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## **Impact of Family Background on Students' Learning Achievement in Classrooms at Primary Level in District Pishin:**

By

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### **Abstract:**

*The Family background and economic soundness is blood in the vein of human development. Since the emancipation of this society the family's socio-economic background played significant role in the personality development of the children. Similarly, students learning achievement remain dependent on the family socio-economic background. The family background remains as the main contributor in the students' learning achievement at every level particularly at primary level. This study focuses on the impacts of family background on the students' learning achievement in classroom at primary level. The study highlights that how the family life style, economic condition, and parents' occupation effect on students' learning achievement in classroom at primary level. The primary data for this paper was collected under the quantitative research inquiry. The questionnaire was used to collect data from 101 respondents in Pishin one of the districts of Balochistan. This study reveals that family is the fundamental unite for primary socialization of the children. Therefore, its*

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*socio-economic background plays vital role in the students' learning achievement at primary level in District Pishin in particular and Balochistan in general.*

**Keywords:** Family background, Socio-economic status, Classroom, Learning achievement. Etc.

**Introduction:**

Drawing up on quantitative research, this study highlights that the reflection of socio-economic background of the family, the economic soundness, and the socio-economic class of the parents effect the achievements of the students at all level particularly at primary level. A stable economic position of parents plays significant role in the educational career of the children. Therefore, this study reveals that those parent who had stable economic position were better in the provision of education to their children as compare to economically vulnerable people. Their socio-economic class determined children's learning achievement at school level. The stable economic position enabled parents to provide their children fundamental needs such as food, shelter, clothing, health facility, and education that had direct effect on children's learning achievements. Financially stable parents supported the needs and requirements of their children educational career.

Many core nations have strong economy and they granted large amount for the growth of education. The provision of education is seen as the responsibility of the state. It effects the students' learning achievement at all level. Similarly, semi peripheral and peripheral nations have focus on educational development in limited resources (Elder, & Lubotsky, 2009). The investment of the funds on education varied from country to country. In the most cases many countries consider the provision of education as state's responsibility in which the countries themselves provide opportunities to the children that enhance their students' learning achievements (Nonoyama-Tarumi, 2008).

In the context of South Asian countries there is huge variation in allocation of budget for the growth of education (Tsai, Smith, & Hauser, 2017). Pakistan's position is not encouraging due to its instable economy. The position of Balochistan the province of Pakistan is the worst among the four provinces (Rafiq et al., 2013). In this way, many countries including Pakistan provide the opportunity to the children but the poor educational

infrastructure, socio-economic vulnerabilities ruin the people from getting education to child forced labour (Masino, & Niño-Zarazúa, 2016). Various studies revealed that the students of public schools in the third world countries are less equipped and less competent as compare to the students getting education from private schools (Dronkers, & Robert, 2008).

Pakistan is politically divided into four provinces including Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. Balochistan has approximately 43% area of the total of Pakistan (Bansal, 2006). Balochistan remained backward in reference to socio-economic development and it has the lowest literacy rate in Pakistan. The infrastructure of educational institutions in Balochistan is miserable. People of Balochistan have low economic positions (Abbasi, 2014). The issue has a great impact on the literacy rate of Baluchistan low economic issue have created strong challenges for their parents as well as for the society. The causes behind the low socio economic conditions of the people include remote and far areas, long lived illiteracy, lack of industries, ignorance of government, and the lack of employment opportunities. These issues are the causes of low income rate and makes the families vulnerable that effects their students' learning achievement level particularly at primary level.

Similarly, family plays most pivotal role in the growth and development of its all members in general and the children in particular. The academic learnings and educational achievements of students in schools are highly influenced by the type and level of families' socio-economic, educational and political background (Galindo, & Sheldon, 2012). Several factors that exit in family influence the educational development of children. These factors include economic status of family, occupation of parents, family structure, educational qualifications of parents and siblings, income and expenditure comparison, and size of the family (Epstein, 2010). Additionally, there are other significant family related factors such as political status of family, geographical conditions, cultural and religious belongings, and linkage of family to modern technology (Davis-Kean, 2005). This study uncovers the effects of family background on the students' learning achievements at primary school level.

**Literature Review:**

According to the researcher's children most of the time copy their parents. When the parents are poor and do not have adequate amount to run the family, it leads the mentality and attention of the children to involvement in economic activities. Whereas, when parents are rich and economically sound, so the children focus on the quality of life and prefer to get quality education and achieve academic knowledge (DeLeire, & Kalil, 2005; Hill, 2011; Trusty, Niles, & Carney, 2005).

Parents earning has significant influence on students' outcome. It is valued as attentively effecting the students' learning outcomes. The other thing is the selection of institution which has great effect on learners' outcome that is guided and supported by the potential economy of the parents. In this way, the parents secure admission for their children at high profile educational institutions and obtain desired goals of their children learning achievements (Mayer, 2008; Ramey & Ramey, 2007; Smith, & Tyler, 2011).

Economic status in many ways effect the learning and achievements of the children in various societies. But the neighborhood, culture, availability of resources with the background of the family could not be ignored because it directly and indirectly affects value system of the families and influence their children education (Heckman, 2011).

The authors also believe that students from low income families sometimes prove themselves potential for getting learning achievement through their efforts and hard work. The low income parents focus on the positive aspects of achievements and enroll children to improve the life standards of their families. In the same way, the behavior adopted at institutional level also matters in learning achievement such as avoiding corporal punishment and supporting student through positive behavior rather than focusing on corporal punishment (Smith, & Tyler, 2011; Wertheimer et al., 2008).

Poverty sometimes keep the poor children away from obtaining the communal resources due the lack of knowledge of their parents and their involvement in child labor to earn for family (Okioga, 2013; Schunk, & Zimmerman, 2007). This inadequate access to resources greatly affect the decision of parents and effect on students educational learning

achievements at communal level (Alexander, 2010; Gabriel et al., 2016; Williams, 2007).

In the same way, most of the parents refrain to involve in the monitoring and evaluation of their children at school level. Teachers feel themselves incompetent to deal with the increased number of student in classroom due to the lack of class management. It effects learning achievements because of the lack of proper attention to students. Students face challenges both from parents, teachers, and institutions (Ominde, 2016).

According to the researchers the employment status, financial position, knowledge about the scope and advantages of education, parent's involvement in the education of the children, classroom management plays significant role in the wellbeing of students and their learning achievements at primary and secondary school level (Akhtar, 2012; Bakken, Brown, & Downing, 2017; Hassan et al., 2009).

**Material and Method:**

For this research, we have used quantitative research inquiry to see the impacts of family background on the students' learning achievement at primary level inn District Pishin. The universe of the study was Tehsil Karezaat of District Pishin and the primary data was collected from the primary school teachers. Primary school teachers were selected as the target population because they could better explain and share the students' learning achievement at primary level. Proportionate random sampling was used to obtain data from 70 out of the total 701 government boys' primary schools and 31 out of the total 311 government girls' primary schools which becomes 10% of the total boys and girl's schools. Questionnaire was used composed of open ended and close ended questions as tool of data collection. The sample size was 101 respondents. For the reliability and validity, the pilot study was conducted to see the responses of the respondents in which ambiguous questions were removed and relevant questions were added for better results. After the pilot study, the researcher moved to collect the planned data from the respondents of the study. Finally, the data was analyzed through the Statistical Package for Social Sciences (SPSS) and interpreted in the form of tabulation and interpretation.

### Results and Discussions:

This study reveals the results of the data obtained from the primary school teachers. Correlation test was applied to the data to see the relationship between the two variable and the data is further tabulated and interpreted.

***Table no 1. Relationship between poor occupation of parents and family size effect the academic achievement of students***

		Family size influence academic achievement	
Poor occupation of parents	Pearson Correlation		.225*
	N		101

\*P<.01=, P<.001=\*\*, P< .0001=\*\*\*

Table shows that the correlation between poor occupation of the parents and family size effect on the academic achievement of the students is positive (r= .225). This table indicates that poor occupation of the parents is inversely related to family size effect on the academic achievement of the students. By inference, poor occupation of the parents has a corresponding effect on family size effect on the academic achievement of the students.

***Table No 2. Relationship between low income parents and high income parents effect on academic achievement of the students***

		High income of parents effect academic achievement	
Low income of parents	Pearson Correlation		.247*
	N		101

\*P<.01=, P<.001=\*\*, P< .0001=\*\*\*

Table highlights that the correlation between low income of parents of students and high income of parent's effect academic achievement is positive (r= .247). This table indicates that low income of parents of students is inversely related to high income of parents' effect academic achievement. By inference, low income of parents of students has a corresponding effect on high income of parents' effect academic achievement.

***Table No 3. Relationship between students' academic performance and parents' guide their children influence academic achievement***

		Guidance of the parents effect academic achievement
Students performance	Pearson Correlation	.295**
	N	101

\*P<.01=, P<.001=\*\*, P< .0001=\*\*\*

Table elaborates that the correlation between students' academic performance and guidance of the parent's effect academic achievement of students is positive (r= .295). This table indicates that students' academic performance is inversely related to guidance of the parents' effect academic achievement of students. By inference, students' academic performance has a corresponding effect on guidance of the parents' effect academic achievement of students.

***Table No 4. Relationship between students' academic performance and parents' achieved status effect academic achievement of students***

		The achieved status of the parents of students effect academic achievement
Students performance	Pearson Correlation	.233*
	N	101

\*P<.01=, P<.001=\*\*, P< .0001=\*\*\*

Table describes that the correlation between students' academic performance and the achieved status of the parents of student's effect academic achievement of students is positive (r= .233). This table indicates that students' academic performance is inversely related to the achieved status of the parents of students' effect academic achievement of students. By inference, students' academic performance has a corresponding effect on the achieved status of the parents of students' effect academic achievement of students.

Overall, the findings show that poor occupation of the parents mattered in the achievements of students. Those families whose family size was small had better result in the context of their children learning achievement at primary school level. Moreover, those parents whose family size was large face hurdles and their children learning achievement was discouraging and

they were unable to improve the academic achievements of their children due to the burden of large family size. Therefore, the family size had effects on the academic achievement of the students.

The study moreover reveals that low income of parents of students was a significant factor in the performance of students. Those parents who lived with low income were found that their children's performance was not satisfactory and they were unable to provide quality education to their children for better learning and academic achievements. Whereas, those parents who were economically sound had many other opportunities to provide their children quality education for better academic learning achievements at school level. Therefore, low income and high income of parents influenced the academic achievement and performance of students at primary level.

This study further elaborate that students' academic performance was one of the significant factor in the educational process. The performance of the students was uncovered with the dependency on the guidance of their parents. Those parents who guided their students and gave tendency to improve the quality of their children's education had better results and their children performed well in learning and achieving good academic knowledge and understanding. Whereas, those parents who neglected their children and lacked to guide them had week performance in learning process of the students at primary level. Therefore, students' performance was dependent on the guidance of parents at primary school level.

Similarly, the performance of the students also was dependent on the achieved statues of their parents. Those children whose parents had prestigious and good status in society had better guided their children for academic achievements at primary level. Those parents who lived with low status could not ensure their children to get good education because of their class difference, lack of resources, and lack of the knowledge about the scope of education. Therefore, students' academic performance and the achieved status of the parents of student's effect academic achievement of students at primary level.



**Conclusion:**

This study reveals that the reflection of socio-economic background of the family, the socio-economic status of the parents, the social class and identity of the family effect the achievements of the students at all level particularly at primary level. A stable economic position of parents plays significant role in the educational career of the children. The study highlights that those parent who had stable economic position were better in the provision of education to their children as compare to economically vulnerable people. Their socio-economic class and identity determined children's learning achievement at school level. The stable economic position enabled parents to guide their children and direct them to quality education for better learning achievement. The study further adds that those parents who were economically marginalized had less exposure of providing quality education to their children therefore their learning achievements were discouraging. The study concludes that family background of the students has great significance on the learning achievement of their children at primary level. Therefore, awareness campaign may pave way for result oriented achievement of students at the level of community and society.

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