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Relationship between Socioeconomic Status and Academic Achievements

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Abstract

The present study finds out the relationship between socioeconomic status and academic achievements. The study analyzed individual differences among students, the socio-economic conditions, and academic achievements at the higher secondary level. It carried out in Jaranwala, a tehsil of district Faisalabad, Punjab. Data were collected through questionnaire and analyzed by using SPSS Version-21. Statistics such as frequency, percentage, mean, standard deviation, and rank order were utilized for data analysis and interpretation. To determine an order of importance, we multiplied the score value assigned to each category of the scale by the number of times that category appeared in the data. The averages were determined by dividing the total by the total number of measurements taken. After that, the average values of each factor were considered as they were ranked. As an outcome of the indirect caciques, it was shown that children's Academic Achievements were significantly impacted by their socioeconomic status. The study came to conclusion that occupations, income, social status residential area and other indicators of socioeconomic status of a household influenced the academic achievements of students.

Key words: Student, Education, Income, Socio-economic status, Demographic.

Introduction

Individual differences refer to the disparities that may be found from one individual to another on aspects of themselves such as their level of self-esteem, their pace of cognitive growth, or their degree of sociability. It's crucial to have a solid understanding of the notion of individual differences since this is the foundation upon which comparisons of one person to another are made. The basis for detecting typical variations as well as severe variances among children

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and, as a result, for determining which children may have special needs is to have an awareness of individual differences. The essential principle that underlies the creation of standardized educational and psychological examinations is that individuals vary in important ways. In general, being acquainted with the idea of individual variances contributes to a better understanding of the different developmental stages (Maheshwari, 2014).

Personal characteristics that are unique to each student are referred to as individual differences among pupils. Variables that contribute to individual differences include an individual's physical attributes (height and weight), level of intellect, areas of interest and perception, gender, level of ability, modes of learning, personality traits, and perceptions. When it comes to learning via teaching, its vital for the teacher to design learning in a way that considers each student's unique characteristics. Its more probable that an instructional plan based on the learning styles and speeds of the students would lead to an environment conducive to effective learning than an instructional plan based on the collective instruction. However, not all students are equally interested in the same methods of instruction (Gözütok, 2000).

Throughout this procedure, it’s of the utmost significance to use the instructional approaches and tactics that enable pupils to use a wide variety of talents and capabilities. In this setting, considering the unique characteristics of each of the pupils, they will be able to provide a stimulating atmosphere for education while drawing attention to the topic being discussed. The wide diversity in the quantity of verbal contributions produced by students has historically been investigated in research to account for the threat that this variation poses to the results of learning (Clarke, 2016)

Studies have shown that there is a significant amount of diversity in both the amount of vocal engagement from students and the number of times students raise their hands. When it comes to the internal forms of student involvement, students have diverse cognitive abilities, according to research that accounts for individual differences and emotional engagement experiences (Ganotice, 2016). Although these findings indicate notable discrepancies in the manner in which students respond to their learning environment, a complete comprehension of the myriad of ways in which students navigate their time in the classroom can be attained only by simultaneously taking into account all three aspects of student involvement. Students may also vary in the degree to which they are actively engaged in the same activity on all three fronts—behaviorally, intellectually, and emotionally—at any given moment. This is since actions, thoughts, and

feelings are not only interconnected but also distinct components of the learning process (Wang, 2019).

Maintaining this stance in research would also give credit to the idea of defining engagement as an instantaneous process that takes place during a specific learning activity, in which the three dimensions interact dynamically and variably in a nonlinear fashion. Because of this, a great number of academics have urged for studies that explain which kinds of engagement patterns are often shown by students to go beyond the basic distinctions of engaged vs disengaged or active versus passive pupils (Hospel, 2016).

The unique characteristics of each learner, which are known to help teachers and students make the most of their opportunities and develop a state of "readiness" for learning. The focus of this study is on the ways in which both students and teachers might benefit from, or miss out on, these opportunities. Due to their presumed importance as moderators of learning and achievement, academic control opinions and learning style will be the two key dimensions examined. The justification for this pick was founded on the fact that both of these qualities were believed to be the most relevant (Petrides, 2005).

Although the primary focus is on learning style and academics control beliefs, other basic variables including age, gender, and prior academic achievement will be explored due to the possible effect. One of the most important factors in educational research is a student's family's socioeconomic status. It is common practice to factor in a person's socioeconomic background when evaluating their relative success in life. This is done by considering things like their financial situation, educational background, and employment status (Bornstein, 2003).

The phrase "socio-economic factor" is used to classify aspects of a people or family's the economy and society environments, such as education, employment, and income. Factors such as parents' occupation, salary, and level of education are influencing the academic success of high school juniors and seniors. The educational level of the parents of the pupil, the student's family's employment socioeconomic level, the type of school that the student participates, the student's residential area, and the school the surroundings all have significant effects on the student's academic performance. Consequently, a student's socioeconomic status has a significant impact on his or her academic performance in high school, which is crucial to a country's economic growth (Udayakumar, 2022).

Each kid is unique and has their own level of intellectual and emotional development, skill, social maturity, ambition, motivation, learning style,

interests, needs, and potential. There are other factors at play, though, that help explain the wide range of student performance. Some of factors include natural differences in IQ, shifts in socioeconomic status, differences in prior learning experiences, and perhaps differences in the degree of congruence amongst the pupil and the curriculum. Given these factors, it's clear that trying to account for people's differences isn't an attempt to make people more equal or even their talents and performance more comparable.

The purpose of this study should be the identification of barriers to learning and the development of strategies to overcome such barriers, as well as the enhancement of student achievement. Therefore, the purpose of this research was to find out how students in Tehsil Jaranwala, county Faisalabad, differed from one another in terms of their socioeconomic backgrounds and academic performance in high school (Sunna et al., 2020).

Objectives

1. To study the socio-economic and demographic aspects of the respondents.
2. To examine the impact of individual differences on the students' performance.
3. To analyze the association between socio-economic conditions and academic achievements.

Methodology

Study area

Jaranwala is a city in the Punjab region of Pakistan, specifically the Faisalabad District and the capital of the Jaranwala Tehsil.It is the 58th most populous city in Pakistan. The population makes it a major tehsil in Pakistan's Punjab province.

Sample of the study

The study employed the proportionate random sampling technique to select a sample of 140, with 76 from the girl's college and 64 from the boy's college with the help of www.surveysystem.com. The self-administered questionnaire was prepared in light of the research objectives. The information gathered was analyzed by using Statistical Package for Social Sciences.

Data Collection

Data was collected through questionnaire.

Pre-Testing

Twenty participants were interviewed for the pilot study to ensure the validity of the questionnaire. Pre-test respondents were not included in the final sample. The questionnaire had various tweaks for optimal results after preliminary testing.

Data Analysis

Statistical software like SPSS was used to perform the analyses on the collected data. Statistics such as frequency, percentage, mean, standard deviation, and rank order were utilized for data analysis and interpretation. To determine an order of importance, we multiplied the score value assigned to each category of the scale by the number of times that category appeared in the data. The averages were determined by dividing the total by the total number of measurements taken. After that, the average values of each factor were considered as they were ranked.

Results

Table 1: Mean value, standard deviation, weighted score, and rank order according to Socio Economic Factors

	Mean	**S.D**	**WS**	**Rank order**
Social circle	3.47	2.08	486	1
Education	3.2	1.49	448	2
Accommodation	3.16	0.85	442	3
Income	3.1	1.37	434	4
Employment	3.04	0.88	426	5
Community safety	2.97	0.56	416	6
Social support	2.89	0.72	404	7

In above table indicates the descriptive statistic about Socio Economic Factors where mean, standard deviation and weighted score are discussed in the above table. "Social circle" is ranked on 1st position, and it shows that the responses fall between to sometime to rare, but it’s tended towards to sometime with mean value 3.47. At the 2nd ranked number respondents said about "Education" and it’s tended to sometime with mean value 3.2. "Accommodation" is ranked on

3rd position, and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 3.16. At the 4rth ranked number respondents said about "Income" and it's tended to sometime with mean value 3.1. According to the ranking, on the fifth position the respondents said about that "Employment" and it's tended towards to sometime with mean value 3.04. At the 6th ranked number, the respondents said about "Community safety" and it's tended to sometime with mean value 2.97. "Social support" is in rank ordered 7th Position and indicates that the replies range from to sometime to rare, with a tendency to sometime with mean value 2.89.

Association between socio-economic conditions and academic achievements

There is a positive correlation between student effort and academic success, as assessed by things like homework completion and classroom participation (Carbonaro, 2005). No one can agree on whether a student's participation in extracurricular activities (such sports or clubs) improves their academic achievement. Theoretically, participation in extracurricular activities is thought to improve students' grades. According to the multiple role theory proposed by James Coleman, students who engage in extracurricular activities benefit academically because they take on new roles that enhance their development as whole people (Hunt, 2005).

Participation in extracurricular activities is thought to improve academic achievement because it gives students a sense of belonging in the school community and makes them more approachable to teachers, according to the leading crowd theory. Higher grades, better attendance, and fewer detentions have all been associated with students' involvement in sports. The likelihood of dropping out of school among African American male students is lower when they participate in basketball. Recent research, however, has begun to show that high-achieving adolescents frequently seek out and voluntarily participate in five or more extracurricular activities. A student's academic performance is not a direct outcome of their involvement in extracurricular activities, but rather a predictor of their likelihood to do so. Murdock (2000) drew a connection between students' delinquency and their grades. Crime and less serious forms of disruptive behavior in the classroom are both examples of deviant behavior. Low academic achievement is frequently accompanied by antisocial behavior. But which occurs first remains unclear. That instance, if poor academic accomplishment drives students to drop out of school and engage in antisocial behavior like delinquency, or if criminality causes students to fail in the classroom.

However, a lack of academic success is a powerful indicator of future criminal behavior. Poor academic performance and a host of other behavioral issues have been linked to chronic truancy. Students that perform well academically have been proven to have lower rates of delinquency. Dropping out of school has been connected to deviant behavior. The quality of the school a child attends has a significant impact on their development and academic performance. There are several aspects of a school that can influence a student's experience there. A student's learning experience is framed by the institutional norms of the school they attend. A school's environment can either pave the way to success in school or block it. Two major structural features of schools are their type (public or private) and the number of students in each class. Classes in private schools are typically smaller and receive more funding per student than their public-school counterparts.

A smaller family size has been associated with better educational outcomes. There is a correlation between the number of siblings a student has and the amount of attention and resources that student receives from their parents. Improved academic success is a direct result of the supplementary help provided. 10 There is a correlation between the quality of a teen's neighborhood and how well they do in school. The lack of strong role models, adult supervision, and proximity to high-quality educational opportunities is pervasive in low-income communities. In addition to hindering students' ability to build positive peer relationships, such an atmosphere frequently causes them to lose motivation, which in turn has a chilling effect on their academic success.

Table 02: Mean value, standard deviation, weighted score and rank order according to Academic achievements

Academic achievements	Mean	S.D	WS	Rank order
student internal assessment grade	2.89	1.2	405	1
Teacher interaction	2.75	1.05	385	2
Grade	2.74	0.77	384	3
GPA	2.61	1.18	366	4
students' e-learning activity	2.54	1.07	356	5

students lack of interaction	2.11	2	295	6

In table 2 the distribution and the descriptive statistic about Academic achievements where mean, standard deviation and weighted score are discussed in the above table. "Student internal assessment grade" ranked on 1st position and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 2.89. At the 2nd ranked number respondents said about "Teacher interaction" and it's tended to sometime with mean value 2.75. "Grade" is ranked on 3rd position, and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 2.74. At the 4th ranked number respondents said about "GPA" and it's tended to sometime with mean value 2.61. According to the ranking, on the fifth position the respondents said about that "students' e-learning activity" and it's tended towards to sometime with mean value 2.54. At the 6th ranked number, the respondents said about "student's lack of interaction" and it's tended to sometime with mean value 2.11.

Linking factors that effect on performance

Graduation rates and job prospects are both correlated with students' levels of academic achievement, which in turn reflects the quality of their education. Academic achievement, in the field of educational psychology, refers to mastery of one or more scholastic domains or skills. Standardized ability tests and teacher or other supervisor evaluations form the backbone of modern academic verification. Several studies (Gijselaers et al., 2017) have demonstrated the impact that students' grades have on their future employment prospects and socioeconomic standing.

One study that demonstrated a correlation between college grades and salary found by Mueller and Essifile (2020). Academic success and pupils' sense of well-being are positively correlated. Therefore, not only does academic achievement have a favorable relationship with graduation, but its also linked to a student's future earnings, the standard of living, and mental health. Psychopathology, social and romantic relationship functioning, and academic success are only few of the many indices of psychosocial functioning studied by educational psychologists. According to Mueller and Parcel's 1981 definition of socioeconomic status (SES), an individual's or family's SES is determined by how much they have or are able to control in terms of material resources, social

standing, and political influence. (Miech et al., 2004).

Table 3: Mean value, standard deviation, weighted score and rank order according to Linking factors that effect on performance

Linking Factors	Mean	S.D	WS	Rank order
Getting students to work there outside the classroom	2.81	0.86	394	1
Inspiring students to be more self-directed	2.8	0.94	392	2
Understanding changing technology	2.8	1.3	392	3
Improving learning outcomes	2.73	1.03	382	4
Differentiating and personalize skills	2.59	1.13	362	5

In this table the distribution and the descriptive statistic about Linking factors that effect on performance where mean, standard deviation and weighted score are discussed in the above table. "Getting students to work there outside the classroom" is ranked on 1st position and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 2.81. At the 2nd ranked number respondents said about "Inspiring students to be more self-directed" and it's tended to sometime with mean value 2.8. "Understanding changing technology" is ranked on 3rd position and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 2.8. At the 4rth ranked number respondents said about "Improving learning outcomes" and it's tended to sometime with mean value 2.73. According to the ranking, on the fifth position the respondents said about that "Differentiating and personalize skills" and it's tended towards to sometime with mean value 2.59.

Common social and technical factors that play role in individual differences among students and association between them

Empirical research to date has shown that pupils from poorer socioeconomic backgrounds tend to perform less well in school than their higher-income peers.

A student's low socioeconomic background predicts lower levels of cognitive and academic development as well as language difficulties. Academic performance is significantly impacted by factors such as parents' lack of education, parents' low socioeconomic status, and parents' bad health (Aikens, 2008).

Academic performance did not differ significantly between male and female pupils in the study by Islam and Khan (2017). The results of this study on the relationship between socioeconomic status and academic performance among high school seniors show that kids from different backgrounds and socioeconomic levels exhibit vastly different levels of academic success. Rather and Sharma's (2015) research highlighted the correlation between high school students' family income and their academic success. According to the results, male pupils outperformed their female counterparts. In addition, they found no statistically significant differences in academic achievement between kids in urban and rural areas. Kumaravel educational achievement is inversely related to family income, but school quality mitigates this effect. While developing countries are working hard to increase school enrollment, they face a significant obstacle in the form of educational inequality in high-income, high-socioeconomic-factor countries (Kim, 2019).

Students' academic performance was more strongly influenced by their prior academic accomplishment, academic experience, and work-status than by their socioeconomic situation. When comparing the student's accomplishments to those of pupils from lower socioeconomic backgrounds, the student's high socioeconomic position stands out. Students' success in language arts and mathematics was favorably correlated with their family's socioeconomic position. Student performance in both language arts and mathematics is positively correlated with family income (Zhang, 2020)

Table 4: Mean value, standard deviation, weighted score and rank order according to social factors

Social factors	Mean	S.D	WS	Rank order
Over burden	3.1	0.5	434	1
Noise	2.8	1.3	392	2

Confidence	2.76	0.96	386	3
Gap between teacher and students	2.56	1.09	358	4
Language	2.54	0.93	355	5

In table 4, the distribution and the descriptive statistic about social factors where mean, standard deviation and weighted score are discussed in the above table. "Over burden" ranked on 1st position and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 3.1. At the 2nd ranked number respondents said about "Noise" and it's tended to sometime with mean value 2.8. "Confidence" ranked on 3rd position, and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 2.76. At the 4rth ranked number respondents said about "Gap between teacher and students" and it's tended to sometime with mean value 2.56. According to the ranking, on the fifth position the respondents said about that "Language" and it's tended towards to sometime with mean value 2.54.

Technical factors that play role in individual differences among students and association between them

Culture and national development are likely factors in the varying outcomes. Parental concept, parenting conduct, and parental emotions toward children all contribute to what is now widely recognized as the most important component in shaping children's development. A higher standard of living and general improvement in family life have contributed to this type of variation. Educating a high-achieving student now costs less than it did in the past. In addition, studies often use distinct sets of variables. School-level variables such as teachers' income, public teacher ratio, per capita expense, and staff turnover, as well as characteristics such as family size, educational goals, ethnicity, mobility, presence of reading materials in the home, and quantity of travel, have not previously been included in studies. This study aims to summarize evidence from various time periods to demonstrate the correlation between socioeconomic status and academic achievement. In the main body, we examine the literature and findings from several seminal studies that detail the connection between socioeconomic status and academic performance. Additionally, in order to probe the aforementioned connection, studies from the past and the present are contrasted (Alexander, 2017).

Table 5: Mean value, standard deviation, weighted score and rank order according to technical factors

Technical factors	Mean	S.D	WS	Rank order
Operating tools un awareness	3	0.64	420	1
Lack of modern technology	2.81	0.75	394	2
Load shedding	2.78	1.32	389	3
Medium of instruction	2.73	0.62	382	4
Using PPT slides	2.59	1.2	362	5

In above table the distribution and the descriptive statistic about technical factors where mean, standard deviation and weighted score are discussed in the above table. "Operating tools unawareness" ranked on 1st position and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 3. At the 2nd ranked number respondents said about "Lack of modern technology" and it's tended to sometime with mean value 2.81. "Load shedding" ranked on 3rd position and it shows that the responses fall between to sometime to rare, but it's tended towards to sometime with mean value 2.78. At the 4rth ranked number respondents said about "Medium of instruction" and it's tended to sometime with mean value 2.73. According to the ranking, on the fifth position the respondents said about that "Using PPT slides" and it's tended towards to sometime with mean value 2.59.

Summary

Individual differences refer to the disparities that may be found from one individual to another on aspects of themselves such as their level of self-esteem, their pace of cognitive growth, or their degree of sociability. It's crucial to have a solid understanding of the notion of individual differences since this is the foundation upon which comparisons of one person to another are made. The basis for detecting typical variations as well as severe variances among children and, as a result, for determining which children may have special needs is to have an awareness of individual differences. The essential principle that

underlies the creation of standardized educational and psychological examinations is that individuals vary in important ways. In general, being acquainted with the idea of individual variances contributes to a better understanding of the different developmental stages. Personal characteristics that are unique to each student are referred to as individual differences among pupils. Variables that contribute to individual differences include an individual's physical attributes, level of intellect, areas of interest and perception, gender, level of ability, modes of learning, personality traits, and perceptions. When it comes to learning via teaching, its vital for the teacher to design learning in a way that considers each student's unique characteristics. Its more probable that an instructional plan based on the learning styles and speeds of the students would lead to an environment conducive to effective learning than an instructional plan based on the collective instruction. However, not all students are equally interested in the same methods of instruction. Throughout this procedure, it’s of the utmost significance to use the instructional approaches and tactics that enable pupils to use a wide variety of talents and capabilities. In this setting, taking into account the unique characteristics of each of the pupils, they will be able to provide a stimulating atmosphere for education while drawing attention to the topic being discussed. The wide diversity in the quantity of verbal contributions produced by students has historically been investigated in research to account for the threat that this variation poses to the results of learning. Studies have shown that there is a significant amount of diversity in both the amount of vocal engagement from students and the number of times students raise their hands. When it comes to the internal forms of student involvement, students have diverse cognitive abilities, according to research that accounts for individual differences and emotional engagement experiences.

Although these findings indicate notable discrepancies in the way students respond to their learning environment, a complete comprehension of the myriad of ways in which students navigate their time in the classroom can be attained only by simultaneously considering all three aspects of student involvement. Students may also vary in the degree to which they are actively engaged in the same activity on all three fronts – behaviorally, intellectually, and emotionally – at any given moment. This is due to the fact that actions, thoughts, and feelings are not only interconnected but also distinct components of the learning process. Maintaining this stance in research would also give credit to the idea of defining engagement as an instantaneous process that takes place during a specific learning activity, in which the three dimensions interact dynamically and variably in a nonlinear fashion.

As a consequence of this, a great number of academics have urged for studies that explain which kinds of engagement patterns are often shown by students in order to go beyond the basic distinctions of engaged vs disengaged or active versus passive pupils. The individual distinctions or qualities, that are generally recognized as having the ability to allow students and educators to exploit (or fail to exploit) talents and chances to create a "readiness" for learning. More specifically, this research investigates how students and educators might take advantage of, or fail to take advantage of, such possibilities. Academic control beliefs and learning style are the two primary constructs that will be investigated because of their reputed significance as mediators of learning and accomplishment. The reason for this selection was based on the fact that these two factors were considered to be the most important. Although learning style and academic control beliefs are the major emphasis, other basic variables, such as age, gender, and past academic accomplishment, will also be investigated due to their potential effect.

The socioeconomic level of a student is the single most significant variable in studies on education. When considering a person's economic and social standing in comparison to that of their peers, socioeconomic status is often considered. This is done by looking at factors such as their income, level of education, and employment. The term "socio-economic factor" refers to the categorization of characteristics related to an individual's or family's social and economic contexts, such as level of education, employment, and household income. The socioeconomic elements, such as the educational level of the parents, their work position, and their income level, which are impacting the academic performance of upper secondary school students. In general, the academic performance of a student is significantly impacted by a wide variety of circumstances, including the educational attainment-level of the student's parents, the family's employment position and income level, the kind of school the student attends, the residential area where the student lives, and the school environment. Therefore, the configurations of socio-economic elements have a considerable influence on a student's academic achievement at upper secondary level schooling, which is an essential factor that contributes to the economic development of a society.

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