



*Full Length Research Paper*

# **“The influence of socio-economic status of parents and home environment on the study habits and academic achievement of students”**

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## **Abstract**

**The study deals with the relationship among the academic achievement of students and the socio-economic status of parents in selected primary schools of Meerut district of Uttar Pradesh. The environment of family plays a significant role in the educational and social development of children. The important family conditions that have significant role in the determination of educational achievement and social behaviour of students are the income level of parents, the educational level of parents and the health status and also the living standard of family. The present study reveal that the socio-economic status of parents does not make significant effect on the educational achievement of students but the parental educational level health status of children has a significant role in determining the educational achievement and social adjustment of the children. Apart from these factors, the democratic environment at home and the availability of means of recreation play a significant role in the academic performance of students at primary level.**

**Keywords:** Educational achievement, home environment, development, health, performance, economy, social adjustment etc.

## **INTRODUCTION**

Wholesome maximum development of the child is the primary concern of any established educational system. Varied views have been advanced regarding this optimum wholesome development and ways of attaining it. Despite differences of views, there is agreement on one point that academic achievement of the individual is the most important component of wholesome development. However, the goal of education cannot be restricted merely to develop the competence of 3 Rs in the student. Infact, it aims at developing the well-integrated person so as to enable him to get adjusted in the society. Hence, the aim of education may be put as bringing out broad personality changes in the individual which includes attitudes, interests, ideals, ways of thinking, work habits, personal and social adaptability etc. besides imparting subject matter knowledge to him.

The education of a child starts at very young stage in the family. The parents are the first teachers of a child. This education is called informal education. The

education plays the role of an instrument of social change which is imparted to the children initially in the home environment. Here it is of great consideration that the socio-economic status (Socio-economic status of parents means educational level of parents, the income of family, environment in the family and standard of living of the family) of parents plays an important role in the academic achievement and social behaviour of the students. In home environment there are a number of factors which contribute towards the wholesome development of the child namely, staying facilities, means of recreation, parental personality, administrative and supervisory policies at homes, humanistic relations and democratic discipline among the family members etc. All these factors help in creating a conducive home environment for learning and development. The income of family, education level of parents, the quality of life in family, home environment and standard of living influence the educational and social development of children.

## Literature survey

The methods of rearing the wards depends mainly on the occupations of the parents. The families belonging to higher socio-economic status are more successful in making their wards to go to school for study. This is due to the reason that these families have resources which are helpful to promote the development of young children. In the words of Jencks (1979), "the Central focus of each family always rests on the bearing and rearing of child and its adjustment in the society. The form and style of living in each family varies from one society to other". Banoo (1982) studied parental involvement and its contribution to the education of the child. Results revealed significant relationship between the parental press and academic achievement scores after nullifying the effect of socio-economic status and intelligence. Goodlad (1984) has found a relationship among the courses opted by different children belonging to different socioeconomic status families. The students from higher income families tend towards the costly and mores beneficial courses while the students of poor families go towards the cheaper study programmes. Ramey and Ramey (1994) are of the view that "great challenges are faced by the parents at the time when they start to send their children to the schools. The children always have competition with their counterparts in having the style of notebooks and type of toys. The children from rich families always use costly toys to play which make poor children to feel low". According to Adivale (2002) the status of family also affects the health conditions of family. The children belonging to poor families have low health and this make a great negative influence on the study habits of students belonging to these families. Rothesnstein (2004) is of the view that "different occupation strata of parents have different views in case of importance of discipline among the children and also for the importance of educational standards for their children. Such tendencies of parents affect the educational and social development of students". Hill et al. (2004) have suggested that the socio-economic status of parents not only influences the development of children at home but it also develops a competition among the students belonging to persons of different social and economic strata. The children of parents belonging to low socio-economic status feel depressed against the students from higher socio-economic status. Laosa (2005) states that "the differences among the students exists due the family backgrounds such as nutrition and health status, environment at home, income of parents, their educational level and experiences, means of recreation in the family are the main factors that affect the educational and social achievement of students". In their findings, Oni and Omoegun (2007) have concluded that a significant difference exists among the rate of deviation behaviour

among the students belonging to different socio-economic statuses.

Muhammad (2010) is of the opinion that "the cultural heritage of a society and other values reach to a generation from the previous one. The only means in this transfer is education and the parents are responsible for training the children for this. Machebe (2012) has made the conclusion that the socio-economic status of parents influences the academic performance of students to a certain degree in the schools.

## Objectives of the study

There are many objective have been laid down for the present study. These objectives are as follows:

- (a) To find out the influence of educational status of parents on the study habits of students.
- (b) To determine the effect of socio-economic status of parents on the performance of students.
- (c) To find out the relationship between the status of students and their academic achievement.

## Hypothesis

The following hypotheses have been laid down for the present study:

- (a) The educational status of parents makes a significant effect of the academic achievement of students.
- (b) Health status of students makes a significant effect of the performance of students.
- (c) Socio-economic status of parents does not have an important effect on the study habits and performance of students.

## Significance of the study

Generally it is found out that there are some students that perform better in the classroom and at the same time there are other students also who are unable to show such an achievement in the class. The reason behind this higher and lower achievement rests to a significant level on the socio-economic status of family from which these students belong. The present study has been conducted on the students of primary schools belonging to different social and economic status families. This study may held in exposing some of the factors which are mainly responsible in such a poor academic performance of students in the schools. The factors from home environment that mainly influence the academic achievement of students may be the educational status of parents, the income of household, health and nutrition conditions in the family, environment of family and means of recreation etc. This study lays emphasis on all these factors and tries to find out effect of these factors in the development of the students.

## METHODOLOGY

The subject design based on matching of three groups has been adopted in the present study in which manipulation of the package of selected curricular strategies i. e. parental socio-economic status and educational level and health status of students has been taken as independent variable where as performance on the achievement tests and study habits are the dependent variables. In addition to these, the intelligence, socio-economic status, previous knowledge of the students indifferent school subjects and level of study habits before the application of the treatments were considered to be pertinent control variables. The first two variables were controlled while selecting the treatment groups needed for the study whereas the latter were controlled by adopting the technique of analysis of covariance.

### (a) Sampling of data

The students studying in three primary and two private schools were taken as the sample. The number of students for study was 90. They were taken randomly for class V of these schools. From these selected schools the results for two term examinations were obtained for class V of each school. For collecting the information regarding the background of parents and students a questionnaire containing all the points containing the relevant information about the financial status of parents, their income levels, educational level, health status of family and the environment in the family was used. All the students were categorized into three groups A, B and C.

### (b) Analysis of Data

The data thus collected was analysed through frequency counting, the percentage for variables etc. The hypothesis that was generated in the beginning of the experiment were tested by using t-test, and analysis of variance and also the pairwise t-test comparison at 0.01 level of significance.

### (c) Method of analysis

The three groups were matched on socio-economic status following mean and standard deviation approach. For this, socio-economic status scale (Rural) developed by R.L. Bhardwaj was administered to the students of three groups.

#### (i) Socio-economic Status of Parents

The means of the three groups on Socio-Economic Status Scale came out to be 24.81, 24.42 and 19.31

respectively. The significance of the differences among means of the three groups was tested using the technique of analysis of variance. The summary of the results of analysis of variance is presented in the following table 1.

It is evident from Table 1 that the value of **F** which came out to be 3.67 is not significant at .01 level of confidence. This indicates that none of the mean differences is significant. It may be inferred from this that the three groups are equal with respect to their mean scores on Socio-Economic Status Scale.

Further, the standard deviation for the three groups on socio-economic status scores came out to be 6.223, 9.368 and 8.601 respectively. The significance of the differences among the standard deviations of the three groups was tested using t-test. The summary of the results of t-tests are presented in Table 2.

It is evident from Table 2 that the value of Critical Ratios for groups A and B, A and C and B and C came out to be 2.01, 1.60 and 0.43 respectively which are not significant at 0.01 level of confidence. This indicates that the three groups do not differ with respect to their standard deviations of Socio-Economic Status Score.

#### (ii) Health status of children

The standard deviation for the three groups on socio-economic status scores in relation to health status came out to be 15.323, 9.468 and 5.501 respectively. The significance of the differences among the standard deviations of the three groups was tested using t-test. The summary of the results of t-tests are presented in Table 3.

It is evident from Table 2 that the value of Critical Ratios for groups A and B, A and C and B and C came out to be 3.75, 6.74 and 4.08 respectively which are very significant at 0.01 level of confidence. This indicates that the three groups differ with respect to their standard deviations of Health Status Score.

#### (iii) Educational level of Parents

The standard deviation for the three groups on socio-economic status scores in relation to educational level of parents came out to be 11.393, 7.378 and 4.331 respectively. The significance of the differences among the standard deviations of the three groups was tested using t-test. The summary of the results of t-tests are presented in Table 3.

It is evident from Table 3 that the value of Critical Ratios for groups A and B, A and C and B and C came out to be 3.93, 4.01 and 3.85 respectively which are significant at 0.01 level of confidence. This indicates that the three groups differ with respect to their standard deviations of educational level of parents.

**Table 1.** Summary of analysis of variance of socio-economic status scores

Source	df	SS	MD	F
Among the groups	2	490.2309	245.115	3.67*
Within the groups	75	5011.9231	66.825	
<b>Total</b>	<b>77</b>	<b>5502.1540</b>		

\*Not significant at 0.01 level of confidence.

**Table 2.** Summary of results of t-tests for socio-economic status scores

Groups	Difference between SDS (D)	Standard error of Difference (D)	CR (D/D)
A and B	3.145	1.56	2.01*
A and C	2.378	1.478	1.60*
B and C	0.767	1.771	0.43*

\*Not significant at 0.01 level of confidence.

**Table 3.** Summary of results of t-tests for Health status scores

Groups	Difference between SDS (D)	Standard error of Difference (D)	CR (D/D)
A and B	5.855	1.56	3.75
A and C	9.822	1.456	6.74
B and C	3.967	0.971	4.08

**Table 3.** Summary of results of t-tests for Health status scores

Groups	Difference between SDS (D)	Standard error of Difference (D)	CR (D/D)
A and B	4.015	1.02	3.93
A and C	7.062	1.76	4.01
B and C	3.047	0.79	3.85

## FINDINGS

On the basis of above experiment the following important conclusions have been made-

(a) The students belonging from the families which differ in relation to the socio-economic status do not differ significantly at the end of the experiment. However, the mean scores of students belonging to higher status families was observed higher with respect to the student belonging from lower status families.

(b) The students whose parents have higher educational level differ significantly with respect to the students whose parents are either illiterate or are unable to observe the educational activities of their children.

(c) The students who have a better health perform better in educational achievement and social behaviour than the students with poor health.

This indicates that the family background and home environment to which students' belong plays a significant role in determination of educational achievement and social adjustment of students.

## CONCLUSIONS AND SUGGESTIONS

The present study reveal that the socio-economic status of parents does not play a significant role in the educational achievement of students but the educational level of parent and the status of health in the students are the most significant factors that influence the academic achievement of students and also their adjustment in the society. The student belonging to higher income families tend to study the more costly courses in comparison to those belonging from poor families. The private institutes

providing costly courses are filled only by the students either from the rich families or those categories for whom the fee is paid by the government institutions through the scholarship. Thus the following suggestions have been recommended on the basis of this study-

(a) The policies should be made for the parents belonging to lower socio-economic status to enable their children having equal educational opportunities in the educational institutions.

(b) The health care services to diminish the gap of health inequality be organized for students of lower class students to enable them to compete with the students belonging from higher status families.

(c) The children of illiterate or poorly educated parents should be provided facilities for attending the summer coaching classes during the summer vacations to supplement regular programmes of the schools.

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