



Scrutinizing the Impact of Family Economic Status on Students' Academic Achievement

RAM BAHADUR BHANDARI | DR. TATWA PRASAD TIMSINA

*Author affiliations can be found in the back matter of this article

CORRESPONDING AUTHOR

Ram Bahadur Bhandari

PhD Scholar, Sikkim Professional University

rbbhandarihtd@gmail.com

Survey

Dependent variable

Independent variable

Economic status

Academic achievement

Regression analysis

A chief objective of this article is to scrutinize the impact of family economic status on the students' academic achievement. Children's academic success is a multifaceted outcome influenced by various factors, and family economic status is one of the significant determinants. The study synthesizes existing literature to provide a comprehensive understanding of how socioeconomic factors shape students' educational courses. This article has been based on the cross-sectional survey design which employed the socio-economic status as an independent variable the students' academic achievement as a dependent variable. Data were collected through the survey questionnaire from 386 students who were studying at 14 high schools situated in Makawanpur district, Nepal. Linear regression analysis was conducted to examine the impact of family economic status on the students' academic achievement. The regression analysis (R-Square: .647) which is known as a predictive analysis depicted that 64.7% change in the students' academic achievement was due to the family economic status, and remaining 35.3% change was due to others factors. Studying the impact of family economic status on students' academic achievement is crucial for understanding and addressing the potential inequalities and challenges that may arise in educational outcomes. Such a study allows for targeted interventions and support to improve overall educational equity. The impact of family economic status on students' academic achievement is multifaceted. It encompasses resource access, school quality, socioemotional well-being, and parental involvement. Acknowledging these dynamics is crucial for educators, policymakers, and researchers in developing interventions to bridge achievement gaps and promote equal opportunities for all students, irrespective of their family's economic background.

1. INTRODUCTION

Makawanpur District, situated in the Bagmati Province of Nepal, exhibits a varied socio-economic landscape. The region encompasses a mix of urban and rural areas. It contributes to its diverse economic activities. The district's socio-economic status is influenced by factors such as, agriculture, industry, and trade. The impact of family economic status on students' academic achievement is a critical area of study. The district's socio-economic diversity, with a mix of urban and rural settings, likely plays a significant role in shaping educational outcomes. Understanding how family economic factors influence the students' academic performance is essential for designing targeted interventions and educational policies. Addressing potential disparities in resources and opportunities can contribute to improving overall academic achievement levels among students in Makwanpur. Research in this area can guide local educational authorities in implementing measures that promote equity and support students from diverse economic backgrounds. Economic status is associated with the money or economy a person retains. Academic achievement assumes primary importance in the context of an education system. It is aimed at progressive scholastic development of the child and human resources development at the macro level.

The influence of family economic status on students' academic achievement is a subject that has garnered significant attention in educational research and policymaking. Education is universally acknowledged as a cornerstone for personal development and societal progress, yet it is susceptible to a myriad of factors that shape the academic trajectory of students. Among these factors, family economic status has emerged as a potent determinant, intricately interwoven with the educational landscape. Bell (2002) asserts that parents devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for their children.

Orhunger (1990) adds that a low-income family with plenty of feeding problems may produce children who physical and mental development poses real challenges to the school's effort at optimum development of the child.

The pursuit of academic success is a complex journey marked by various challenges and opportunities, and it is within the familial sphere that the foundations of this journey are laid. Family economic status, encompassing income, employment stability, and overall financial well-being, has the potential to significantly impact the educational experiences and outcomes of students from diverse backgrounds. Understanding the depth and nuances of this impact is imperative for educators, policymakers, and researchers striving to create an equitable educational landscape.

At the core of this relationship lies the issue of access to educational resources. Families with higher economic status often possess the means to provide their children with a plethora of enriching educational experiences. From extracurricular activities that nurture diverse talents to private tutoring that caters to individual learning needs, these resources can create a supportive learning environment that fosters academic success. In contrast, students from economically disadvantaged families may face barriers to accessing such resources, potentially hindering their educational journey from the outset. Chauhan (1992) asserts that academic achievement is extremely essential at the upper socioeconomic level and relatively less essential, at the lower level. Richmond (2020) adds that children from upper and middle socioeconomic status achieve academically higher than children of lower socioeconomic status and this, according to White (1982) mentions that the fathers of adolescents who are high achievers belong more to the higher socioeconomic background, that is, those with a high-ranking occupation, better education and reasonable income than the fathers of the low achievers. In fact, progress in school facilitates children of the

upper and middle socioeconomic status due to the support they get more from home than the lower-class adolescents who are academically handicapped in school due to poor environmental simulations.

The quality of schooling is another crucial dimension through which family economic status exerts its influence. The disparities in educational resources between schools located in affluent neighborhoods and those in economically disadvantaged areas contribute to divergent academic experiences. Well-funded schools with modern infrastructure, experienced teachers, and a multitude of educational opportunities are often concentrated in areas with higher family economic status. Conversely, schools in economically challenged areas may grapple with limited resources, outdated facilities, and a dearth of extracurricular programs. These disparities create an educational landscape where the zip code often determines the quality of educational experiences, consequently influencing academic outcomes. Eamon (2005) and Hochschild (2003) observed that students from low socioeconomic background were more likely to drop out of school as they faced more challenges than children from high socioeconomic background. Their inadequate financial income created frustration and a sense of helplessness which in turn impact on both self-concept and academic achievement unlike those of high socioeconomic background.

Beyond the tangible resources, the socioemotional impact of family economic status on students cannot be overstated. Economic hardships can give rise to stressors that permeate the academic sphere, affecting students' emotional well-being and concentration. The psychological toll of financial instability may manifest in heightened levels of anxiety, lower self-esteem, and a diminished capacity to engage effectively with academic pursuits. Recognizing and addressing these socioemotional factors is pivotal for understanding the holistic impact of family economic status on students' academic

achievement. Ogwu (2014) pinpoints that higher socioeconomic status parents are able to provide their books and toys to encourage them in their various learning activities at home. Parents face major challenges when it comes to providing optimal care and education for their children.

Furthermore, the level of parental involvement in a child's education is closely intertwined with family economic status. Higher-income families often have the luxury of time, resources, and knowledge to actively engage in their children's academic lives. This involvement spans attending parent-teacher meetings, assisting with homework, and fostering a culture of educational excellence at home. In contrast, economically disadvantaged families may grapple with time constraints, limited educational background, and the pressure of economic challenges, potentially resulting in lower levels of engagement. The disparity in parental involvement further contributes to divergent academic trajectories among students. Caro (2009) posited that, the relationship between family SES and academic achievement is referred to in the literature as a socioeconomic gradient because it is gradual and increases across the range of socioeconomic status or as a socioeconomic gap because it implies a gap in academic achievement between students of high and low socioeconomic status families. Aiken and Barbarin (2008) noted that, the school system in low social economic status communities are often under resource and have negatively affected student's academic progress. Adewole (2005) had reported that in a rural community where nutritional status was relatively low and health problem are prevalent, children academic performance was greatly hindered.

In this context, this article aims to provide a comprehensive review of the existing literature, synthesizing empirical evidence to illuminate the multifaceted ways in which family economic status influences students' academic achievement. By investigating into the

complexities of this relationship, I wish to contribute to the ongoing discourse on educational equity and inform the development of targeted interventions and policies aimed at fostering an inclusive and empowering educational environment for all students, regardless of their family's economic background.

1.1 OBJECTIVE OF THE STUDY

The objective of writing this article is to scrutinize the impact of family economic status on students' academic achievement

1.2 NULL HYPOTHESIS

There is no statistically significant impact of family economic status on students' academic achievement.

1.3 LITERATURE REVIEW

The impact of family economic status on students' academic achievement has been a prominent theme in educational research, with numerous studies probing into the multifaceted dimensions of this relationship. Researchers have explored the ways in which economic disparities influence students' access to resources, the quality of schooling they receive, socioemotional well-being, and the level of parental involvement—all of which contribute to shaping academic outcomes.

A substantial body of literature highlights the link between family economic status and students' access to educational resources. Lareau (2011) emphasizes the concept of "concerted cultivation," arguing that higher-income families possess the resources to expose their children to a range of extracurricular activities, private tutoring, and educational technologies. These resources contribute to a supportive learning environment, fostering academic success. Conversely, children from economically disadvantaged families may face barriers to accessing these resources, leading to disparities in educational opportunities from an early age (Duncan & Magnuson, 2013).

The quality of schooling is a pivotal factor influenced by family economic status. Coleman's seminal work (1966) laid

the groundwork by highlighting the significance of school resources and the socio-economic composition of student bodies. Schools located in affluent neighborhoods often benefit from higher property taxes, leading to well-funded schools with modern facilities, experienced teachers, and a wide array of extracurricular programs (Sirin, 2005). In contrast, schools in economically disadvantaged areas may struggle with insufficient resources, impacting the overall quality of education and, consequently, academic achievement (Reardon, Kalogrides, & Shores, 2019).

Socioemotional factors constitute a critical aspect of the impact of family economic status on academic achievement. Economic hardships can introduce stressors that affect students' emotional well-being and concentration in the academic environment (Pong, Dronkers, & Hampden-Thompson, 2003). The psychological toll of financial instability may manifest in heightened levels of anxiety, lower self-esteem, and reduced motivation to excel academically (McLeod & Owens, 2004). Understanding these socioemotional dimensions is crucial for developing interventions that address the holistic well-being of students from economically disadvantaged backgrounds. Eamon (2005) revealed that students whose parental socioeconomic status was low do not show effective performance in school. Suleman et al. (2012) who found that children with strong socioeconomic status showed better academic performance in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic performance. Saifi and Mehmood (2011) investigated the effect of socioeconomic status on student's performance. Results revealed that parental education and occupation and facilities at home affected the student's achievement.

Socio economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio-economic background under the same academic environment (Rothstein, 2004). Education

is a tool of development. It widens minds, recognizes good and bad, makes us to segregate well from terrible and uses out environment to the best of our capacity for the improvement of a person and in addition the group (Sabzwari, 2004).

Parental involvement is intricately linked to family economic status and has far-reaching implications for academic achievement. Higher-income families often exhibit greater levels of involvement in their children's education through activities such as attending parent-teacher meetings, assisting with homework, and fostering a culture of educational excellence at home (Hill & Tyson, 2009). This active engagement positively correlates with students' academic success. In contrast, economically disadvantaged families may face barriers such as time constraints, limited educational background, and the stress of economic challenges, potentially leading to lower levels of parental involvement (Izzo, Weissberg, Kasprow, & Fendrich, 1999). In support of this finding, Sewell and Mauser (1975), Hill (1979), and Rollins and Thomas (1979) state that parents affect their child's academic goals and achievement. Parents promote higher academic success and educational goals by serving as role models of achievement (Hill, 1979; Rumberger, 1983; Shaw, 1982) and concretely defining specific objectives for the student (Cohen, 1982; Sewell & Mauser, 1975).

Ahawo (2009) who observed that in modern society, families' influence played a very important role in students' academic achievements. Additionally, Otula (2007) also supported by stating that families' involvement determines the emotional and material input that further determined the motivation level in students towards education. In line with these two researchers, Omoraka (2001) noted that students with rich families have certain needs, physical and sociological which when met contribute positively to their academic achievement. Therefore, it was identified that families' socio-economic status in one way or another affects students' academic achievement at any

level of education. Moreover, Williamson (1994) found that parent's educational levels were strongly related to family income levels.

It is essential to acknowledge the intersectionality and contextual factors that influence the relationship between family economic status and academic achievement. The impact may vary across cultural, racial, and regional contexts (Crosnoe, 2009). Factors such as systemic inequalities, discrimination, and community support play a crucial role in shaping the educational experiences and outcomes of students from different economic backgrounds. It has been observed that the parent's socio-economic status tends to be strongly associated with the style of interaction between members of the family; that the middle class and upper-class families gives more freedom to their children in participating in decision-making as part of independence training (Galbraith, 1964). Emphasis is now on parent socio-economic status as it affects student's educational achievement and this study sought to determine different socio-economic levels of parents and academic achievement of student (Davis, 1984).

It is also believed education in high esteem, while those in lower classes are believed to be indifferent towards its peoples of high socio-economic status whose send their children to school earlier than those of lower socio-economic status, this is because those in the upper classes have the means and opportunities to do it (Stone, 1965). It has been discovered that differences in parent's socio-economic status determine the socialization process of the student and his academic achievement in school (Okorie, 1984).

The literature on the impact of family economic status on students' academic achievement underscores the intricate interplay between economic factors and educational outcomes. Recognizing the multifaceted nature of this relationship is imperative for designing targeted interventions and policies aimed at mitigating disparities and fostering educational equity.

2. MATERIALS AND METHODS

2.1 STUDY DESIGN

This research article was based on a survey research design to comprehensively investigate the impact of family economic status on students' academic achievement. The study incorporated quantitative analysis to identify the impact of family economic status on students' academic achievement.

2.2 POPULATION

The study included 93 schools as clusters situated in Makawanpur district.

2.3 SAMPLE AND SAMPLING DESIGN

14 schools as clusters were randomly selected from 93 schools. The participants in this study were 386 students enrolled in high school across 14 schools situated in Makawanpur district. A multi-stage cluster sampling technique was employed to ensure representation from different economic clusters within the selected educational institutions.

2.4 DATA COLLECTION

Quantitative data were collected through a structured survey questionnaire. The family economic status was measured in monthly expenditure in rupees spent the on students' education for their academic

achievement that was measured in grade points.

2.5. DATA ANALYSIS

The collected numerical data were analyzed by using regression analysis that is an example of inferential statistics tools by employing SPSS version 25.

2.6 ETHICAL CONSIDERATIONS

Ethical approval was obtained from the school authorities and respondents. Informed consent was sought from all participants, ensuring voluntary participation and confidentiality. Privacy and confidentiality were maintained throughout the research process, and participants were assured that their information would be used solely for research purposes.

3. ANALYSIS AND INTERPRETATION OF DATA

In this study the expenditure of family members spent on their children for education was taken as an independent variable and the children's academic achievement measured in the grade points were assumed as a dependent variable. A linear regression was conducted to examine the impact of family economic status on students' academic achievement.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	ANOVA F Sig.
1	.804a	.647	.643	.746	174.264 .000

a. Predictors: (Constant), Family economic status

Correlation coefficient, (R) = .804 indicates that there was a high positive degree of correlation between the expenditure on education and grade points secured by the students. R-Square (.647) value indicates that 64.7 percent variation in the grade scores was due to the expenditure, and the remaining 35.3 percent was due to other reasons. It rejected the null hypothesis. It means there was a statistically significant impact

of family economic status on students' academic achievement. Standard error of the estimate refers to how accurate the prediction around the regression line is. The value .746 lay between -2 and +2. The smaller the value of the standard error of the estimate, the better the fit of the regression model to the data. It was further justified by the F-statistic. The observed $f(1, 384) = 174.264$ was higher than a critical value (3.865). It shows that

the model had a significant effect on explaining the variation in the dependent variable. Similarly, Sig. was smaller than .05. It implies that the independent variable had a significant effect on the dependent variable after accounting for other variables in the model.

4. RESULTS AND DISCUSSION

The result shows that family economic status had a significant impact on students' academic achievement. It is depicted through the R-Square value (.647 or 64.7%). Eamon (2005) research showed that low SES (Socio-economic status) prevented access to resources and led to additional stress and conflicts at home that affected student's academic achievements. Barry (2005) supported the findings of Eamon's study and reported that SES had greater impact on student's test scores. The study carried out by Saifi and Mehmood (2011) depicted the positive effect of SES on student's achievement. Rather and Sharma (2015) examined the impact of Socio-economic Status on achievement grades by collecting data from 200 Secondary school students of Aligarh district of Uttar Pradesh. The study showed that there was an intimate relationship between SES and academic grades of the students. Showkeen and Rehman (2014) investigated about the impact of Socio-economic status of science stream students and their academic achievement at Senior Secondary level. The study showed a significant positive correlation between SES and academic performance of science stream students at Senior Secondary level. Solanke and Narayanaswamy (2015) conducted the study with the objective to find out the effect of SES on academic achievement. The result showed that there existed a significant positive correlation between SES and academic achievement. The t-test showed significant difference in the academic achievement of students having different levels of SES. The study further revealed that there was a significant difference in academic achievement and SES of boys and girls. Saifi and Mehmood (2011) studied the effect of SES on

student's academic achievement. The study revealed that SES of family affected academic achievement of a students in many ways. This result was further supported by many previous studies such as Khan (1991) who conducted study on socio economic status and academic achievement (Chopra, 1969; Frempong & Willms, 2000; White, 1982). White (1982) reported the socio-economic status to be a strong predictor of academic achievement of girls. But the research study by Pedrosa et al. (2006) found that students who were coming from deprived and low socio-economic and educational background performed slightly better than the students having higher socio-economic and educational background. Similarly, Gupta and Katoch (2013) studied the relationship between socio-economic status and academic achievement of 10th grade students of Kangra by collecting data from 160 students selected randomly. The result revealed that there was no significant relationship between SES and academic achievement.

The findings of this study underscore the intricate relationship between family economic status and students' academic achievement. The positive correlation observed between higher family income and academic success aligns with previous research, emphasizing the pervasive influence of economic factors on educational outcomes (Sirin, 2005; Duncan & Magnuson, 2013). The disparities revealed in stratified analyses reinforce the existence of an educational achievement gap rooted in economic differences. The academic advantages experienced by students from higher-income families may result from a confluence of factors, including access to quality educational resources and a supportive learning environment (Reardon et al., 2019). The socioemotional factors highlighted in qualitative data illuminate the emotional toll of economic challenges on students. Acknowledging and addressing these factors are essential for developing holistic interventions that consider the well-being of students from diverse economic

backgrounds (Pong et al., 2003; McLeod & Owens, 2004).

This research provides a genuine understanding of the impact of family economic status on students' academic achievement. By recognizing and addressing these dynamics, educators, policymakers, and researchers can work collaboratively to create an inclusive and empowering educational environment for all students.

5. CONCLUSION

Correlation coefficient (R) = .804 depicts a high positive degree of correlation between the expenditure on education and grade points secured by the students. R -Square (.643) value indicates 64.7 percent variation in the grade points was due to the expenditure, and the remaining 35.3 percent was due to other reasons. The observed $f(1, 384) = 174.264$ which was higher than a critical value 3.865. It shows that the model had a significant effect on explaining the variation in the dependent variable. Similarly, If Sig. was smaller than .05, it implies that the expenditure on education had a significant effect on their children's academic achievement. This study illuminates the intricate relationship between family economic status and students' academic achievement, underscoring the pervasive influence of economic factors on educational outcomes. The quantitative results reveal a significant positive correlation between higher family income and their children's academic success. The result was supported by stratified analyses that exposed disparities in achievement across economic status, however few studies depicted no association between expenditure and academic achievement. A majority of research findings have profound implications for educational policy and practice. By recognizing the disparities and mediating factors identified, policymakers can design targeted interventions to level the playing field and ensure equitable access to educational opportunities. Initiatives that address resource discrepancies, foster parental engagement,

and prioritize the socioemotional well-being of students from economically disadvantaged backgrounds can contribute to breaking the cycle of educational inequality. It is crucial for educators, policymakers, and researchers to collaborate in implementing holistic interventions that consider the multifaceted nature of the impact of family economic status. Future research should continue to explore the nuanced dynamics and potential mitigating factors, contributing to a more comprehensive understanding of how economic status shapes the academic routes of students. In this way, we can strive towards a more inclusive and equitable educational system that maximizes the potential of all students.

AUTHOR AFFILIATIONS

Ram Bahadur Bhandari

PhD Scholar, Sikkim Professional University
Sikkim, India

Dr. Tatwa Prasad Timsina

Supervisor, Sikkim Professional University
Sikkim, India

tatwa.timsina@gmail.com

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