IMPACT OF FAMILY BACKGROUND AND SOCIOECONOMIC STATUS ON THE ACADEMIC ACHIEVEMENT OF 10TH GRADE STUDENTS

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Abstract

The study has been conducted to investigate the impact of family background and socioeconomic status (SES) on the academic achievement of 10th Grade students. Family background and SES of students provides the foundation and conveniences to the education. Family background and SES include the important indicators i.e. father's and mother's education and occupation, monthly income, pocket money and home tutoring. Overall, a total of 40 head teachers and 400 (10th Grade) students from 40 schools (20 girls and 20 boys) were the sample of the study. The study identified information regarding family background and SES through "Questionnaire" and academic achievement through "Result Sheet". The, differential impact was calculated through Chi-square. All the determinants of family background and SES have positive influences on the academic achievement; moreover, some of them have significant impact. The policy implications are that students may be guided and encouraged how they can get maximum learning input through the contribution of family and SES.

Keywords: *Family background, Socio-economic status, academic achievement*

Introduction

Family background and socioeconomic status are the important determinants of student achievement; nevertheless, SES of students determines the student achievement most imperatively (Coleman Report (1966). According to this report, Family background, SES of student, peers effects of students have more significant impact on academic achievement of students at secondary stage in school than that of school. With passage of time, the

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controversy on the effectiveness of these determinants of student achievement increased as more and more research studies were conducted. Family background and SES are the main determinants and have prominence impact on academic achievement of student's at secondary stage of school (Coleman Report (1966). SES consists of two statuses: the social status and economic status. The first is result of social status and the second is linked with the financial resources of a person. "SES is the term used to distinguish between people's relative position in the society in terms of family income, political power, educational background and occupational prestige" (Parson, Stephanie and Deborah, 2001). Likewise, Saifi and Mehmood (2011) defined it as "SES is a combined measure of an individual or family's economic and social position relative to others based on income, education and occupation".

Hill et al. (2004) in this respect made a point that SES allowed students of high and low SES background to compete with each other under the similar educational settings, without affecting their academic performance. Furthermore, Smith, Fagan and Ulvund (2002) analyzed that parents SES had a major role in enhancing intellectual capabilities especially at the age of 8 years. Another variable of family background and SES is the health status of students that influences the academic achievement of the students. Adewale (2002) established that poor health of students tend to affect their academic performance, especially in rural areas where due to poverty or other factors, the food intake is not healthy and fails to meet minimum requirement of health. Therefore, it's natural that it slows down their mental capabilities. This claim is yet again hinged on character of parental SES and family background.

The abovementioned discussion recognized that SES, family background which includes education, occupation and income of parents, student's health condition, environment that is provided at home and number of additional factors like family size, nuclear or extended family, single or intact parents are discovered to have significant impact on academic achievement of students. This study reviews the literature around the globe and gives emphasis to the differential impact of family background and socio-economic status on the academic achievement of 10th Grade students.

Literature Review

Family Background and SES are more or less the important determinants of student achievement. Family background is a very important determinant of student achievement. Different research studies used the word 'family background' with varied meanings in different contexts. This generally includes education and income of both father and mother. The conclusions of

most of the studies in the world lead to the fact that family background is the most important indicator and determinant of student achievement. A poor family (father and mother) has not the financial ability to support the study of their child in a better school because of the higher tuition fees, better food, expensive books, and peaceful study time. In this way, income is a very important factor of family background. The students of rural areas have less potential and weak educational background than that of the urban students.

According to John Perry and Erna Perry (1994), family is also responsible for good performance of students. Firstly, parental and peer pressure to do well in school is strong on upper and middle-class students. These students try to compete with their fellow students. Such atmosphere of competition is not available to students of lower social class. Teachers, too, may unconsciously express their higher expectations of these students' success. Not the least consideration is the fact that middle and upper class families can afford the high tuitions and rooms and board at prestigious universities.

Students from disadvantaged backgrounds, on the other hand, often have little experience. Thus, these students achieve low at school (12: pp. 591-592). According to Fontana (1995), the children study magazines, newspaper, textbooks and other learning materials, yet the way of socialization and family tradition dominate all these effects and the child acquired skeleton behavior of his elders. If the child is provided with clean, sound and desirable atmosphere with good food, favorable hygienic condition then his mind will be healthy and his social output will be positive and desirable.

Several research studies point towards that Family background and SES manipulate the student's academic achievement. Mirza (2001) observed and analyzed the same phenomenon and his research results and concluded that SES has a vital role that greatly influence the academic achievement of student at secondary stage in school. Khan and Shah (2002), study extended the above discussion and additionally emphasized that father's education is a plus point in enhancing academic achievement of students of secondary stage, especially urbanite students. Similar results are recorded for female students up to SSC whose mother are educated, but slightly declines with each passing stage till Master's. So, researchers have recorded impact of both mother and father's education on academic achievements of students at secondary stage.

Eamon (2005) research highlighted the negative impact of the low SES of parents on student's achievement at secondary stage in schools. Barry (2006) share same point of view as that of Eamon in this respect of impact of SES on academic achievement of students at secondary stage in schools. Yucel's

(2007) observation differs from the previous studies. The study explored the factors those greatly impact the achievement of high sores in chemistry. Additionally it maintained that number of children in a family greatly influence the academic achievement of secondary stage students in school. The Saifi and Mehmood (2011) explored that parent's SES which includes education occupation and income and material comforts influence strongly the secondary students' academic achievement. However, the above research studies, the researcher's have taken into account general factors those have large sharing in making an impact on academic achievement of secondary stage students. They did not select any parameters to support their findings. In this regard, the present research is different from already conducted researches.

It is a common observation that children from high and middle SES have shown better results this point of view is supported by Becker & Tomes (1979), "when they assert that it has become well recognized that wealthy and well-educated parents ensure their children's future earning by providing them a favorable learning environment, better education, and good jobs." while children from low SES lacking these facilities have shown less academic achievement at secondary stage in school. Therefore their educational path is thorny one. Drummond & Stipek (2004) made an interesting research and pointed out that parents of low SES believe that their responsibility is limited only to provide basic material needs and socializing manners. It is observed that intentional negligence of parents of low SES towards responsibilities of their children lagged them behind children of parents of high SES in all fields of life (Smith, Schneider, & Ruck 2005). Still earlier studies conducted on the same theme established that SES along with other factors has a tendency to give flare enhance academic achievement of students in secondary stage. Rothestein has asserted as follows:

> "Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes." (Rothestein, 2004)

Mukerjee (1999) has defined "SES as a measure of an individual or Group standing in the community. It usually relates to the income, occupation, educational attainment and wealth of either an individual or Group. These types of variables are summarized into single figure or socio-economic index".

Fontana (1995) has defined SES as the social and economic position of a person. People having same SES may constitute a social class with a set of beliefs, attitudes, values and behaviour norms, which may differ from those of other. He further categorized SES on the basis of parental occupation. He ranked Law and Medical Science at the top with unskilled laborers at the bottom. The nature of occupation of Parents symbolizes the level of income, education, self-identification, prestige and recognition from others.

In the words of Sanderson (1995), "SES consists of those persons who may be regarded as living under conditions of poverty. Included in this class are, ` the chronically unemployed, underemployed and underpaid persons, abandoned mothers, and the poor who are sick, disabled, or old.' The members of this class suffer from greater or lesser degrees of acute economic distress and have extremely low social prestige." According to Horton and Hurt (1990), during the early childhood years, the child spends nearly all his time in and around his home. The influence of the home is therefore of very importance in the Psychological development of child. Though, the diversity in socio-economic status can be changed through some combination of luck and personal efforts, yet the child has to start with the socio-economic status of his family which plays an irresistible role in the making of his future career.

The children from lower SES school have less knowledge on how to control their behaviour, how to relate appropriately to the teacher and how to develop pattern of conduct (Fontana, 1995). They may come from backgrounds in which aggression and toughness are the behaviors' that bring results. They may also find it difficult to learn the art of sharing and patience of waiting for their turn. More often, these children make a poor start at their school despite of their abilities to perform better. According to Bondi and Matthews (1988), father's social class is of prime importance in influencing student's performance. Although, it is very difficult to measure social class of a student, it has become a common practice to use father's occupation as the most important indicator. Further, paternal occupation is also related to the general health and health care within a family. If the parent is employed in a job where cleanliness is not much cared such as labor works, then such parents are also careless about the cleanliness of their children. This may often result in poor health and recurrent illness of children. This may ultimately results in irregular school attendance and lowering of performance.

Kneller (1963) has also discussed paternal occupation in comparison to student's performance. The problems of school achievement engulfed the masses that have migrated from rural area. Majority of them were illiterates

and unskilled workers in agriculture and industry. They lived in homes without books, radio or television. Further, they were ignorant to school's demands for scheduled homework, pupil's regular attendance, systemic rewards and punishments and parents' participation in Parents Teachers Association.

Socio Economic Status and Academic Achievement

According to Perry and Erna Perry (1994), factors related to SES or social class and race tends to impede the progress of some students. A problem child usually comes from a problem home. The insecurities and frustrations of home are carried to school where they block all academic progress. It raised another point which states that schools also have part in this factor as they are unable to accommodate students from all backgrounds, the reasons are multifarious. One of the reasons is the exceptionally bureaucratized structure of schools, which tends to segregate students belonging to low SES background and minority students. Another factor is the attitude of teachers and their communication with lower-class students, which has a role in children's poor school records. Today, children of diverse social background go to school where they are taught the same general course and in the same language. Take the example of America where education of Black and White is an important issue. It was found out that the black Indians did not perform well in the white's schools because they could not respond to the challenges and competition that were more favorable to white students. When these students failed or disappeared because of some family obligations, the school authorities blamed them as retarded, low achievers, bilingual, delinquent, potential dropouts and their parents were termed as apathetic and uncooperative.

According to Mukerjee (1999), SES background determines the choice of schools. It is evident that students from high SES background have greater choice in selection of school type. As SES increases, the percentage of the total enrolment in private school rises and the percentage of enrolment in Government schools fall.

Government schools cater mostly students from low SES background. Main reason for their selection is that they have to pay marginal fee and open to students from poorest family background. In contrast, the bulk of independent (private) school's enrolment is from high SES backgrounds. Because such families perceive these schools to be better, able to prepare their children for work and past school education, in particular university.

According to Digest (1998), there is another angle to the causes of low attendance and dropouts. It is the role of emotions that play a significant role in learning at school. It is because emotions drive attention and attention drives

learning and finally memory. The strongest emotion is fear and nervousness. It affects the actual capacity of children to grasp ideas and concepts. Moreover, it causes the brain to downshift resulting in helplessness and low self-image. New information's and experiences are shut out. Cortisol, a stress hormone will be in abundance, which has a direct impact on memory resulting in running out of schools. Kneller (1963) has condemned the luxury of losing a large bulk of students before they complete their school. There are both brilliant and dull students that drop out of schools. In a study of 1500 dropouts in Sane Diego City School, it was found that 12% were above average, 40% were average intelligent, 34% below average and 14 % unidentified.

Moreover, it was found out that 62% parents of the dropouts were unskilled or semi-skilled workers, which was the main cause of dropouts. Commenting upon the solution of tackling the problem of dropouts, he suggested two ways. Firstly, by developing programs that may inspire students to remain in school longer. This may include provision of opportunities to students for visiting operas, museums, theaters and other educational institutions. The other solution of tackling dropouts is by creating educational programmes for those who have left the schools. A Work-study programme is one such programme in which the students work part-time and also studies part-time. This has considerably increased the attendance in educational institutions.

Perry and Erna Perry elaborating on testing system concluded that the testing system also discriminate against lower-class children, because socially, culturally and their exposure do not allow them to prepare for competitive test preparation. The format of the test is mostly designed in English deal with subject matter that is more familiar to students belonging to high socio-economic status. Similarly, the concepts and teaching materials are such that they goes to the benefit of middle class students or higher. Thus, students belonging to lower social class do not perform well in these tests. Finally, these students acquire a low self-image, coming to believe that they are not smart and cannot achieve well academically. Again, this self-fulfilling prophecy tends to prove them right.

Bondi and Mathews (1988) have stressed another factor that effects student's educational achievement. It is the effect of neighborhood in which a child lives. According to them, there is a close interrelationship of home, school and neighborhood. They conducted a research work to find out whether neighborhood effects the educational attainment of students. They took a sample of 674 pupils from two schools in Manchester. Their findings were that

residential environment contributed a significant amount to the explanation of educational outcomes over and above individual characteristics. Moreover, the educational performance of students living in poor neighborhood was very discouraging as compared to students that came from better neighborhood.

According to Sadker and Sadker (1991), educational performance of students is related to their parent's education. If parents are not well educated or when they left school at an early age, their children also show same kind of result. There is more probability that children of such parents will leave school pre-maturely or would show low results. They also argued that a SES problem is a cause of drop out in most of the schools. Students are more likely to drop out if they are members of large families and if their parents are poorly educated or working in low paid jobs. Hill and Duncan (1987) have also discussed the same issue. According to them, the number of schooling completed by the parent influences the probability of the child's completion of high school and the total number of years of schooling by the child. Children of well-educated parents are more likely to complete their education and show good performance in comparison to children of illiterate or less educated parents. According to these authors, background characteristics such as race and gender differences are not important in determining educational success and thus they have no significant effect in educational achievement.

According to Perry and Perry (1994), many lower class families are not educated well and they do not consider education as an avenue towards upward mobility. Such families are also tended to be larger and the parents are at work most of the time. In addition, the verbal skills of the parents are limited because they themselves were interrupted in their education some time in their teens. Most of the luxuries of modern times are lacking because they are expensive. Such parents pressure their children into conformity and value obedience.

Moreover, most of the children may have to work with their father or mother to increase income. A family which has grown up children can earn to help parents; while with minor children can create an economic pressure on father/mother. Rumberger (1995), supports the stand point of earlier researchers (Swick & Duff, 1978) and concluded that family background play a vital role in success of students at secondary stage in school. Others (Neisser, 1986; Selden, 1990; Caldas, 1993) maintains that the strength of relationship at home play decisive role in academic achievement of students. The family variables for instance, family structure (Nuclear or extended family/ intact or single parent), their socio-economic

status (parent's education, occupation and income) involvement of parent, and brought up style, especially have a direct or indirect role in academic achievement of students at secondary stage in school.

According to Evans (2004), it is observed that children from family of low socio economic status are more open to hazards of life like growing violence in the societies all over the world, greater contact with environmental contamination, less family interactions with each others. So, it's not unusual that parent's with such kind of set up would have less expectations from their children in school, and hardly get time to look after their kids curricular and extracurricular activities as compared to children from high SES. Evans also time and again revealed in his study that the children from low and high SES also differs cognitively, and their communication with their parents is not strong involving more limited vocabulary. Formerly, Donovan (1984), calculate approximately a "path model" for low-SES African American youth, and discovered that direct impact of parent's education but, indirect or less impact of parent's earning on academic achievement of student's at secondary stage in school. In another investigation taken up by Keith and Benson (1992), concluded contradictory results carried out on five ethnic groups to examine impact of on high school grades across, and made an observation that the impact of family on academic achievement was guarded to zero, as it was found almost of no importance. Therefore it seems difficult to cater the results of conflicting studies with varying results and findings to come up for single, universal generalizations.

There is another angle of the research, where scholars maintained that individual characteristics have also a role to play in enhancing academic achievement of student at secondary stage in school, who are normally distinguished as being 'at risk'. Accordingly, two of those researchers, Borman and Overman (2004), studied "the Academic Resilience in Mathematics" among "Poor and Minority Students," designed four parameters of personal characteristics: Self- esteem, student engagement, students' overall disposition towards school, and student's efficiency. According to their findings, the "univariate analyses for resilience status revealed statistically significant main effects for all four outcomes, student engagement, self-efficacy in mathematics, positive attitude toward school, and self-esteem, all of which favored resilient students".

The study conducted by Borman and Overman (2004) established that the earlier mentioned attributes identify the fundamental determination, will power and optimistic outlook of the resilient child. Scales, Roehlkepartain, Neal,

Kielsmeier, and Benson (2000) concluded that "a developmentally attentive school environment and a more experimental curriculum may help compensate for the detrimental effects of low-SES."

Schools who inculcate student resilience are seen to have possessed and emphasize better conducive learning environment, equal opportunity for all students irrespective of their social background (Wang & Gordon, 1994). Floyd (1996) makes a point in his study and acknowledges the role of the teachers, who are quite well aware of the psyche, cultural and community heritage of their students and form a link between their home and school, resultantly provides their students with best possible learning environment, especially to those students who are from low SES background.

In Pakistan, people of some areas are more educated and have advanced educational environment and their children are sent to school; however, there is dissimilar situation in other localities. Religion also plays an important role and mostly influences especially girls' attitude and potential towards education. Gender is also very important factor of the personal background of student towards higher education. Girls have comparatively less access to education than boys and if they are allowed to get education, they may have many other issues. In spite of all these issues, girls with better family background are showing better results. Age of students is also an important factor. Younger students have higher potential and they may work more and harder than the elder students do.

SES is commonly understood as the social standing or class of an individual or group, and it is often measured as a combination of education, income and occupation (American Psychological Association, APA). In the present study also, students' socio-economic status is identified by the information provided by a questionnaire about the participants' parents and/or spouses' job, educational degree, income average and also about the number of their families' members. They are classified into two groups. The first group includes students with a mid/ high SES, and the second group contains students with a low socio-economic status. The quality of education, overall, had a declining trend in Pakistan (Government of Pakistan, 2002). Family background and SES have the key role in education process. Hence, the need is to investigate the role of family background and SES in the present state of school inefficiency. This situation needs to be examined in the perspective of global success or failures in this regard. Therefore, considering the vitality of the problem, the study focuses on differential impact of family background and SES on the academic achievement of 10th Grade students.

The study tends to guide parents and educationists how they may help students in enhancing their academic achievement and to remove the discrepancies that cause for lessening their impact on academic achievement. It is very possible that this study will guide teachers and school managers how to cope with the individual differences and diversified background of students, and influence them to be normalized and neutralized. The research hypothesis is "Family background and SES of students have a significant relationship with the academic achievement of students." The objectives of the study are the following:

1. To identify the family background and socio-economic status of students the academic achievement of students
2. To find out the differential impact of family background and socio-economic of students on academic achievement of students.

Research Methodology

This study is empirical and correlation. The study attempted to find out the differential impact of family background and on the academic achievement. The students of 10th Grade of public secondary and higher secondary schools who appeared in the Annual SSC Examination 2015 in District Layyah i.e 5160 were the population of the study. Most of the people of District Layyah live in rural areas because of the small urban population. At the first stage, 40 high schools (including higher secondary schools) were selected from District Layyah from where the researcher will select sample. Random sampling technique was used to select these urban and rural schools. At the second stage, 10 students were randomly selected from each school on proportionate random sampling method.

Research Instrument:

An instrument "Questionnaire" was developed and administered to the 10th Grade students in the selected secondary and higher secondary schools to identify the information about family background and socio-economic status. Family background and SES include the important indicators i.e. father's and mother's education and occupation, monthly income and attitude of parents, pocket money, home tutoring, living standards and the extent of food availability at home. Through "Result Sheet," the data about academic achievement were obtained for the same students who were selected in the sample, were the respondents of Questionnaire and appeared in The Annual SSC Examination 2015. Aggregate marks of the students for The Annual SSC Examination 2015 were recorded from the Gazettes of the relevant boards of intermediate and secondary education. Furthermore, separate aggregate marks

for science and arts students were recorded. The data were collected in person. Social letters of persuasive style were also sent to the respondents to remind them. At first students were guided for the filling of questionnaire and then they were asked to fill the questionnaire.

Analysis and Interpretation of Data

This part deals with analysis, interpretation and discussion of the data collected through a questionnaire for family background and result sheet for student achievement.

Table 1: *Father's Education and Student Achievement (Descriptive Statistics)*

Father's Education	N	Mean	Std. Deviati
Illiterate	47	813	100.4845
Matric or Lower Level Education	194	817	99.64790
F.A. or B.A. Level Education	89	840	102.6637
Master or Higher Education	70	860	93.79250
Total	400	829	100.5094

Table 1 shows that some of the fathers of the students have Master or higher education, some have F.A./ B.A., some are illiterate but most of the fathers have Matric or lower level education. The mean score of academic achievement of students rises as their fathers' education level increases from illiteracy to the highest level; however, there is not much difference.

Table 2: *Father's Education and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F	S
Between Groups	115351.411	3	38450.470	3.889	.0
Within Groups	3915402.949	396	9887.381		
Total	4030754.360	399			

Table 2 shows that F-value is in the critical region at the significance level of 0.05; $F (3, 399) = 3.889$, sig. < 0.05. Therefore, it is apparent that there is significant impact of fathers' education on the academic achievement of students.

Table 3: *Mother's Education and Student Achievement (Descriptive Statistics)*

Father's Education	N	Mean	Std. Deviat
Illiterate	122	808	113.6012
Matric or Lower Level Education	184	827	99.81495
F.A. or B.A. Level Education	57	861	113.3364

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Master or Higher Education	37	875	117.0647
Total	400	830	109.5769

Table 3 shows that some of the mothers of the students have Master or higher education, some have F.A./ B.A. but most of the mothers are illiterate and have Matric or lower level education As compared to fathers, more mothers are illiterate. The mean score of academic achievement of students rises as their mothers' education level increases from illiteracy to the highest level; however, there is not much difference.

Table 4: *Mother's Education and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F	S
Between Groups	193394.143	3	64464.714	5.553	.0
Within Groups	4597445.794	396	11609.712		
Total	4790839.938	399			

Table 4 shows that F-value is in the critical region at the significance level of 0.05; F (3, 399) = 5.553, sig. < 0.05. Therefore, it is evident that there is significant impact of mothers' education on the academic achievement of students.

Table 5: *Parents' Monthly Income and Student Achievement (Descriptive Statistics)*

	N	Mean	Std. Devia
Rs 10,000 or Lower	140	831	107.1806
Rs 10,000 to Rs 30,000	170	826	107.6536
Rs. 30,000 to Rs 50,000	68	819	127.9425
Rs. 50,000 or Above	22	849	102.0474
Total	400	828	110.6832

Table 5 shows that there are a very few parents whose monthly income is more than Rs 50,000 or more; however, there are enough number of parents whose monthly income is Rs. 30,000 to 50,000. Most of the parents have either Rs 10,000 to 30,000 or less than Rs. 10,000. In spite of this big variation in the monthly income, the mean difference is not higher. The higher score of standard deviation shows that the variation in score of academic achievement is higher.

Table 6: *Parents' Monthly Income and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F
Between Groups	17248.096	3	5749.365	.467

	Sum of Squares	Df	Mean Square
Within Groups	4870812.882	396	12300.033
Total	4888060.978	399	

Table 6 shows that F-value is not in the critical region at the significance level of 0.05; F (3, 399) = .467, sig. > 0.5. Therefore, it is obvious that parents' monthly income has positive but insignificant impact on the academic achievement of students.

Table 7: *Father's Occupation and Student Achievement (Descriptive Statistics)*

	N	Mean	Std. Deviati
Un Employed	89	824	111.3707!
Teaching	61	829	109.1534'
Self Employed	209	812	107.2896:
Professional or Managerial	41	843	115.4666:
Total	400	820	109.4035!

Table 7 shows that there are a very few students whose fathers are managers or have higher professional posts. Some are unemployed and some are teaching; however, most of the fathers are self-employed or have their own business. In spite of the big variation in the fathers' occupation, the mean difference of scores is not higher. The higher score of standard deviation shows that the variation in score of academic achievement is higher.

Table 8: *Father's Occupation and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F	S
Between Groups	41714.251	3	13904.750	1.163	.3
Within Groups	4733975.109	396	11954.483		
Total	4775689.360	399			

Table 8 shows that F-value is not in the critical region at the significance level of 0.05; F (3, 399) = 1.163, sig. > 0.5. Therefore, it is apparent that fathers' occupation has positive but insignificant impact on the academic achievement of students.

Table 9: *Mother's Occupation and Student Achievement (Descriptive Statistics)*

	N	Mean	Std. Devi:
Un Employed	332	814	109.052

Teaching	50	828	126.195
Self Employed	18	800	116.659
Total	400	815	111.505

Table 9 shows that there are a very few students whose mothers are self-employed or they have their own business and some are teaching at different levels; however, most of the mothers are un-employed or they are house wives. In spite of the less variation in the fathers' occupation, the mean difference of scores is not higher. The mothers who belong to the teaching profession influence the academic achievement more. The higher score of standard deviation shows that the variation in score of academic achievement of students is higher.

Table 10: *Mother's Occupation and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F
Between Groups	12808.219	2	6404.109	.514
Within Groups	4948122.719	397	12463.785	
Total	4960930.938	399		

Table 10 shows that F-value is not in the critical region at the significance level of 0.05; F (3, 399) = 1.163, sig. > 0.5. Therefore, it is obvious that mothers' occupation has positive but insignificant impact on the academic achievement of students.

Table 11: *Pocket Money and Student Achievement (Descriptive Statistics)*

	N	Mean	Std. Deviation
No Pocket Money	70	801	110.78423
Rs 1 to 25	211	803	103.78774
Rs 25 to 50	93	840	101.37892
Rs 50 or More	26	783	91.70881
Total	400	810	104.77821

Table 11 shows that there are a very few students who get pocket money Rs 50 or more; however, there are enough number of students who get Rs 25 to 50 as well as no pocket money. Most of the students get Rs 1 to 25 as pocket money for their petty expenditure to purchase eatables in a day. This variation in pocket money has some influence on the academic achievement of students. The higher score of standard deviation shows that the variation in score of academic achievement of students is higher.

Table 12: *Pocket Money and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F
Between Groups	115656.310	3	38552.103	3.580
Within Groups	4264754.468	396	10769.582	
Total	4380410.778	399		

Table 12 shows that F-value is in the critical region at the significance level of 0.05; F (3, 399) = 3.580, sig. < 0.5. Therefore, it is evident that pocket money has positive and significant impact on the academic achievement of students.

Table 13: *Home Tutoring and Student Achievement (Descriptive Statistics)*

	N	Mean	Std. Devia
Time is Wasted	44	808	107.8076
Self Study	82	796	110.4708
Home Tutors are hired	198	808	110.5706
Teaching by Parents	76	793	101.2939
Total	400	803	108.3669

Table 13 shows that there are some students who are facilitated by their parents in their learning; however, there are some students those are neglected because of the negligence of parents or of their own. Most of the students have the facility of home tutors at home or in the academy. At the same time, some students study at their own effort at home. In spite of this variation, there is not much difference in the mean score of the academic achievement of students but higher standard deviation shows that the difference in the individual score is larger.

Table 14: *Home Tutoring and Student Achievement (ANOVA)*

Source	Sum of Squares	Df	Mean Square	F	
Between Groups	19310.995	3	6436.998	.546	
Within Groups	4666307.445	396	11783.605		
Total	4685618.440	399			

Table 14 shows that F-value is not in the critical region at the significance level of 0.05; F (3, 399) = .546, sig. > 0.5. Therefore, it is apparent that home tutoring has positive but insignificant impact on the academic achievement of students.

Conclusions

Followings are the conclusions of the study:

It is concluded that most of the fathers have Matric or lower level education and that the mean score of academic achievement of students rises as their fathers' education level increases from illiteracy to the highest level of education. The significant impact of fathers' education on the academic achievement of students shows that this is an important variable in the learning and achieving academic achievement of students. The study concludes that most of the mothers are illiterate or have Matric or lower level education. As compared to fathers, more mothers are illiterate. There is significant impact of mothers' education on the academic achievement of students. In this way, the mothers' education is also an important variable that plays a very important role in the learning and achieving academic achievement of students.The study concludes that most of the parents have monthly income either Rs 10,000 to 30,000 or less than Rs. 10,000. In spite of this large variation in the monthly income, the mean difference in the individual of academic achievement of students is not much higher. Moreover, parents' monthly income has positive but insignificant impact on the academic achievement of students and does not play a significant role in the learning and achieving academic achievement of students. The study concludes that most of the fathers are self-employed or have their own business. In spite of the big variation in the fathers' occupation, the mean difference of scores is not much higher. Hence, fathers' occupation has positive but insignificant impact on the academic achievement of students and does not play a significant role in the learning and achieving academic achievement of students. The study concludes that most of the mothers are un-employed or they are house wives. The mothers who belong to the teaching profession influence the academic achievement more. Mothers' occupation has positive but insignificant impact on the academic achievement of students; therefore, this variable does not play a significant role in the learning and achieving academic achievement of students. The study concludes that most of the students get Rs 1 to 25 as pocket money for their petty expenditure to purchase eatables in a day and that pocket money has some influence on the academic achievement of students. Pocket money has positive and significant impact on the academic achievement of students; therefore, it plays a significant role in the learning and achieving academic achievement of students. The study concludes that most of the students have the facility of home tutors at home or in the academy. In spite of the variation in the home teaching or home tutoring, there is not much difference in the mean score of the academic achievement of students. Home tutoring has positive but insignificant impact on the academic achievement of students.

Recommendations

The study recommends that parents may be involved in different learning activities of their children and their contribution may be encouraged and honoured. In this way, the valuable contribution of family background and SES may be enhanced. This active contribution may have significant impact on their learning and lead towards the higher level of academic achievement.

It is also recommended that a comprehensive exploratory and investigatory program may be launched through which school may explore and investigate all the positive and negative traits of personalities, abilities and competencies, and then family background and SES of students. Now scaffolding may be provided to improve the deficiencies and drawbacks of the personalities of students by harmonizing the role of family background and SES with those school resources. The struggles of different stakeholders of education within and out of schools may be integrated and harmonized. Then suggestions and guidelines may be provided to enhance the impact of family background and SES.

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