

SOCIO-ECONOMIC STATUS OF PARENTS AND ACADEMIC ACHIEVEMENTS OF THEIR CHILDREN

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The socio-economic aspect of the parents plays an important role in the acquisition of education by their children. It is commonly believed that better the socio-economic status of an individual, more improved will be the educational performance of his children. Keeping this in view, it was considered necessary to find out the extent to which the said myth held true. The study was conducted in the Laboratory High School, University of Agriculture, Faisalabad by interviewing 90 respondents, being the parents/guardians of 9th and 10th class students. The socio-economic status of the respondents varied from very poor to very good.

INTRODUCTION

The socio-economic status being a symbolic indication of the socio-economic achievements of an individual or a group counts to a great extent in the fixation of one's position in each and every society of the world. But the said aspect imparts a great impression in the developing countries where the disparity between rich and poor people is not at all ignorable.

Pakistan, like several other developing countries, is striving hard for its socio-economic development in order to keep pace with the developed countries and inculcate confidence among its citizens. This objective may better be achieved by spreading education because it is the major process which brings positive changes in the overall development of a country and the individuals as well.

Though the socio-economic factors affect all aspects of life and in all types of societies but in a country like Pakistan, it has a vigorous situation to present before others. In our society, it has become a symbol of pride and high status to get children en-

rolled in English medium or commercially established schools demanding high rates of tuition fees. Educational psychologists and sociologists are trying hard to reveal the economic position of an individual in relation to the contribution of his personality, especially the learning experiences and overall impact on national development.

Although, education is of prime importance but it becomes difficult to avail full benefits when all the required physical and other facilities for better teaching-learning process are not available. According to Hays (1987), children of upper income families are over represented among college graduates and drop outs at the post-primary level which probably is mainly due to economic and family considerations.

Our society, being developing in nature, cannot compete with the advanced countries unless the provision of needed facilities is assured. The non-availability of such facilities continues influencing individual and national development negatively. Again, it is an established fact that all the children in Pakistan do not enjoy the same facilities as are available in some

Table 1. Academic achievements of students with regard to the income of their parents

Income of respondents (Rs.)	Frequency	Academic achievements of their children					
		Grade A	(%)	Grade B	(%)	Grade C	(%)
Upto 1500	10	0	0.00	4	40.00	6	60.00
1501 - 2500	32	5	15.63	14	43.75	13	40.62
2501 - 3000	14	5	35.72	4	28.57	5	35.71
3001 - 3500	14	2	14.29	8	57.14	4	28.57
Above 3500	10	5	50.00	4	40.00	1	10.00

Table 2. Academic achievements of students with regard to the qualification of their parents

Qualification of respondents	Frequency	Academic achievements of their wards					
		Grade A	(%)	Grade B	(%)	Grade C	(%)
Illiterate	5	0	0.00	2	40.00	3	60.00
Upto matric	37	6	16.21	15	40.54	16	43.24
Above matric	38	11	28.95	17	44.74	10	26.31

prestigious institutions. Some institutions are meant for the rich people where the poor cannot imagine to get education irrespective of childrens' high intelligence level. In this way, the effect of socio-economic factors on the achievements of students cannot be overlooked. This study was undertaken to find out the relationship between socio-economic factors of the families of school going children and their achievements in learning in order to determine their academic hierarchy in the class.

MATERIALS AND METHODS

This study was conducted in the Laboratory High School, University of Agriculture, Faisalabad by taking 90 parents/guardians of 9th and 10th class students as the respondents for the study. The sample was selected on stratified basis by taking an equal number of respondents

from poor, medium and rich parents. An interview schedule comprising different socio-economic aspects was devised in order to collect the needed information which may affect the academic achievement of students. Simple percentages were calculated in order to draw the conclusions and suggest suitable recommendations.

RESULTS AND DISCUSSION

A look at the above Tables shows that none of the sons of the respondents of the lowest income group was able to get A Grade. Only 40% and 60% of them secured B and C Grades, respectively. It is quite clear from the data that percentage of A Grade increased with the increase in the income of the respondents excepting one group only. In case of the highest income group i.e. Rs. 3500.00 and above, Grade A students were 50% and C Graders stood at

10% only. The position was just the reverse in case of the lowest income group where none of the students was able to get Grade A and 60% of them secured Grade C. These observations are well supported by Rauf (1975) who observed that socio-economic conditions of the parents have direct bearing on intellectual maturity and educational achievements.

The data in Table 2 reveal that the sons of the illiterate respondents, upto matric and above matric respondents got A Grade at the rate of zero, 16.21 and 28.95%, respectively. It shows that the education of the parents had a direct and positive bearing

upon the educational achievements of their children.

In general, it could be concluded that the children of parents in professional and managerial occupations were at one extreme and the children of unskilled workers at the other.

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