a crucial determinant of students' academic achievement. Research conducted by Bradley and Corwyn (2002) and Sirin (2005) consistently demonstrates a robust association between higher SES and superior academic performance among students. This SES-achievement relationship is well-established and has significant implications for educational equity and opportunity.

Parental involvement in their child's education also plays a pivotal role in shaping academic outcomes. Davis-Kean's (2005) research emphasizes that parents with higher SES are more likely to actively engage in their child's educational journey. They may provide homework assistance, attend school meetings, and advocate for their child's academic needs. This engagement creates a supportive learning environment that contributes to improved academic performance. Conversely, parents from lower SES backgrounds, often juggling multiple jobs or facing time constraints, may find it challenging to be as actively involved in their child's education. Furthermore, the stressors associated with lower SES can have adverse effects on students' cognitive development. Chronic stressors, including financial instability or inadequate access to healthcare, can contribute to emotional distress and cognitive deficits (Evans & Kim, 2013). This chronic stress may manifest as reduced attention spans, difficulties with executive functioning, and a diminished motivation to engage with learning

materials.

Moreover, the extent of parental involvement in a child's education plays a pivotal role in shaping academic outcomes. Extensive research by Davis-Kean (2005) emphasizes that parents from higher SES backgrounds are more inclined to actively participate in their child's educational journey. They often provide crucial support in the form of homework assistance, engagement in school-related activities, and advocating for their child's educational needs. This heightened parental engagement fosters a nurturing learning environment that contributes to improved academic performance. Conversely, parents from lower SES backgrounds, often grappling with time constraints and multiple job responsibilities, may find it challenging to allocate time for active involvement in their child's education, potentially affecting their academic progress.

Additionally, it has been noted that the socioeconomic status of the parents tends to be strongly correlated with the manner in which family members interact; lower-income and affluent households tend to give their children more freedom to participate in decision-making as a part of autonomy learning. They anticipate that their kids will take more initiative in topics that concern them and that they will have more freedom to become creative with solving problems on their own (Usman et al., 2016).

Parents Qualification to Influence Students' Academic Performance

The academic performance of students is not necessarily influenced by the educational qualifications of their parents. It's not about the degrees parents hold, but rather their active involvement with their children. This involvement goes beyond just helping with homework; it includes spending time with them, engaging in discussions at the dinner table, and taking them to cultural events. Children tend to excel when their emotional intelligence (EQ) is high and their intellectual quotient (IQ) is developed through parental engagement. The impact of parental involvement on academic success varies from person to person (Bgenschneider, 1997; Hill et al., 2002).

One of the crucial factors that significantly influence a student's performance in school and their future educational attainment is the educational status of their parents. Research has consistently shown that a child's academic success is shaped, both directly and indirectly, by the educational background of their parents. Families with higher levels of education have greater resources, both financially and socially, to support their children's educational achievements. According to the Musarat, (2013), parental education serves as a strong predictor of academic success and influences a child's educational progress through both explicit and implicit mechanisms. The author also suggests that parents with higher education levels are better equipped to support their children both socially and academically.

Factors That Affect Child's Academic Performance

In modern times, society is founded on competition, where everyone strives to achieve as well as they can. In this case, parental encouragement, participation, and support help the student become more self-assured and upbeat. It goes without saying that parental interest and support are essential for a child's development. According to psychologists, the family has the greatest influence on a child's growth and development (Kansara & Makwana, 2020).

It is commonly acknowledged that a variety of factors, including socioeconomic aspects of one's families at school as well as parental socioeconomic position, occupation, money, and social class, affect a child's academic achievement. They additionally have an impact on how long he stays and how well he does in school. The kind of household, the educational attainment of the parents, by and their socioeconomic situation all affect where they send their kids to school (Obeta, 2014).

Research Methodology

This chapter offers insights into the methodological aspects and procedures concerning the technical facets of the current research investigation. More specifically, this chapter offers a detailed account of how the study was executed to explore the connection between the socioeconomic status and educational qualifications of parents and the academic performance of elementary-level students. Within this chapter, you will find comprehensive explanations of vital elements, encompassing the research design, data collection sources, study population, sample selection, and the chosen sampling method.

Research Design

Since the main focus of the present study is to analyze the effect of parents' socioeconomic status and their qualification on students' academic achievement at elementary level. This study is quantitative,

that is completed through the co- relational research design which is best one to conduct such types of research. Method for the purpose of data collection is the survey by employing questionnaires. The correlation research design (Crosswell 2013) was chosen for this study because it allows for the examination of relationships between parent’s socio economics and qualification status with academic achievement of elementary level students without manipulating them. Given the focus on exploring the associations between different factors, a correlational approach is well-suited to achieve the research goals.

Population

For this study, all (126) boys and girls public schools were selected from all three Tehsil of district Layyah. The population of study is comprised on the public elementary school students (8th class). The overall 66 boys and 60 girls elementary schools are selected for data collection in district Layyah.

The population is a full set of individuals and scores that on determination is keen to admire in the field of studying. Actually, population is known as complete collection of all entire observations in the field of study. For the aim of present study, the population is the number of school students studying at elementary level (8th class) to check the parents’ socioeconomic status qualification and academic outcomes of students at elementary level. All the boys and girls students studying at elementary school level (8th class) of public sector of Tehsil Karor Lal Eisan, Layyah, Choubara were the population of this study. School Statistics for overall district Layyah and three Tehsil Layyah. Karor Lal Eisan, Choubara shown in table 3.1.

Table: Public Elementary School Statistics for District Layyah

Province	District	Tehsil	Schools	
			Male	Female
Punjab	Layyah	Layyah	38	32
		Karor Lal Eisan	20	11
		Choubara	8	17
			66	60
Total			66+60=126	

(Source: https://sis.punjab.gov.pk/dashboard?tab=district_quota&district=)

In 126 schools, total 60356 students were studying in elementary schools and from these, 36177 were boys and 24179 were girls students.

Number of Students in Tehsil Karor Lal Eisan, Choubara and Layyah

Province	District	Tehsil	Students	
			Male	Female
Punjab	Layyah	Layyah	24129	12100
		Karor Lal Eisan	8750	7379
		Choubara	3298	4700
			36177	24179
Total			36177+24179=60356	

(Source: https://sis.punjab.gov.pk/dashboard?tab=district_quota&district=)

According to School Education Department data, total 36129 students studying in Elementary schools in Tehsil Layyah 36229 (12100 girls and 24129 boys), 16129 in Tehsil Karor Lal Eisan (7379 girls and 8750 boys) 7998 in Tehsil Choubara (4700 girls and 3298 boys). The total number of 8th class students is 60356 (24179 boys and 36177 girls) in district Layyah. So overall, 60356 students were the population of this study.

Sample of the Study

In this research, a carefully designed sampling strategy was employed to ensure the representation of elementary school students from district Layyah, Punjab, Pakistan. The researcher opted for a stratified sampling technique, which falls under the category of non-probability sampling methods. Stratified sampling was chosen due to its suitability for ensuring a balanced and representative sample. It was assured that the sample contains an equal number of respondents so that the results can be generalized on various bases. The stratified sampling technique was used to select the school that 126 elementary schools selected as a sample of study. By adopting stratified sampling and using sample size calculator with 95% confidence interval, 3% error margin and 60% population proportion, so the total sample of this study was 581 students from 126 elementary (Male and

Females) schools. Method for the purpose of data collection is the survey by employing questionnaires. The overall sample size is 581 students of elementary level.

Table: Study Samples

Confidence Level	Margin of Error	Population Proportion	Population Size	Total Sample
95%	3%	60%	60356	581

Procedure of Instrument Development

Since the creation of the research tool was an essential part in gathering information for this study. As the main focus of the study was to examine the effect of parents’ socioeconomic status and their qualification on students’ academic achievement so, a questionnaire was developed for respondents to obtain information from the students. The measurement of research variables (Parents’ Socioeconomic Status and Students’ Academic Achievement) is completed through self-designed questionnaires. Researcher adopted the parents’ socioeconomic scale (SESS) developed by Yin (2012) which consist on 22 items based on Likert scale and also researcher adopted Academic Achievement Scale (SAAS) by Ahmad et al., (2020) consist on 18 items. Nature of responses was noted in the form of; strongly disagree, disagree, undecided, agree and strongly agree.

The questionnaire comprised of three sections. Section-A contains demographic information both of parents and students. Also, the information regarding the parents’ qualification and income has been gathered with this section. Section-B has been designed to assess the parents’ engagement with students’ studies. It comprised of 22 closed ended statements. Section-C contained information regarding students’ involvement in the class. Section-C has total 18 closed-ended statements. Section-B and Section-C evaluated the students’ response by using a 5- point Likert scale where Strongly Agree (SA)= 5 , Agree (A)= 4, Undecided (U)= 3, Disagree (D)=2, Strongly Disagree (SD)= 1.

Data Analysis

After the data collection data was put into the SPSS-23. Defining the average values of variables acquired from the facts is an important part of descriptive analysis. Mean, standard deviation, and frequency value are all covered by its unique elements. Inferential statistics were used to analyze the difference between teachers’ opinion on the base of demographics i.e. gender, age, locality, qualification, sector. Correlation analysis was used to analysis the relationship between parental socioeconomic status and qualification with students’ academic achievement in Layyah, South Punjab.

Graphs were utilized for credible interpretations of the results.

Table: Gender wise description of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	301	51.0	51.0	51.0
	male	280	49.0	49.0	100.0
	Total	581	100.0	100.0	

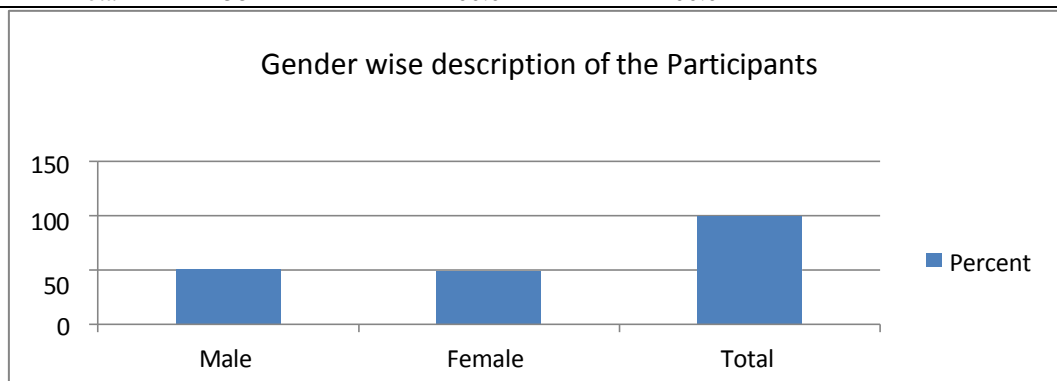


Table reveals the percentages of gender description of the respondents. It can be observed that 51% of the respondents were male while 49% of the respondents were female.

Table: Qualification of Parents of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Matric	158	20.1	20.1	20.1
	Intermediate	211	38.5	38.5	58.7
	Graduate	174	28.1	28.1	86.8
	Master	38	13.2	13.2	100.0

Qualification of Parents of the Participants

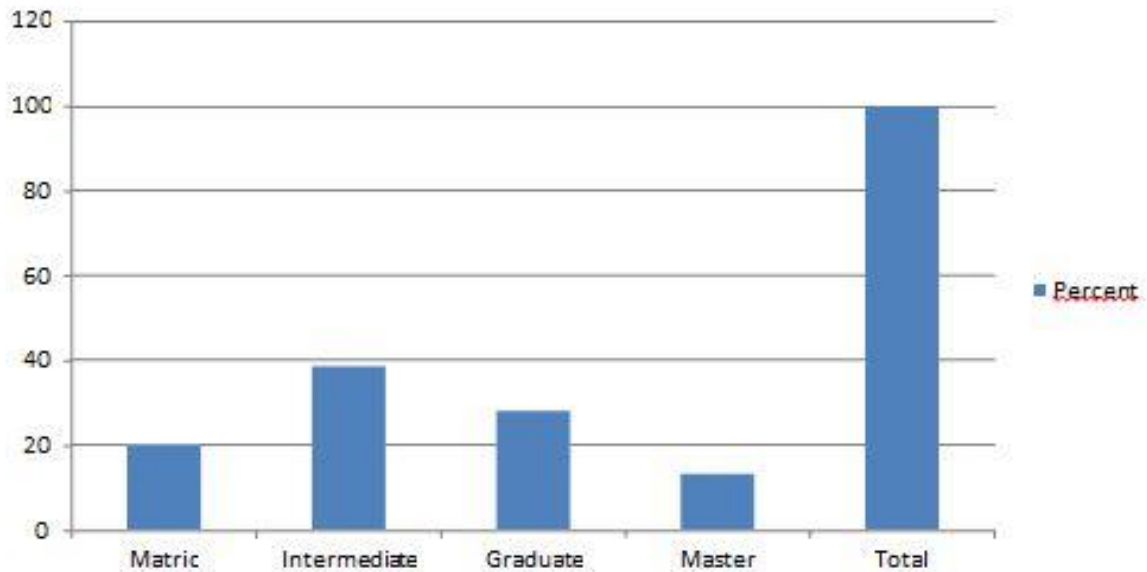


Table reveals the percentages of the respondents' fathers' qualification. It can be observed that 20.1% of the respondent's fathers were matric, 38.5% were intermediate, 28.1% were graduate while 13.2 percent were master degree holders.

Table: Monthly Income of Parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10000-20000	173	25.3	25.3	25.3
	15000-20000	239	50.3	50.3	75.7
	20000-40000	169	24.0	24.0	99.7
	Total	581	100.0	100.0	

Monthly Income of Parent

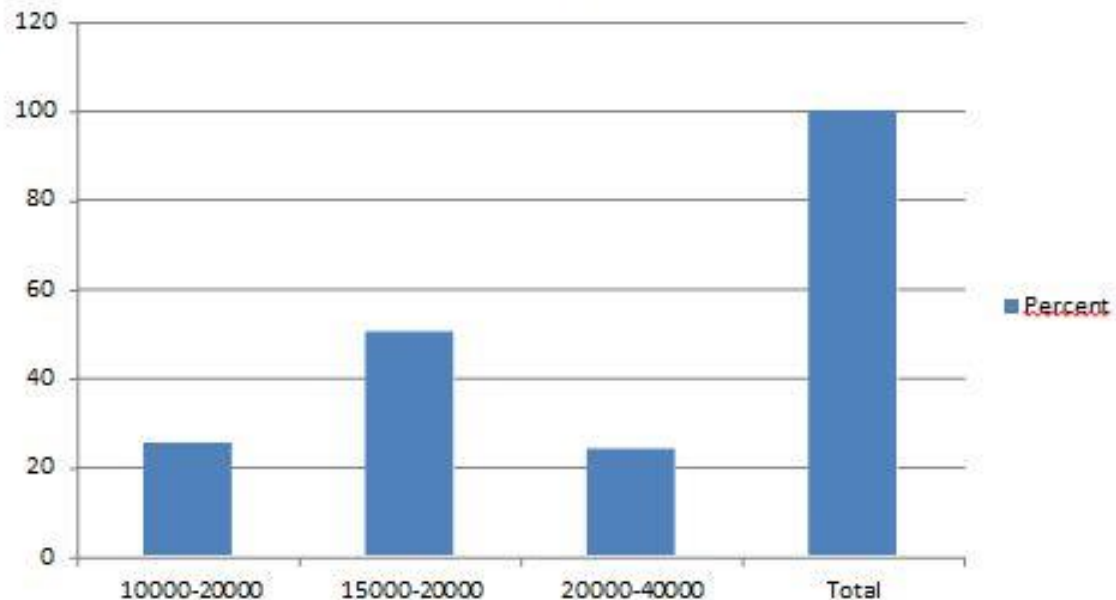


Table reveals the percentages of the respondent parents' monthly income. It can be observed that 25.3% of the respondents' parents had monthly income of 10000-20000 while 50.3 % had 15000-20000 rupees, 24% had 20000-40000.

Summary

The study focuses on analyzing the impact of parental socioeconomic status (SES) and qualification on the academic achievement of elementary-level students in Layyah, South Punjab, Pakistan. The

research employs a quantitative approach using a correlational research design, which is suitable for examining such relationships. A stratified sampling technique was utilized to ensure a representative sample of 581 elementary school students from 126 schools in the district. Data was collected through surveys administered by the researcher. The findings highlight a statistically significant positive correlation between parental socioeconomic status and qualification with students' academic achievement, suggesting that students perform better academically when their parents have higher socioeconomic status and qualifications.

Findings

It can be observed that 51% of the respondents were male while 49% of the respondents were female. It can be observed that 18.1 % of the respondents were 10-15 years old, 67.4% were 15-18 years old while 14.6% of the respondents were above 18 years of the age. It can be observed that 9.4% of the respondent's father was doctor, 25% of the respondent's father was teachers 28.1% of the respondent's father were farmers, and 37.2% of the respondent's father were laborer. It can be observed that 50% of the respondents were from 7th class while 50% were from 8th class.

It was observed that 407(71.9 %) of the Participants gave a positive response to the statement, 4(1.4%) remained neutral while 177(26.8%) disagreed with the statement My parents encourage me to take part in extracurricular activities.|| The statement's average score and its deviation from the mean were M (4.02) and SD (1.265) respectively. It was observed that 385(61.1 %) of the participants gave a positive response to the statement, 11(3.8%) remained neutral while 201(35.1%) disagreed with the statement that their parents are worried about my future studies. The statement's average score and its deviation from the mean was M (2.92) and SD (1.447) respectively.

The result showed that 382(63.2 %) of the participants gave a positive response to the statement, 10(3.3%) remained neutral while 138(23.3%) disagreed with the statement that their parents mostly communicate with my teachers. However, the mean value and standard deviation (M=3.72, SD=1.655) confirms the statement is significant. 386(63.7 %) of the participants gave a positive response to the statement, 5(1.7 %) remained neutral while 180(34.7%) disagreed with the statement that their Parents give them enough pocket money while mean value and standard deviation are M (2.58) and SD (1.320).

It was observed that 381(62.8 %) of the Participants gave a positive response to the statement, 23(8%) remained neutral while 154(29.2%) disagreed with the statement that their parents help them in doing daily homework. The statement's average score and its deviation from the mean were M (3.02) and SD (1.458) respectively. It was observed that 388(49.7%) of the participants gave a positive response to the statement. 25(8.7%) remained neutral while 164 (40.6%) disagreed with the statement that their parents pay heed to my academic scores. The statement's average score and its deviation from the mean were M (3.12) and SD (.973) respectively.

The results revealed that 370(59 %) of the participants gave a positive response to the statement, 25(8.7%) remained neutral while 193(32.2%) disagreed with the statement that their parents discuss with my teachers about each subject. The statement's average score and its deviation from the mean were M (3.41) and SD (1.238) respectively. It was observed that 394(67.4 %) of the Participants gave a positive response to the statement, 10(3.5%) remained neutral while 184(29.1%) disagreed with the statement that their parents are better than other students' parents. The statement's average score and its deviation from the mean were M (2,57) and SD (1.365) respectively.

It was observed that 381(62.9 %) of the Participants gave a positive response to the statement, 6(4.2%) remained neutral while 194(33%) disagreed with the statement that their parents support them when I fail in exam|| The statement's average score and its deviation from the mean were M (2.52) and SD (1.526) respectively. It was observed that 317(75.3%) of the participants gave a positive response to the statement, 60(5.2%) remained neutral while 186(19.5%) disagreed with the statement that their parents force me to choose profession of their choice in future.|| The statement's average score and its deviation from the mean were M (186) and SD (1.441) respectively.

It was observed that 421(76.8%) of the participants gave a positive response to the statement, 19(6.6%) remained neutral while 148(16.6%) disagreed with the statement that they were clear about their philosophy of leadership. The statement's average score and its deviation from the mean were M (2.50) and SD (1.115) respectively. It was observed that 396 (34.1%) of the participants gave a positive response to the statement while 36 (55.9%) disagreed with the statement that their parents

motivate me even when there is a chance of failure. The statement's average score and its deviation from the mean were M (3.34) and SD (1.354) respectively.

It was observed that 398(68%) of the participants gave a positive response to the statement, 29(12%) remained neutral while 161(19.8%) disagreed with the statement that they ensure people grow in their jobs by learning new skill. The statement's average score and its deviation from the mean were M (2.41) and SD (1.103) respectively.

Discussion

The study revealed a statistically significant positive relationship (correlation coefficient of 0.691**) between parental socioeconomic status (SES) and students' academic achievement. This suggests that students from families with higher SES tend to perform better academically. This finding is in line with existing literature that highlights the role of SES in educational outcomes. Higher SES families often have more resources and access to educational opportunities, which can positively influence a child's academic performance. These results provide credence to the claims made by Rothstein (2004) and Hill et al. (2004), which hypothesized that children raised by parents with higher educational qualifications would be more curious about learning than their low-educational-qualification counterparts.

The findings of this study are consistent with those of Oniwon (2015) and Bursal (2017), which found that preschool attendance correlated positively with later academic success. Attending preschool has been shown to improve children's social, emotional, behavioural, and cognitive development in addition to their academic performance (Hosokawa & Katsura, 2018). Oniwon (2015) argued that the government should do more to ensure that all children have the opportunity to attend a high-quality preschool programme. Ehibudu and Peter-Kio (2017) take a similar approach. In addition, this study's findings disproved the hypothesis that students' socioeconomic backgrounds had any bearing on their academic performance. The results of this study corroborated those of studies by Curran (2019) and McKinney (2013), which had previously concluded that students' socioeconomic backgrounds had little bearing on their academic performance.

Conclusion

A statistically significant correlation between parental education and child outcomes was found. Children with parents with higher levels of education tend to do better in school because their parents take an active interest in and care about what they learn. This suggests that households where both parents have college degrees, where there is a positive psycho-social environment, where there are adequate physical resources, and where both parents are actively engaged in their children's education would have children who excel in school.

It has been argued that community leaders should priorities the education of low- and no-income parents as a means to improve their children's academic outcomes. Such parents should make an effort to make advantage of the community's educational resources for their children. The government can join with schools and nonprofits to help adults learn to read and write. While overall literacy in Layyah is very high at 92% (Department of census and statistics, 2012), there are other sections of the country, notably the plantation areas, where the percentage is much lower at 66%. Therefore, the government should make serious efforts to quickly bring the plantations and other rural areas upto the national standard. The educational outcomes for students in plantation and rural settings will improve as a result.

Recommendations for Future Research

Given that the results of this study showed that parent qualifications do not significantly affect students' performance, more research has to be done to uncover other factors that affect students' academic achievement in SMT topics.

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