# Influence of Socio-Economic Status on Educational Achievements: A Critical Study.

**Sania Zamir**

*Research Scholar, Department of Teachers' Education, FUUAST*

**Qarman Latif**

*Lecture, Department of Teachers' Education, FUUAST*

## Abstract

*The purpose of this research to find whether the socio-economic status has any influence on the educational achievements of the students and to which extend is that influence and how much it has affected the educational achievement of the children in which manner and from which context. For the purpose of this study the researcher has gone through several of books, journals, newspaper articles, PhD dissertations and all possibly accessible forms of literature, the literature gone through for the purpose of this research was rich in nature and it was gone through deeply from all its angles by the researcher. Further, for the purpose of collecting data for the research and to reach the conclusions and findings the researcher has make around 50 participants in this research and long interviews with variety of the concerned people. The interviews were conducted with teachers and parents and the questionnaire was distributed among variety of people for the purpose of this research. The research has gone through libraries and all sets of data base and has personally observed the matter with the self-experience and focus groups, the research has reach the findings that the socio-economic status has a large influence on the educational achievements of the children and such influence is affecting negatively to the society, the researcher has coated several authors and researches in this paper and their references are given properly in the end of paper, the researcher has provided the questionnaire in the appendix of this paper. This paper was based on 05 research questions and 05 research objectives, the researcher has struggled to find the answers to those questions and to reach the objectives of this research and those questions are addressed in this paper respectively. This research has contributed this piece of research as an addition to the literature already existing regarding the subject matter of the research.*

*Keywords: Influence, Socio-Economic, Achievement, Welfare State, Market Economy, Race, Opportunity*

## Introduction

Socio-Economic Status is the key determinant to the educational achievements of the child in this Era's education system. The social status effects the social upbringing of the child in, the way of his survival with reference to that of his fellows, while the economy without any objection is the door to today's entrance in the education system. Generally both the factors are observed to be detriment of the carrier of a student, with rare exceptions as well.

The family's monthly income is seen to have a relationship with the student's academic performance in the school, the better resources helps to create better environment of learning and helps to provide the student with all the necessary tools and guidance. In overall terms the family stability influenced about 40% to the student's academic achievements and around 59% were the other factors which included his self-concept, intellectual level etc. Gobena (2018).

A research conducted by (Islam & Khan, 2017) on Senior Secondary School students, which resulted in a positive co-relationship between socio-economic status and child's educational achievements, the students of high socio-economic groups were achieving their educational goals at 64.78% whereas the middle class were at 58.20% achieving ratio and the students from low class were at 50.20%, this clearly shows the difference and the effect of socio-economic conditions. In Accordance with the research (TETT, 2020) two concepts were examined deeply Equality in opportunity and Social Justice. A long debate became the part of history through a case study in Scotland, but this research finalized that the concept of ideal state and fare society is baseless, only social justice can overcome this problem.

According to the research (Lauder, 1991) Majbor changes in the educational system have occurred in late 20$^{th}$ century, which have significantly changed the whole concept of industry. The industry of education have been converted from a controled market to a free one, the society has transferred in to a Market Economy Society. It was decided in past times which has given drawbacks today, that the market economy should be left free from all controls, the government interfernce was almost nill. This view was challenged moraly, ethically and economically by the socialists and educationist of all the times, but their opinion has been seen undervalued or criminally neglected. This issue has eventually resulted in the failure of learning and the loss of talent, the market

economy society has converted educational institutions into the finance divisons offices and the only motive remained left is the economic competition, resulting in the death of talent, learning and achievements.

The concept of economic competetion in this society especially in the private sector education has morally and ethically killed the concept of a welfare state. Welfare of people should be the only pirority of the state because there is no state without its people, this concept of welfare demolished when the education sector becomes dependant on economy and status of the people.

It resulted in increasing Child Labour, failure of economy and increased crime in society, basically it is violating the state's law, we can see Article 11(3) of Constitution of Islamic Republic of Pakistan 1973 says that no child under the age of fourteen should be engaged in labor of any kind. While Article 25 gives the principle of Equality of Citizens and Article 25-A stands for Right to Education. The violation of all these laws has become a common element today in the society.

In view of a research (Martin et al., 2014), however a disenting opinion was rosed by a research after his reseaerch, that the socio-economic factors has no effect on further education and occupation in adulthood and the school participation and learning has its long-term effects on the adulthood education and occupation of the student. However this topic is being researched for more than 40 years and many views have make their place in the field.

**Research Questions**

1. How historically the socio-economic status has influenced the educational achievements of students?
2. What are those socio-economic factors that are effecting the educational achievements?
3. What are the results of the influence of socio-economic status on educational achievements?
4. What is the role of parenting in educational growth of a child?
5. What are the possible solutions to overcome the problem of socio-economic status?

## Review of Literature

The issue socio-economic status with reference to its effect on educational achievements has no longer been under earth, several attempts are made by numerous researchers and contributors from

every possible angle of this problem, and most of those researches concluded in a form of positive co-relationship existence in socio-economic status and educational achievements of students.

A modern study (Pettigrew, 2009) shows the positive relationship between socio-economic status and educational achievements of the children, the researcher has been from a long survey and ended up with such findings. We are here concerned with the mode of the effect of socio-economic status on educational achievements of students, identify the particular factors of socio-economic status, the results of such problem, possible solutions and parenting suggestions in a more comprehensive way.

**Inequalities in School System**

A study in early 21st century (Dupriez & Dumay, 2006) shows the effects of socio-economic status on the overall educational achievements of the students, the system of inequalities is significantly highlighted by the outcomes of the research which shows the deliberate actions of management of schools or maybe the serious negligence on their part. Here we will discuss the matter in a detailed format.

**Distinction between Students**

It is identified that school management has been violator of the fundamental concept of equality of people and has treated the students of different economic and social classes differently, some get ultimate attention, whereas some are ignored.

**Significant Grade Retention**

It is observed in most of the societies the school management is controlling the grades of students in an extensive way, it has given birth to a concept of fear that grades cannot be obtained if tutor is unhappy with us, however there should be no connection between those two things, but hence today it has become a bitter truth.

**Superiority Concept**

A concept of segregation among the schools has revealed negative impacts on the society, it has forced the students from low socio-economic class to believe that the high standard expensive school students are better than them, and this concept is fertilized by the school managing authorities themselves in order to obtain market place and identity.

**Access to Resources**

The resources are seem to be ultimate decider of the student's fate today. The less number of resources has always hit the students of lower economical class in attainment of their educational

goals, this has been a serious problem long ago but, it is surprisingly seen in a very near past when the Covid-19 hit the world, shifting the education system entirely on e-learning platform which challenged the students again. Cuisia and Núñez, (2020).

**Books and Libraries**

Where economic challenges are hitting the world, the high price of books is not a lesser problem, the small schools are mostly inconsistent of libraries and lacking which effects the education negatively.

**E-learning**

The electronic learning during covid-19 era gave birth to mandatory need of Computers and internet connections, student from low income families suffered the ultimate loss of education due to unavailability of resources.

**Trained Teachers**

Accordingly of the availability of resources the teachers are hired by the schools, so the cheap school students didn't get professional and trained tutors.

**Exposure and Environment**

According to the research (Chandra & Azimuddin, 2013) the environment of learning and the exposure of schools gives a positive effect on the student's performance and learning and such environment and exposure is directly connected to the socio-economic level in a positive co-relationship of effacement. We draw up a further explanation of this matter.

**Excellent Infrastructure**

The school infrastructure has a cognitive effect on learning process, student adopt the behavior which he sees in the school, higher level infrastructure boosts the self-confidence of the students and encourages to achieve higher goals.

**Extra circular activities**

Extra circular activities with relation to academics boosts the confidence of a student to peak level, refreshes the mind, body and polishes the natural talent and skills of students.

**Socio-Economic Factors affecting Education**

Recent Studies like (Njuguna, 2021), (Michubu, n.d.) shows some of the most significant socio-economic factors that affect the educational performance of students are attempted to describe in a smoother way of understanding here:

**Low Parental Education**

Parental low educational attainment affect directly the educational performance of a child, because of two things.

a. Assistance at Home

A child never get any assistance at home by his/her parents if their Educational attainment is low, new researches have dramatically enhanced the scope of studies and it has now not remained a simpler task to educate a child.

b. Encouragement for Goals

When the parent's educational level is low, the child cannot get straight Encouragement and goal orientation, the path of his journey remains unknown to him.

**Low Concerns for Education**

Another thing affecting harshly the education of child is parents' less concerns and interest in the education of child, it discourages the child to study and make his future goals.

**Income of Parents**

Unfortunately, the private sector educational institutions have become business hubs and education is no longer a cheap thing today, so the pupil of low income level families are unable to attend a good school, buy necessary material including, books, tools, uniforms and other necessary things, this has sadly bared several of parents to educate their children properly at a good place.

**Performance-Based Income**

With regard to a study (Bhatti & Tahira, 2021) in the institutions where teachers are paid in accordance of their student's performance, they make it to a high striving to teach children and polish them more and more, because of their own interest of income they work hard on students and eventually the system forced the teachers to polish the students well. Such matter is an issue of society, the social and economic stability of teachers has direct effect on the orientation and learning of their student, the view gives the concept of forced mechanism.

**Parent-Child Relationship**

Parent child relationship has a purely positive impact on the educational performance of a child, harmonized and supervision backed relationship strengths the child's performance and reveal very positive impacts on the educational achievements of children. It gives sense of supervision, security and maintainability of child. In research from (Chen et al., 2017).

**Formal Occupation of Parents**

The Study (Usaini & Abubakar, 2015) shows that the formally occupied parents gives more attention to the education of their children than those of informal occupation or self-employed. Further it reveals in number that around 63% is the influence of parental occupation on child's educational achievements and future occupation goals. Such larger scale of influence cannot be denied generally however there may happen some exceptional cases too, but generally such large scale of influence is undeniable by anyone in the society.

**Family Background**

The Studies like (Li & Qiu, 2018), shows that the family background of a child has a high influence in his educational performance, the study was conducted by the data collected from 2750 cases, and it significantly shows that about 15.5% of student's educational performance was dependent upon his family background. Further it showed that two elements of parents were influencing the child's performance, first it their potential to provide the quality education and educational services to their child and Second was their activism and nurturing of the child and creating their interest in education and high moral goals. These elements are identified.

a. Educational Opportunities

   All the data shows that higher the educational opportunities the higher the chances of educational achievements.

b. Parental Participation in education

   The participation of parents in building child's interest in education, nurturing him/her, creating and then polishing the future goals of children is very necessary.

c. Urban-Rural Differences

   Differences of urban and rural life have a significant effect on child's education, he learns from his society and avails opportunities which are available in the society, and as it can be observed that the urban communities has a high number of opportunities and thus the rural life style gives negative affect on the educational achievements.

**Child's Morality and Education**

According to (Asif et al., 2022) In Child's morality index Pakistan is at 36$^{th}$ Position out of 228 countries as recorded in 2018, and the issue of child morality in overall the world Pakistan's percentage is 6. This is a serious issue that Pakistan still has not overcome the issue.

Now, the child behaves as he is treated in the society from healthcare to societal treatment his learning is largely dependent on the atmosphere of the society, if a child gets low moral support

and faces immorality in his early life, he will be eventually become a victim of child morality. Then expectation of achievement of higher educational goals from a victim of child morality with special reference to that of female children, is useless and unjust, no child can continue his concern and attention towards education if he faces the morality issues and in developing countries like Pakistan, the issue of child morality effects negatively the education.

**School's Impact**

When it comes to learning a research (Punjab Colleges, 2020) says that there is a strong role of Schools atmosphere, decorum and morale of administration in providing equal opportunity of learning to students from every socio-economic class, however unfortunately it is seen very less that schools (with especial reference to private sector) schools, treat equally to students from all the classes. The Quality of learning and taken account to the student's past experience of education, it is the primary job of the school management to consider the welfare of the child and provide him with equitable opportunity to learn, grow and achieve their goals.

**Extend of Influence of Socio-economic Status**

The socio-economic status affects the education at a large scale, the study (IRIS Centre.2012) Shows that magnificent impacts of the status on the educational achievements of the children, it describes that the students of lower socio-economic class achieve lower grades in exams, possess lower skills of language, and are negatively affected in marks at least at 10 percent than those of high socio-economic class students. This Research shows in a comprehensive way the impacts of such status.

a. Absence at School

   It is observed that the students from low socio-economic class remain more absent from schools than other class students, this is maybe because of the financial problems.

b. Lack of Concentration

   The students from low status are often seen to be less concentrated in the class, with reference to learning and also in other activities, they don't feel it good to be there in between of rich and unequal people and they often be engaged in other matters rather than that of learning.

c. Leave Schools

   Moreover, it is observed that the students of low socio-economic class, often leave the school very early and do not continue their education.

**Educational Loans, Debts, Literacy and burden**

A new research (American Psychological Association, 2017), unearths the issue of educational loan which latter becomes the burden on the student, it shows that the loans are always repaid and students does not reach the stage of achievement very soon and to repay the loan, hence the loan taken for education becomes burden on the students.

**Loss of Encouragement**

Students loss their encouragement towards education when they see range of problems in their initial or middle level of education and it is more often that they leave the schools, leave the education and they do not dream high, they loss their hopes.

**Long Term Effects**

According to a research (Thomson, 2018), it is observed that the effects of school experiences does not leave the student when the school ends, but are transmitted to his other phase of life in adulthood and on this stage they are of serious nature, they became much solid and impacts negatively in future. The behavioral changes and attitudes of community which a student face at his initial stage of life, follows him throughout his adulthood too. Thus a negative behavioral experience of the school may negatively affect the future achievements of the student even at university level and so on.

**Birth of Criminals**

According to (Education and Crime - Criminal Justice - IResearchNet, 2015), Education is the prevention of crime, which if read and understand adversely that it says the lack of education is helping hand to crime. Their maybe variant opinions of many authors and jurists regarding this burning issue, but it cannot be denied that the lack of education causes the crime in the society. When education is lost, a student remains unavailable with educational achievements it is more likely that he/she will be unavailable with employment, so hence human cannot live only be breathing air, the annoyance and aggressive behavior of people causes them to do crime. The crime has no limit at all, it can be of small as well as high level, but the point is that it is observed that there is a very strong link between crime and education.

**Health Issues**

The matter of health awareness and nutrition according to the study (Peter Orazem, 2006), child learns from the schooling, when such awareness lacks due to not attending the school leaves the child to malnutrition. Its direct connection is with both Cognitive and Physical health.

a. Cognitive health

When malnutrition is caused at the initial stage of childhood, it causes the serious impacts on the brain of the child, and its ability to understand and remember complex studies, such malnutrition is also directly connected with the financial conditions and family nutrition care of the students.

b. Physical Health

Physical health damages at high ratio because of malnutrition in the early stage of Childhood, when a child do not learn about good nutrition from the school. The good nutrition at latter stage can only partially cover the gap created by malnutrition at the early stage, it creates gap in learning with reference to those of high socio-economic class students by at least 10 percent.

**Child Labor and Right to Education**

According to (P & Publisher, 2022), Article 11(3) of the Constitution of Pakistan, prohibits the labor of a child under the age of fourteen, and Article 25A of the same provides that the state shall provide the compulsory and free education to the children from the age group of five to sixteen. These are the fundamental human rights of the citizens which presently are provided and protected in all most all of the constitutions of the world. These rights are infringed when anything comes in their way which is not less than a serious violation of world agreed treaties, when due to lack of resources the education is missed from a child it is not only an educational loss but the violation of laws too.

**Opportunity Providence**

To change this system the only way is to provide the opportunity to pupils by all means, opportunity of every kind and every manner, opportunity to attend school, to have educational tools, to have government support, transportation and everything, but this cannot be achieved at any individual base, it can only be fulfilled by the governments of the states.

It is no longer hidden after the study (Wallace, 1965), that the youth wants to continue their study after the school to college and university level and so on. About 27 percent pupils as

examined by the above mentioned study in 1953 wanted to continue the study, whereas the ratio dramatically increased at 44 percent is just two years in 1955 but the unbelievable change occurs when it was seen that the ratio in 1961 touches the 77 percent pupils. Such study shows that the awareness is presented at a large scale in the people and the only thing needed now is the providing of opportunity to them to study as they want, where ever they like.

**Encouragement and Self-Concept**

According to (Mortimer et al., 2016), the student has at the initial stage of life a self-concept about his learning ability and competency in either positive or negative way, and such concept boots or burns their motivation as well. However the study shows that such self-concept provides only partial relevance to student's actual ability to learn the things.

To effectively overcome this problem of educational loss due to socio-economic status we have to encourage the people from those deprived classes and built their self-concept high, as a nation, humans, teacher, class fellows, Parents of any other person related to them. Their confidence be boosted up and their concepts be polished.

**Boosting Cognitive Ability and Controlling Emotions**

Recent study (Cheng & Furnham, 2013) shows that the Cognitive ability of the child should be created and boosted at very initial stage of his education by the parents, teachers and other related people, while his emotions maybe controlled through a process of learning, the study has shown the serious impacts of emotions on his societal survival and educational achievements, speaking and seeing through a positive scope.

**Strengthening Government Schools and Educational Allowances**

Nowadays education has become expensive everywhere the globe, economies have crashed in the developing and underdeveloped states, it has become very tough to educate the children in a standardized format for the parents, to overcome this problem government should strengthen the quality of education and regularity of classes in the government sector schools and colleges and increase the educational allowance of the government employees as well. This will hit the negative effect of financial problem in the way of education at a large scale and surely will provide a desired relief, if not completely then necessarily at a large scale.

**Special Concerns to Educational funds**

According to (Shafiq, 2010), the funds for the educational institutions which works as a non-profit marking bodies, be increased to promote the quality education among the children of all classes and a concept of equality maybe seconded. This includes not only fund providence to institutions but to provide and increase the educational allowance to the parents too, so they can educate their children in any institution which is convenient to them.

**Equity in Education**

The research (Organization for Economic Co-Operation and Development, 2008), makes the policy as an organization to deal with the loss of education effectively. It shows that Design of Schools, Resources and in class and out class activities are concerned to the solution of this problem. The research shows that the school management and their coordination with parents and especially with the parents from deprived class is extremely important. The Equity in Education is the concept of making education available to everyone on equal footings and all the forms of differences and discriminations be removed from the way, because it is the only way to address such problems, the principles of equity has always played a different and outstanding role in improving the errors of the concerned systems and it has remained the real solution of many problems. This research further shows the steps to resolve this matter of educational loss.

**Focus on Primary Education**

The research shows that the primary education has a long lasting impact on the future education of the pupils and the possible employment nature and it shall be strengthened as much as we can.

**School Management Approach**

School management should approach and reach to the parents from the most disadvantaged classes, coordinate with them and furnish them a way to assist their child.

**Identify at-risk Students**

Ratio of Dropout has increased and the reason behind this is negative educational experiences and engagement in unnecessary works. Schools should identify the students which are at the risk of

dropout and assist them at a high range to solve their problems, this will contribute at a large scale towards the resolving of problem.

**Parent's Role in Education of Children**

The modern day researches like (Ceka & Murati, 2016), provides that the parent's planning regarding the education of their children, their concerns and involvement in the education of their child, their emotions and seriousness regarding the education of their children decides and influence their role towards the education of their child.

However, the education at initial stage of life has a different and exclusive importance in the future deciding and educational betterment of their children and cannot be compared with the education and educational concerns with the latter stage of the life. Some of the key issues are discussed here under.

**Planning of Parents for Education of their Child**

Beyond all, the planning's of parents are important, whether the planning are effective or not in the betterment of the children. Surprisingly we have noticed from a different angle, whether the planning's are effective or not, but it shows that the parents have serious concerns with the education of their child, and this is the primary thing.

**Suitable Environment for Study**

The parents should ensure that the environment in which their child is living is suitable for his/her study or not, if not they should create a suitable environment.

**Parents as Teachers**

Father and Mother are the very first teachers a child got in his life, children learn the basic foundations of life from their respective parents, and the mother takes care of child's health, nutrition and strives for their protection from every harm. Whereas the father is maintainer, facility provider and ethics teacher of the children.

**Parents Happiness towards Child's Achievement**

The emotions of parents regarding the achievement of the children, boosts the feelings of achieving more and happiness in the children, they remain more active more conscious and more achiever of the goals, because the love their parents and be happy in watching their parents happy. It encourages them and remind them that education and educational achievement is how much important.

**Cognitive and Social Development**

The modern studies like (Fagbeminiyi, 2011), shows that the cognitive development of the child at his early stage is the only major development which will follow throughout the life. The social change and social learning of the child is dependent upon his home environment. The parents should do some necessary thing to ensure the cognitive development of their children.

a) Nutrition

The care of nutrition is the primary responsibility of the parents.

b) Avoid Excessive Hours of Study

The Study hours at the initial brain developing stage of life should be controlled by the parents and set to a limited necessary ones.

**Parent-Educator Coordination**

According to (Bridgemoh, 2001) coordination between parents and teachers plays 50% role in overall performance of the child, this can overcome the problems of deprived class too, because when a teacher and a parent who both are the people where the child spends about all of his time, so they understand his nature, weakness and strong areas, with mutual help they can assist the child in the most effective way. The gap of communication between the teacher and parents is the actual trouble creator removing which will cause more certainty that the child would perform much better. This core idea comprises the following things internally.

a) Communication

The concept of communication is developed and settled through this way, when both the parents (actual and spiritual) communicate frequently with each other and with the child, all the gaps and barriers in the way of achievement are removed.

b) Decision Making

After the communication of both sides, when the gaps are identified and weak points are found the parents as well as teachers may take appropriate decisions for the educational welfare of their child.

c) Collaboration with Community

Isolation is a disease and in todays' globalized world, isolation is a kind of mental malfunctioning, the world now has connected from all aspects, so the child and parents should also be connected with the community and they can learn the proper way of parenting from each other, and the appropriate way of acquiring education as well.

**Child-parent Interaction**

According to the new research (Taguma at al., 2012) the parents understand the needs of children and their behavior more deeply and they can decide in the best way for the educational betterment of their children. The basic thing comes here is the interaction of parents with their children, today we see in most of the cases parents live out of their homes and the children are left over in the hands of society and they go through what direction the society and schools give them, however this is a serious issue which causes the high ratio of dropout from schools and overall educational and future carrier loss of the children at very initial stage. The parents should interact frequently with the children, understand their needs, focuses on their weak areas and provide them the best appropriate method and means of education to them.

**Parenting Skills**

In the initial stage of life and most commonly when the parenting experience is very new to the people, they are not good enough in parenting skills, they learn throughout the time, but this area should highly be focused and they must learn the proper parenting skills at the earliest, this will contribute towards betterment of their child's educational achievements.

**Development of Reading Habit**

Parents should at the initial stage of child's education, engage them in reading short stories and whatsoever material which pleases them in a positive way, just to build the habit of reading in

them, which will help their child throughout his life in higher education and goal achievements of their carrier.

**Parents should build Skills**

The research shows that (Sapungan & Sapungan, 2014), the parents lacks the appropriate skills of attending the school meetings, they don't know the policies and any regulations of the school meetings, thus it is responsibility of the school management and staff to maintain a new environment fit for parents to express their opinions and convey them the message from the teachers in the best possible way to resolve the issue. The parents should built the skills of attending those meetings and prepare themselves to address all their issues regarding the education of their child and those skills will help them in further good parenting.

## Research Methodology

**Research Design**

This research is designed to know the Effects of social and economic status on the Educational achievements of the student and for this purpose the researcher has gone through the extensive review of the relevant literature, the historical events in this regard and much more form of literature in the shape of video or audio from historical figures.

The researcher has followed the grounded theory method for this research with the purpose to find out the elements of social and economic status and their effects on the educational achievements of the students. The observation is conducted from Interviews of teachers and parents, group discussions by the people of various traits and cultures and their view and their experience regarding the subject matter is observed through the discussions. The cultural differences are softly handled on the basis of equal participation and similarity of the idea, for the purpose of extracting knowledge regarding the subject matter.

The self-experience and the critical observation from deep inside the roots of subject matter and the study from extensive literature on the subject matter which is previously conducted and it concerned on the same issue or at least with its some part, to fulfil the aim of the study

**Design of Study**

The Aim of this research is to design an instrument of unique nature, which possess different angle vision and views, which incorporates in itself, deep comprehensive study of the subject matter from an entirely different angle. This piece of study came into existence as the result of the extensive review of the literature regarding the socio-economic status and its influence on educational achievements of the child.

The analysis of this matter is supported by review of literature, interviews from relevant people, self-observation, observation from groups, knowing cultural differences and the difference of the opinion regarding the issue, the study from the events of history and observation from the events of near past and present.

This research is designed in a way that the further research on the matter can be conducted and is of such a nature that possess revealing of earthed truths. This may help the researchers and observers to understand the issue properly in an easy way and it is designed to effect positively at a large scale on the burning issue of subject matter of the research.

**Target Population**

The study examines the behavior of seven private secondary educational institutes in District Malir Karachi, focusing on socio-economic status, literacy ratio, and opinions. It also examines the role of department heads, teachers, management, staff, and registrars in educational development. The study also examines parents' perspectives on guidance, knowledge, and role in a child's educational development. The findings highlight the importance of understanding and addressing these issues to improve educational outcomes for all students.

**Sample and Techniques of Sampling**

The study (Bhardwaj, 2019) focuses on accurate sampling techniques for research results. A sample size of 4 members of management, 10 teachers, and 10 parents were selected to observe their roles in child treatment, equal opportunity, and parental participation in education. The research aims to understand the impact of these factors on the children's educational attainments and achievements.

## DATA ANALYSIS

This chapter will present the data collected from the rich sources of literature, the interviews, historical repentance of the facts, the general survey, personal observation, focusing groups and the Questionnaires. Further, it will allow the observer to have discussions on this matter, the observation and the data has been deeply revived by the researcher and has gone through every small angle of the subject matter and it has been carefully observed that there should be entire a different angle and area of work on the topic. Moreover the data collected from literature, observation and the Questionnaire has been analyzed in accordance with the questions of the research. The Statements are made in this regard. The questionnaire was distributed in a total number of 65 people, however the response of 50 people has been gained, including the Students, Parents, and the variety of general people.

**Statement 01:** The question asked from the people in form of questionnaire that: Do you agree that the financially weak students are performing comparatively low then the other students?

**Interpret**: Out of 50 people 37 has agreed that the students from low socio-economic status perform comparatively low then the other students. The numbers reveals that 74% people has agreed upon the effects of socio-economic status on the educational achievements of the child. While out of remaining 13 people 10 disagreed and the 03 preferred to remain neutral on the content.

**Statement 02:** The question was that: Do you agree that any class-discrimination is faced by students at their school?

**Interpret**: The total responses collected were 50 out of which 34 agreed, 12 disagreed and 04 remained neutral on the question, it forms as the 68% people agreed, 25% disagreed and 8% remained neutral.

**Statement 03:** The question was: Do you agree that the Students from strong financial background gets fast access to the employment?

**Interpret**: Out of total 50 responses 45 people which forms as 90% out of 100, agreed on the question, whereas, 05 opposed the opinion which forms as 10%.

**Statement 04:** The question was: Do you agree that the education of parents has a large impact on the education of their children?

**Interpret**: The total 50 responses were collected, from which about 30 people forming as 60% agreed on the content, whereas the 15 people which forms as 30% disagree with the view and the remaining 05 forming as total 10% preferred to be neutral.

**Statement 05:** The question was: Does the family environment has strong effect on the education of a child?

**Interpret**: Out of 50 respondents, 39 of them forming as 78% were of the positive opinion towards the questions, whereas the 7 means the 14% of people opposed the view and the 4 forming as 8% preferred neutral view.

**Statement 06:** The question was: Do you agree that the class discrimination causes the loss of encouragement to financially and socially weak students?

**Interpret**: Out of 50 responses 26 forming as 52% of the people agreed on the opinion while the 17 forming as 34% opposed the view and the remaining 7 forming as 14% remained neutral.

**Statement 07:** The question was that: Does the dropout from the school effects negatively the mental health of the students?

**Interpret**: Out of 50 responses 28 people forming as 56% agreed upon the question, however 20 people forming as 40% disagreed the view and the remaining 02 people forming 04% remained neutral on the question.

**Statement 08:** On the question that: Is it correct that most of the students who discontinue their education do engage in any criminal activity?

**Interpret**: The number of collected responses which forms as 50 in total, out of them 21 people forming as 42% agreed upon the question, however the 27% people forming as 54% disagreed the view and the 02 remained neutral on the question.

**Statement 09:** It was asked from the people that: Do you agree that the socio-economically weak students usually get second chance to continue their education?

**Interpret**: The gathered responses were 50 among which 39 people forming as 88% disagreed on the view, whereas the 06 people forming as 12% agreed on the matter and the remaining 05 forming 10% preferred to be neutral.

**Statement 10:** The question was asked that: Do you agree that the moral encouragement to the students of deprived class has positive effect on them?

**Interpret**: Out of the 50 respondents 28 people forming as 56% agreed on the questions, however 19 p eople forming as 38% disagreed, and the remaining 03 people forming 06% remained neutral.

**Statement 11:** On the question that: Do you agree that Students of socially deprived class have any personal potential for study?

**Interpret**: Total 50 people responded the question out of them 25 people forming as 50% agreed on the question, whereas the 14 people forming as 28% disagreed on that and the remaining 11 forming as 22% remained neutral on the question.

**Statement 12:** The question was that: Does the behavior of management of a school has direct influence on the behavior of the teachers?

**Interpret**: Out the 50 respondents 22 people forming 44% of total agreed the question, whereas about 19 people forming as 38% disagreed the view and the remaining 07 people forming as 14% preferred to be neutral on the matter.

**Statement 13:** Is was asked that: Do you agree that the parents usually interact frequently with the teachers about the education of their children?

**Interpret**: The responses were collected from the 50 people from which 36 people forming as 72% agreed on the opinion, whereas the 12 people which forms as 24% disagreed the matter and the 02 people forming as 04% preferred to remain neutral.

**Statement 14:** The question was: Do you agree that the parenting skills have any influence on the educational achievement of the children?

**Interpret**: Out of 50 respondents' 37 people forming as 74% agreed the question whereas, 09 respondents forming as 18% disagreed the view, and the remaining 04 people forming 08% of total remained totally neutral.

**Statement 15:** The question was that: Do you agree that the majority of parents holds serious concerns regarding the education of their children?

**Interpret**: The data was collected by 50 people out of which 31 persons forming as 62% of the surveyed population agreed on the matter, however, the 15 people disagreed the view, and the remaining 4 people forming 08% remained neutral.

## Discussion and Conclusion

This paper was based on the influence of socio-economic status on the educational achievements of the students and for the purpose to reach the requirements the interviews were conducted by the researcher with teachers, parents and the questionnaire was distributed in the variety of people for observation the facts and view of the people on the subject matter of the study. The interview was conducted with 05 teachers which were divided into age and experience groups and the results are declared that majority view was that the socio-economic status has a high influence on the educational achievements of the students, the 03 teachers were of the opinion that the influence of socio-economic status is high in nature while the remaining two proposed it as a 50% involvement in the educational achievements of the children while declaring some other elements as influencing the education. The interview conducted with 05 parents revealed the view that the social and economic status has a huge effect on the educational achievements of the students, in the detailed manner it is states that 02 of them declared it a 90% influencing matter while the remaining 03 were of the opinion that this influence was comprised accordingly with some other factors too. The questionnaire was divided into 65 people of different age, qualification and from both the common genders, however the responses were obtained by 50 people. The researcher has observed that majority of the people in overall means declared that the influence of socio-economic status on the educational achievements of the children is positive one. The researcher has gone through the number of books, journals, interviews, self-observation and seen from the historical events from deep inside the visible and hidden aspects of the area of study that the influence of socio-economic status on the educational achievements is not only a positive one but is high in nature

and has some-times observed as the key determinant of the education of the students. The findings from the questionnaire distributed and the response collected are that 74% people has agreed that financially weak students perform comparatively low than the other students, however 25% people disagreed the view and remaining 8% preferred to remain neutral on the matter. The 68% people agreed that the class-discrimination is faced by the students at their schools however this view was opposed by 25% of the respondents. The 90% respondents agreed that the employment opportunities were high for the students of strong background, whereas only 05% of the people was of the opposite view. The 60% people agreed that the education of parents has a large impact on the education of children, but this view was disagreed by 30% of the people and 10% remained neutral on the matter. The 78% people agreed that the family environment has a large impact on the education of the children, whereas 14% of the people opposed this view and 08 percent people remained neutral on the matter. The 52% of the people agreed that the discrimination on the basis of class was the reason of the loss of self-confidence of the students of deprived class, however 34% people opposed this view and remaining 14 percent remained neutral on the matter. The 56% people agreed that the dropout from the school causes serious negative impacts on the mental health of the children while the 40% disagreed with the opinion and 04 per cent remained neutral on the matter, 42% of the people agreed that the students who failed to continue their education were observed to be involved in any criminal activity, while the 27% people disagreed the view and 02 percent of the people remained neutral. Around 88% percent of the respondents disagreed that the finically weak students who discontinue their education gets a second chance for their education, however 12% agreed the view and remaining 10 percent preferred to be neutral. It was agreed by 56% of the people that the moral encouragement to the people of deprived class impacts positively in the confidence making of the students, whereas, 38% of people opposed the view and others remained silent. It was observed that 50% people agreed that socially deprived class has any personal potential for the study, the 28% disagreed the view and the other 22% remained neutral. It is seen that 44% people agreed with the view that the behavior of management of a school has a large impact on the behavior of the teachers, while the 38% people disagreed the view and the remaining ones remained neutral on the matter. About 72% of the people agreed that the parents usually interact with the teachers about the education of their children whereas, 24% opposed the view and 04 percent people remained neutral. The 74% were of the opinion that the parenting skills has a large influence on the educational achievements of the children whereas 18%

people opposed the view and 08 percent remained neutral. It is observed that 62% of the people agreed that the majority of the parents holds serious concerns about the education of children, while 30% opposed and view and others preferred to remain neutral. It is founded from the deep insight view to the relevant literature of all kinds and the interviews and self-observation by the researcher that the influence of socio-economic status on the educational achievements of the children is a positive one and furthermore it is high in its nature.

## Conclusion

According to the findings of the research the researcher has concluded that, the socio-economic status influences the educational achievements, the influence of (SES) is high in nature and it effects negatively the equal educational opportunities, equality of citizenship and the growth of fair society in terms of treating it's members equally. The socio-economic status has historically remained a high factor of influence however in recent decades its effects have been of severe nature, it effects badly to the people from low and lower-middle class in terms of educating their children and it directly effects the rights and future of the students. The finding of the research has also shown that this factor has been demolishing the opportunities of education of poor class people and it is drawn from the records that the students from upper socio-economic class had significantly achievements of education higher than that of lower and lower-middle class with a average effect on the middle class too. It is concluded that due to the fact that the majority of population overall the world is middle, lower-middle and lower socio-economic class, that this system of discrimination effects totally adverse to the sense of justice and fairness in the society. It is concluded that:

- The influence of socio-economic class is high in nature.
- This influence is of negative in nature and adverse to all the principles of morality.
- It effects negatively to the future of the students, as well as the hopes of their parents.
- It has historically disturbed the middle and lower class people and it has become a more alarming issue in past few decades.
- The socio-economically rich class, students perform better than the other.
- Their performance is based on availability of resources which includes, instruments, environment, coverage of high dues of higher education, wealth of their parents etc.

This system has destroyed the concept of educational betterment of the society as well as disturbed at a large scale the concept of fairness and just in the society and has affected adversely even to the national economic growth and stability respectively.

## Recommendations

In accordance with the conclusion reached, the researcher suggests following recommendations in order to resolve the issue and for the purpose to support the further research:

- The state should take all possible steps to ensure the quality education in public sector schools and colleges.
- The management of schools should focus less on the business and more on the betterment of education.
- The teachers should play their role in a manner which supports the students of deprived class to learn and play their roles in the manner to high the moral of the profession.
- The parents should create the educational environment at their homes for their children.
- The parents should develop the parenting skills in a manner positive to the morality of the society.
- The state should ensure the implantation of existing laws in favor of the equality of citizens and right to compulsory and free education for all.

## Reference

American Psychological Association. (2017). *Education and Socioeconomic Status* [Dataset; *English]*.

Asif, M. F., Pervaiz, Z., Afridi, J. R., Safdar, R., Abid, G., & S. Lassi, Z. (2022). Socio-economic determinants of child mortality in Pakistan and the moderating role of household's wealth index. *BMC Pediatrics*, 3.

Bhatti, E., & Tahira, R. (2021). Impact of Teachers' Socio-Economic Status on Their Students' Academic Performance. *Journal of Contemporary Issues in Busniess and Government, 27* (6), 298–307.

Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences, 5*(3), 157.

Belotto, M. (2018). Data Analysis Methods for Qualitative Research: Managing the Challenges of Coding, Interrater Reliability, and Thematic Analysis. *The Qualitative Report*.

Bridgemoh, R. R. (2001). *Parent Involvment In Early Childhood Development In Kwazulu Natal* [PhD Dissertation]. University of South Africa.

Cuisia, M. C., & Núñez, V. J. (2020). A Study on the Impact of Socioeconomic Status on Emergency Electronic Learning during the Coronavirus Lockdown. *FDLA. 6*, 1–15.

Chandra, R., & Azimuddin, S. (2013). Influence of Socio Economic Status On Academic Achievement Of Secondary School Students Of Lucknow City. *International journal of Scientific & Engineering Research, 4*(12).

Chen, Q., Kong, Y., Gao, W., & Mo*, L. (2017). Effects of Socioeconomic Status, Parent–Child Relationship, and Learning Motivation on Reading Ability. *Frontiers in Physchology, 9*, 1297.

Cheng, H., & Furnham, A. (2013). The Associations Between Parental Socio-Economic Conditions, Childhood Intelligence, Adult Personality Traits, Social Status and Mental Well-Being. *Social Indicators Research, 117*(2), 653–664.

Ceka, A., & Murati, R. (2016). The Role of Parents in the Education of Children. *Journal of Education and Practice, 7*(5), 61–64.

Dupriez, V., & Dumay, X. (2006). Inequalities in school systems: effect of school structure or of society structure? *Comparative Education, 42* (2), 243–260.

Fagbeminiyi, F. F. (2011). The Role of Parents in Early Childhood Education: A Case Study of Ikeja, Lagos State, Nigeria. *Global Journal of Human-Social Science Research, 11*(2).

Gobena, G. A. (2018, December 29). Family Socio-Economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education and Educators, 7* (3), 207–222.

Islam, M. R., & Khan, Z. N. (2017, August). Impact of Socio-economic Status on Academic Achievement Among the Senior Secondary School Students. *Educational Quest- an International Journal of Education and Applied Social Sciences, 8* (3), 643.

JAFRI, H. G. (2021). *The Effects of Socio Economic Factors on Children's Education in Pakistan: A Rural Review* [Thesis]. Lahore University of Management Sciences

Khan, G. M. (2012). The Impact of Television Viewing On the Academic Achievements of Students between Upper and Lower Socio-Economic Level in Karachi. *Indus Journal of Management & Social Science (IJMSS), 6* (1), 38–63.

Li, Z., & Qiu, Z. (2018). How does family background affect children's Educational Achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, *5*(13), 1–21.

Mortimer, J. T., Zhang, L., Wu, C. Y., Hussemann, J., & Johnson, M. K. (2016). Familial Transmission of Educational Plans and the Academic Self-Concept. *Social Psychology Quarterly*, *80*(1), 85–107.

Martin, K., Ollington, N., Venn, A., Dwyer, T., & Gall, S. (2013, February 21). The longitudinal association of childhood school engagement with adult educational and occupational achievement: findings from an Australian national study. *British Educational Research Journal*, *40*(1), 102–120.

Michubu, M. J. (n.d.). *Socio-Economic Factors Influencing Student's Academic Performance in Public Secondary Schools IGEMBE South District, Kenya* [MS Thesis]. University of Nairobi.

Njuguna, N. R. (2021). Influence of Socio-economic Factors on Academic Performance in Public Primary Schools in Murang'a South Sub County, Kenya. *Journal of Education*, *4*(6), 16–27.

Organization for Economic Co-Operation and Development. (2008). *Ten Steps to Equity in Education*.Pettigrew, Eydie J., "A Study of the Impact of Socioeconomic Status on Student Achievement in a Rural East Tennessee School System." (2009). Electronic Theses and Dissertations. Paper 1844.

Punjab Colleges. (2020). How Does Socioeconomic Status Affect Education? In *Punjab Colleges.*

Peter Orazem. (2006). *The Benefits and Costs of Alternative Strategies to Combat Illiteracy*. Lowa State University.

P, Sr, & Publisher, Sr. (2022). *The Constitution of Pakistan, 1973: Constitution of Islamic Republic of Pakistan* (1st ed.). SR PUBLISHER.

Shafiq, M. N. (2010). The Effect of an Economic Crisis on Educational Outcomes: An Economic Framework and Review of the Evidence. *Current Issues in Comparative Education*, *12*(2), 5–13.

Sapungan, G. M., & Sapungan, R. M. (2014). Parental Involvement in Child's Education : Importance, Barriers and Benefits. *Asian Journal of Management Sciences & Education*, *3*(2), 42–48.

Sorenson, G. J., & Burns, M. J. (2004). *Encyclopedia of Leadership 4 vol. set* (1st ed.). SAGE Publications, Inc.

TETT, L. (2020). RECOGNITION AND REDISTRIBUTION: Rethinking the Meaning of Justice in Adult Education. In *Power and Possibility* (pp. 87–96). Brill.

Thomson, S. (2018). Achievement at school and socioeconomic background—an educational perspective. *Npj Science of Learning, 3*(1).

The IRIS Centre. (2012). *Classroom Diversity: An Introduction to Students Differences.*

Thomson, S. (2018). Achievement at school and socioeconomic background-an educational perspective. *Npj Science of Learning, 5*. *Education and Crime - Criminal Justice - IResearchNet*. (2015, October 7). Criminal Justice. https://criminal-justice.iresearchnet.com/crime/education-and-crime/4/.

Taguma, M., Litjens, I., & Makowiecki, K. (2012). *Quality Matters in Early Childhood Education and Care United Kingdom (England)*. OECD Publishing.

TRIPATHY, J. P. (2013). Secondary Data Analysis: Ethical Issues and Challenges. *Iranian Journal of Public Health, 42*(12), 1478–1479.

Usaini, M. I., & Abubakar, N. B. (2015). The Impact of Parents' Occupation on Academic Performance of Secondary School Students in Kuala Terengganu. *Multilingual Academic Journal of Education and Social Sciences, 3*(1), 112–120.

Wallace, W. L. (1965). Peer Influences and Undergraduates' Aspirations for Graduate Study. *Sociology of Education*, *38*(5), 375.