

**A Study of the Influence of Parents' Education and Income Level on  
Academic Performance of the Students**

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**Abstract**

*This study was conducted to focus the influence and impact of parents' educational and income level on students' academic achievement at third year under graduate level of education. The study considered the students' results of the first year, second year and third year class in bachelor degree examination taken by the University of Mumbai. A structured questionnaire was used for this study. This article tries to find out the impact of parental education and income status at students academic performance of degree level. Research population was the students of different third year degree classes of B.A., B.Com. and B.Sc. who was enrolled at the same college. The total 120 were taken as a sample randomly. Null hypothesis was formulated and tested using Correlation, Regression and Test for correlation coefficient. After analysis of the data, it is found that there is significant positive relationship between parents' income level and academic performance of students, this study also shows that there is a positive relationship between parents' education and academic performance of students'.*

**Key Words:** parents' education, parents' income level, academic performance, under graduate.

**Introduction**

Education is a basic tool used by society for transmission of its societal values. It has become an area of prime importance not only for government or voluntary agencies but also for individuals, families, governments and communities. "Voluntary agencies and individuals are committing a lot of resources in order to achieve success in the educational enterprise" (Orhungur, 1990). Education has a pivotal role in nation as well as individual character building. It is a life line for any society and nation. Education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parents' education and income status is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated and high income level parents are more confident, resourceful and experienced than the children whose parents lack education and low income level. Jencks (1972) says that the family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation, size of family also have implication on the performance of children. Significant reliable research studies have told that socio-economic status of parent is the best predictor of student academic achievement (Coleman et al., 1966). And parental education is considered the most stable (permanent) aspect of socio-economic status. It has been well defined that family plays a vital role in a child's academic achievement and development (Cornell & Gross, 1987). And Thompson et al (1988) says mother's level of education influences adolescents' educational outcomes expectancy beliefs. A study by (Campbell, et al., 1999) using NAEP data indicated that students who reported higher parental education levels tended to have higher average score.

Family backgrounds have been of great important in shaping the performance of children in schools worldwide. This is because; academic performance is usually as a result of motivation that children get from the people they interact with in their initial stages of life. A study conducted in the U.S.A by Rouse and Barrow (2006) revealed that years of schooling completed and educational achievement of students, varied widely by family backgrounds. Rouse and Barrow (2006) found out that students who came from less disadvantaged families had higher average test scores and were more likely to have never been held back a grade as compared to students from the more disadvantaged families. However they highlighted that it was not

clear to reflect the causal effect of family backgrounds on the child's educational achievement which creates a gap that this study sought to fill by finding out the influence of family backgrounds on the students' academic performance. In this research paper researcher has two questions in mind for which I have tried to analyze. 1. Whether is the in any relationship parents' education level and the academic performance of students'. 2. Whether there is a relationship between family's financial situation and academic performance of students'.

### **Objectives of the Study**

The following are the objectives of this study;

1. To analyze the effects of parents' education level on the academic performance of students'.
2. To assess the relationship between family financial situation and academic performance of students'.

### **Significance of The Study**

This study is of importance to different individuals who include: To parents; in order to make them aware of the importance of family background in shaping the academic performance of their children's; To the college management in order to enlighten them on the important factors in the children's family background so as to be able to deal with or pay more attention to those factors which may affect adversely the students' academic performance; The study will also benefit other future researchers in the same field with the literature to support their arguments and hence improved knowledge. These will have enriched available information on family background specific factors and how they affect students' academic performance at under graduate level.

### **Literature Review**

Socialization is the process by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience. Although cultural variability manifests in the actions, customs, and behaviors of whole social groups the most fundamental expression of culture is found at the individual level. This expression can only occur after an individual has been socialized by his or her parents, family, extended family, and extended social networks. This reflexive process of both learning and teaching is how cultural and social characteristics attain continuity (Chao, 2000). Education is an essential need in the society today, and therefore academic performance is positioned quite high on the national agenda, with educators and policy makers putting effort in testing, accountability and other related concerns (Mark 2003).

No doubt, that it is important to investigate the different aspects of academic achievement within a specific family situation. However, the family situations cannot be detached from the general culture (example, societal values, traditions, attitudes and home environment). Accordingly, one applied aspects of this study is secondary school students' performance as influenced by family structure, functions, values and other psychological dimensions such as parent beliefs. Lumsden (2004), for example, stated the role of the significant others (parents and home environment) in students' academic performance as a main factor which shapes the initial constellation of students' attitudes they develop toward learning. He stressed that "When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning." (P.2). Fleming and Gottfried (2004) supported this trend and emphasized that their study "strongly suggest that parental motivational practices are causal influences on children's academic intrinsic motivation and school achievement" (P.110). Accordingly, there was a need to instruct parents on motivational practices such as encouragement of persistence, effort, mastery of subject area, curiosity and exploration that are likely to impact on the academic performance of the student (Gottfried et al., 2004).

Family background can be analytically separated into at least three distinct components as raised by Coleman (2008). These are: financial (physical) capital (family income or wealth), human capital (parent

education), and social capital (relationship among actors). With respect to children's educational achievement, Kim (2002) maintained that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stressed that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which was unaccounted for by these variables alone. Kim (2002) explained that this variance by what he called the “social capital” which mediates the relationship between parents' financial and human capital, on the one hand, and the development of the human capital of their children on the other. A research conducted using a sample of low-income minority families, found that mothers with higher education had higher expectations for their children’s academic achievement and that these expectations were related to their children’s subsequent achievement in math and reading (Kim, 2002).

The influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean (2010) states those that students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. Even though the majority of the literature on parents’ education pertains to the direct, positive influence on achievement (Ryan and Deci, 2000), the literature also suggests that it influences the beliefs and behaviors of the parent, leading to positive outcomes for children and youth (Heiss, 2006).

### HYPOTHESIS

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Ho = There is no significant influence of parents income level on student academic performance at under graduate level.
2. Ho = There is no significant influence of parents education level on student academic performance at under graduate level.

### Methodology

This study considered the students’ of Karmaveer Bhaurao Patil College Vashi, Navi Mumbai, Maharashtra State. The the sample selected from the students of the third year B.A., B. Com., & B.Sc. degree. Stratified random sampling method is adapted to collection of data. Total 120 students are considered in this study, which were in T.Y. classes in the academic year 2017-18. The breakdown of the sample size used in this study is presented in Table 1.

**Table 1 Sample size**

Sr. No.	Class	No. of Students
1	T.Y.B.A.	20
2	T.Y.B.COM.	50
3	T.Y.B.SC.	50
	<b>TOTAL</b>	<b>120</b>

The data were collected by structured questionnaire.

### Keys used for the data analysis as follows;

1. Education level; Illiterate = 1, Primary = 2, Secondary = 3, Higher Secondary = 4, Graduate = 5, Post Graduate = 6.
2. Income (Monthly Rs.); <10000 = 1, 10001-25000 = 2, 25001-50000 = 3, 50001-75000 = 4, 75000-100000 = 5 , >100000 = 6



3. Academic performance of students' grade points; O = 7, A = 6, B = 5, C = 4, D = 3, E = 2, F = 1. Whereby the scores are described based on the average score in all subjects. This means that a student with an average score of 7 points in the subjects is said to have the highest grade which is denoted as 'O' in the Mumbai University exam. Score calculated of five semesters from first year to third year grade points.

### Hypothesis Testing

#### Hypothesis One

Hypothesis one states that "There is no significant influence of parents' income level on student academic performance at under graduate level." The result in table 2 depicts the at  $p > 0.05$  level of significance since it is greater than the given critical value of  $r$ . the hypothesis ( $H_{0_1}$ ) is thus rejected. This implies that significant relationship exists between parents' income level and students' academic achievement score.

Table 2

Income Level	Key	Frequency	Percentage	Average Grade Points
<10000	1	41	34.17	4.00
10001-25000	2	33	27.50	3.98
25001-50000	3	17	14.17	4.34
50001-75000	4	12	10.00	4.48
75001-100000	5	11	9.16	5.00
>100000	6	6	5.00	4.63
<b>Total</b>		120	100	

[Correlation coefficient]  $r = 0.871086$

[Regression coefficient]  $y = a + bx$

$$a = 3.77$$

$$b = 0.18142857$$

Coefficient of determination:  $R^2 = 0.758790$

[Test for Correlation Coefficient]

Null hypothesis,  $H_0: \rho = 0$

$$r = 0.871086$$

$$df = 4$$

$$t_0 = 3.547265$$

$$p = 0.023857 \text{ NS (2 tails)}$$

$H_0$  Is rejected.

#### Hypothesis Two

Hypothesis two states that "There is no significant influence of parents' education level on student academic performance at under graduate level." The result in table 3 depicts the at  $p > 0.05$  level of significance since it is greater than the given critical value of  $r$ . the hypothesis ( $H_{0_2}$ ) is thus rejected. This implies that significant relationship exists between parents' education level and students' academic achievement score.

Table 3

Education Level	Key	Frequency	Percentage	Average Grade Points
Illiterate	1	6	5.00	3.47
Primary	2	30	25.00	3.97
Secondary	3	33	27.50	3.99
High Secondary	4	23	19.17	4.57
Graduate	5	23	19.17	4.54
Post Graduate	6	5	4.16	4.88
<b>Total</b>		120	100	

[Correlation coefficient]  $r = 0.965552$

[Regression coefficient]  $y = a + bx$

$$a = 3.3026667$$

$$b = 0.26685715$$

Coefficient of determination:  $R^2 = 0.932290$

[Test for Correlation Coefficient]

Null hypothesis,  $H_0 : p = 0$

$$r = 0.965552$$

$$df = 4$$

$$t_0 = 7.421273$$

$$p = 0.001760 \text{ NS (2 tails)}$$

$H_0$  Is rejected.

### Conclusion

Researcher is come on the conclusion that there is a significant relationship between parents' income and students' academic performance. The study also shown that close relevance between parents' educational level and academic performance of the students. Therefore, it is suggested that faculties should pay more attention for teaching and learning process of the students who are belongs to poor economic and educational background.

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