

“IMPACTS OF SOCIO-ECONOMIC FACTORS ON PUPILS’ ACADEMIC PERFORMANCE: A CASE STUDY OF QUETTA DISTRICT-BALUCHISTAN”

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Abstract

In the present era, across the world, a growing concern in the academic achievement of pupils in schools is highlighted by educational practitioners, researchers as well as parents, considering as the current study attempts to examine the impacts of socio-economic factors on pupils’ academic performance in Quetta District-Balochistan. To assess such the problem, some hypotheses as developed for investigation among the pupils. It is a cross-sectional study. The data collected from the respondents through a survey questionnaire. A random technique is employed for data collection. By employing the Statistical Package of Social Sciences (SPSS) version 25.0 for windows, the findings suggested as a positive and significant relationship between education level of a person; occupation of a person; income level of a person; student character; teacher character/motivation; parental attitude; family size/status and pupils’ academic performance. The findings of a study may provide the guidelines in framing clear policy plans on integrating teaching and learning strategies to empower pupils from the different socio-economic backgrounds to achieve a better approach in academics. Additionally, parents may be guided through the findings of the current study for increasing the academic performance of their pupils of Balochistan.

Keywords: *Socio-economic backgrounds; academic performance; education level; occupation; income level; student character; teacher character/motivation; parental attitude and family size/status*

Introduction

In the sociological research, there is a positive relationship between socio-economic status and academic achievement as established tightly. Thus, there is a contradiction in measuring out socioeconomic status. As Graetz (1995) strongly recommended that children from low socio-economic backgrounds do not perform properly because they can be compared to children from high socio-economic grounds at school. In the perspective of pupils, the connectivity between academic achievement and socioeconomic status remain under considerable debate. In many secondary schools; an academic achievement has a high number of low socio-economic, and pupils have usually been low in national examinations (Ellis, 2008). Similarly, many scholars and education experts reflect that low socio-economic status generates a negative impact on academic achievement. According to Adams (1996), the basic needs of definite pupils are not met; hence, it does not permit the pupils to be mentally or physically capable of performing in school.

Across the world, educational practitioners, researchers and parents as well as the other education stakeholders have conveyed at growing concern about the academic achievement of pupils in high schools. Such the studies reflected a connection of academic achievement as a significant challenge in the most developed countries and developing countries in the last four decades. The low academic standards create a problem that demands attention particularly in developing countries like Pakistan.

From such the assumptions, the current study proposes to investigate the impacts of socio-economic factors on pupils' academic performance in Quetta District of Balochistan-Pakistan. The findings of the study may be beneficial to educators who may use the recommended measures to initiate effective education reform which would benefit all pupils. The outcomes would be vibrant in shaping teaching strategies and practices to meet the basic needs of each student. School administrators can push for performance with support of legislators and the Ministry of Education to implement strategies to create all learners recover their academic achievement. Furthermore, the findings of the study may provide the guidelines in framing clear policy plans on integrating

teaching and learning strategies to empower pupils from the different socio-economic backgrounds to achieve better strategies in academics. Lastly,

the outcomes of the study may also guide the parents to employ the recommended measures to support in improving the performance of pupils of Balochistan.

Literature review

The academic achievement is affected by the demographic variables including sex and race/ethnicity Chambers and Schreiber (2004). As compared to male students, female students have an excellent ability to perform academically (Eitle, 2005). According to Hardy (2006), the economic status of individuals is a better predictor of academic success. Furthermore, the socio-culture factors including the professional and parental income level; educational background; poverty; and harmful cultural practices have positive and negative impacts on the academic achievement of the students. The school type (that attended by students) mostly impacts on the students' outcome and academic success. The factors related to school including of school composition/infrastructure; school climate; school location; and environment of the school numbered as the good parameters of a pupils' learning experience. Thus, the learning leading them to academic achievement (Crosnoe, Johnson and Elder, 2004b).

Furthermore, private schools offer a better education than public schools due to sound funding and smaller class sizes. The pupils from low socio-economic backgrounds always attend poor as funded schools which do not work for pupils from higher social classes (Eamon, 2005). In the perception of Sirin (2005), parental income has a dominant impact on students' performance because of the economic resources permissible for more academic mechanisms to be implemented. Availability of resources at home numbered as significant elements of developing a positive association between socio-economic status and academic achievement. Similarly, Buckner *et al.* (2001) proposed that the children from low-income families are more parable to be worried about the environmental stressors within their neighborhood like feelings on uncertainty about their safety, housing status, and ferocity within their society to the harm of their academic

achievement. Comparatively, the pupils from a high socio-economic status outclass those from a low socioeconomic status on academic achievement (Secker, 2004). In the same domain, Kahlenberg (2001) proposed that pupils from a high poverty background incline to skip the classes. Having more behavioral difficulties, and less motivation for academic success, and even perhaps felt as to achieve success on their academics said to be uncomfortable. In such the scenario, the parents' occupation measured as a significant factor that regulates the economic status of the family. Higher occupational levels of the parents specify a better economic situation and the result in material support for the education of their children (Haveman and Wolfe, 1995). The academic achievement of the children of the working mother is higher than the children of non-working mothers (Budhdev, 1999). In the opinion of Fantuzzo (2000), parents who are literate, and have a more positive association with the school than those illiterate or less educated. Those parents who come from an educational background they feel more relaxed being participated in the school settings. Supporting the same, Okantey (2008) found that parents have a significant role in the academic performance of their children. Educated parents would have better prominence on educational excellence.

Mitra (2018) strongly recommended that the pupils' voice can develop implementation, determinations and reinforcement in the classroom practices. Academic performance is not reliant on the tenure type and partially associated to mix tenure, the nearness of differing socio-economic neighborhoods and the partaking of social capital to deliver equal opportunity. Thus, compactly established high housing is not desired for children's academic development (Li, 2012). Thus, the students' academic achievement is extremely associated with the performance of their families. Henceforth, to expand students' educational status in cultural and educational programs, which are quantified for them, family occupation centered plans may be at the heart of consideration (Rezaei-Dehaghani *et al.*, 2018). The study of Kusurkar *et al.* (2013) demonstrated that relative autonomous motivation is significantly and positively linked with academic performance through in-depth approach towards research.

Aim and objectives of the study

On the above literature support, the current study aims to investigate the impacts of socio-economic factors on pupils' performance in Quetta district of a Balochistan. On the basis of such aim, we proposed the following specific objectives.

Objective 1: To investigate the role of education level towards pupils' performance in Quetta.

Objective 2: To explore the role of occupation of a person towards pupils' performance in Quetta.

Objective 3: To examine the role of income level of a person towards pupils' performance in Quetta.

Objective 4: To study the role of student character towards pupils' performance in Quetta.

Objective 5: To analyze the role of teacher character/motivation towards pupils' performance in Quetta.

Objective 6: To study the role of parental attitude towards pupils' performance in Quetta.

Objective 7: To inspect the role of family size/status pupils' performance in Quetta.

Hypotheses of the study

H1: Education level of a person has a positive and significant effect on pupils' performance in Quetta.

H2: Occupation of a person has a positive and significant effect on pupils' performance in Quetta.

H3: Income level of a person has a positive and significant effect on pupils' performance in Quetta.

H4: Student character has a positive and significant effect on pupils' performance in Quetta.

H5: Teacher character/motivation has a positive and significant effect on pupils' performance in Quetta.

H6: Parental attitude has a positive and significant effect on pupils' performance in Quetta.

H7: family size/status has a positive and significant effect on pupils' performance in Quetta.

Research methodology

Research design

The base of the current study is on descriptive research survey design. The main logic to select such the design is that this type of survey offers the presentation of real facts about nature and situations which exist from time to time (Creswell, 1994). Besides, this type of study is also associated with relationships and practices. Further, beliefs and developments that are on-going, impacts, and being handled or tendencies as emerged (Kombo and Tromp, 2006). Consequently, it can be supportive be for defining the current circumstances and conditions based on the imitations and insights of the respondents of the study (Creswell, 1994). Keeping in view; such

the design stated an appropriate for this study. Thus, the researchers collected evidence without manipulation of variables.

Study area, targeted respondents and survey

The current study conducted in public primary schools in Quetta District of Balochistan-Pakistan. We intended to select the primary classes' pupils, teachers, headmasters and second headmasters. We employed a survey questionnaire to collect facts from the respondents (Kies and Bloomquist, 1985) due to an easy accumulation of data (Gay, 1992). The questionnaires submerged into the demographic factors, social, economic and cultural factors including of the

parent's income, education, occupation and economic status of the family which affect pupil's academic performance. A closed-ended scales employed to measure such the phenomenon. A random technique used to trace the respondents. As a result, we collected 240 valid samples.

Findings

Demography of the respondents highlights that 85 percent male and 15 percent female respondents participated in the survey. A majority 65 percent respondents were in between of 14-20 years of age and about 1 percent respondents were 51 years and the above. Similarly, the majority of respondents is based on students (67 percent) and 17 percent were teachers and only 5 percent respondents were second headmasters (Table 1).

Table 1. Demography of respondents (N=240)

	Category	Frequency	Percent
Gender	Male	204	85.0
	Female	36	15.0
	Total	240	100.0
Age	14-20	158	65.83
	21-30	20	8.33
	31-40	36	15.0
	41-50	22	9.17
	51 years and above	04	1.67

	Total	240	100.0
	Head masters	22	9.17
	Second head masters	14	5.83
<i>Status/category</i>	Teachers	42	17.5
	Pupils	162	67.5
	Total	240	100.0

Descriptive statistics and reliability

The descriptive statistics explains the highest mean for teacher character/motivation (3.675) while the lowest level of the mean as observed for student character (2.705) (Table 2). Similarly, the highest scores of standard deviation (1.892) for teacher character/motivation and lowest standard deviation as 1.007 noted for student character (Table 2). Hence, Cronbach's alpha reliability applied for examining the internal consistency among the items. As a result, we found 0.863 as total reliability, while an individual factors' reliability found as good weights (Table 2).

Table 2 Descriptive statistics and reliability assessment

	Variables	Mean	Standard deviation	Alpha (α)
1	Pupils performance	3.043	1.289	0.893
2	Education level of a person	2.956	1.032	0.821
3	Occupation of a person	3.011	1.238	0.782
4	Income level of a person	2.895	1.020	0.790
5	Student character	2.705	1.007	0.862
6	Teacher character/ motivation	3.675	1.892	0.721
7	Parental attitude	2.795	1.044	0.692
8	Family size/status	3.456	1.872	0.847

We applied Pearson's correlation and multiple regression to investigate the level of significance/correlation of independent variables towards dependent variable. The results showed a positive

and significant impact of the all independent variables including of education level of a person; occupation of a person; income level of a person; student character; teacher character / motivation; parental attitude; and family size on pupils' educational performance (H1= $r=0.421^{**}$;

$=0.890^{**}$; $t=6.780$; $p<0.01$; H2= $r=0.345^{**}$; $=0.672^{**}$; $t=7.452$; $p<0.01$; H3= $r=0.321^{**}$; $=0.872^{**}$

; $t=5.588$; $p<0.01$; H4= $r=0.469^{**}$; $=0.665^{**}$; $t=6.836$; $p<0.01$; H5= $r=0.289^{**}$; $=0.853^{**}$; $t=9.340$; $p<0.01$; H6= $r=0.344^{**}$; $=0.559^{**}$; $t=4.566$; $p<0.01$; H7= $r=0.433^{**}$; $=0.421^{**}$; $t=7.227$; $p<0.01$) (Table 3 and 4).

Table 3. Pearson's correlation

Variables	1	2	3	4	5	6	7	8
1 Pupils performance	---							
2 Education level of a person	0.421**	---						
3 Occupation of a person	0.345**	0.431**	---					
4 Income level of a person	0.321**	0.426**	0.391**	---				
5 Student character	0.469**	0.322**	0.308**	0.532**	---			
6 Teacher character/ motivation	0.289**	0.309**	0.321**	0.422**	0.320**	---		
7 Parental attitude	0.344**	0.300**	0.330**	0.349**	0.310**	0.493**	---	
8 Family size/status	0.433**	0.428**	0.392**	0.363**	0.332**	0.533**	0.389**	---

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4. Multiple regression analysis

Independent variables		t- value	Sig.
Education level of a person	0.890	6.780	0.000
Occupation of a person	0.672	7.452	0.000
Income level of a person	0.872	5.588	0.001
Student character	0.665	6.836	0.000
Techer character/ motivation	0.853	9.340	0.000
Parental attitude	0.559	4.566	0.004
Family size/status	0.421	7.227	0.000

F value	4953.522
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R ²	0.789
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Adjusted R ₂	0.883
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Note: Dependent variable:
performance

Note: p* < 0.10; p** < 0.05

Discussion and conclusion

The current study proposed to examine the impacts of socio-economic factors on pupils' academic performance in a Quetta District-Balochistan. Thus, we selected public primary schools as a context of the study. On the basis of this topic, a few specific objectives as set properly. The study has a depth knowledge relating to the socio-economic factors which are responsible for improving the academic performance of the primary school pupils. A survey questionnaire brought into use as the principal tools for data collection. We felt huge difficulties in collecting the information regarding low knowledge; and experience of respondents in such type of study. Despite these issues; we become able to collect 240 usable data. Statistical Package of Social Sciences (SPSS) version 25.0 for windows employed to analyze the data. Our findings demonstrated a positive and significant impact of the education level of a person; occupation of a person; income level of a person; student character; teacher character/motivation; parental attitude; family size/status on pupils' academic performance. Therefore, all hypotheses (H1; H2; H3; H4; H5; H6 and H7) were accepted through the data.

These positive associations between the variables as supported by the previous studies including of Buckner *et al.* (2001); Sirin (2005); Li (2012); Kusurkar *et al.* (2013); Rezaei-Dehaghani *et al.* (2018) who investigated the same findings. These outcomes reflect that parental income has a leading contribution to students' performance. Availability of resources at home serve as significant elements of developing a positive association between socio-economic status and academic achievement. Hence, these factors (education level of a person; occupation of a person; income level of a person; student character; teacher character/motivation; parental attitude; family size/status) sensibly uplifting the pupils' performance in Quetta. Henceforth, to expand students' educational status in cultural and educational programs; family occupation centered plans may be at the heart of consideration.

In a sequel, the overall findings demonstrated that education level of a person; occupation of a person; income level of a person; student character; teacher character/motivation; parental attitude; and family size/status are significantly and positively associated with pupils' academic achievement/performance in Quetta, Balochistan. The study may offer the procedures in framing the clear-cut policy on assimilating the teaching and learning policies to enable pupils from the different socio-economic backgrounds to attain a better strategy in academics. Furthermore, parents may be directed through the outcomes of the current study for growing the academic performance of their pupils of Balochistan.

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