

## TABLE OF CONTENTS

CONTENTS	PAGE NO
<b><u>ACKNOWLEDGEMENT</u></b>	04
<b><u>ABSTRACT</u></b>	05
<b><u>CHAPTER#1</u></b>	
<b><u>INTRIDUCTION</u></b>	
1.1 Background of study	06
1.2 Statement of the problem	07
1.3 Objective of the study	08
1.4 Hypothesis of the study	08
1.5 Research Question	08
1.6 Significance of the study	09
1.7 Organization of Study	09
<b><u>CHAPTER#2</u></b>	
<b><u>LETRATURE REVIEW</u></b>	
2.1 Introduction	10

<u>2.2 Literature review</u>	<u>10</u>
<u>2.3 Conclusion</u>	<u>16</u>

### **CHAPTER#3**

#### **THEORETICAL BACKGROUND AND ECONOMETRIC METHODOLOGY**

<u>3.1 Introduction</u>	<u>17</u>
<u>3.2 Theoretical background of the study</u>	<u>17</u>
<u>3.3 Model construction</u>	<u>19</u>
<u>3.4 Construction of variables</u>	<u>20</u>
<u>3.5 Data source</u>	<u>20</u>
<u>3.6 Questionnaire design</u>	<u>21</u>
<u>3.7 Population sample</u>	<u>21</u>
<u>3.8 Population technique</u>	<u>21</u>
<u>3.9 Sample size</u>	<u>21</u>

### **CHAPTER#4**

#### **RESULTS AND DISCUSSION**

<u>4.1 Multiple Regression</u>	
<u>4.1.1 Model summary</u>	<u>22</u>

4.1.2 ANOVA 23

4.2 Simple bar charts 24

**CHAPTER#5**

Conclusion and Policy Recommendation 37

**REFERENCES** 38

IEEESEM

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## **SOCIOECONOMIC FACTORS AFFECTING ACADEMIC PERFORMANCE OF THE STUDENTS:**

**(A case study of district Charsadda, Pakistan)**

### **ABSTRACT**

*This study investigates the effect of socioeconomic factors affecting the academic performance of the students of 9<sup>th</sup> and 10<sup>th</sup> grade students in district Charsadda. The data was collected from 50 students from two academic institutions, AL- Ghazali and Hashnagar academy, Charsadda through survey. Questionnaire, consists of 16 questions were designed for data collection. Simple random sampling was used as sample technique. Data collected were analyzed using frequencies tables, descriptive statistics. Further multiple regression model has been used to find the cause and effect relationship between dependent and independent variables. ANOVA technique was used to find out the significant level of variables. SPSS software was used for data analysis. Further simple bar charts were used to find relationship and percentages of dependent and independent variables. Partial correlation was used to find the positive or negative relationship between variables. Findings revealed that socioeconomic factors family income, family size, parental occupation, parents education level, number of hours spent on social media devices and number of illness have significant effect on student academic performance.*

## CHAPTER # 1

### INTRUDUCTION

#### 1.1 BACKGROUND OF THE STUDY

Education which has broad economic and social benefits. Both social and economic benefit have their own value which contribute towards individual life as well as to society as a whole. The social benefits of education are political awareness, health care. While economic benefits are employment, poverty alleviation, earning, export rate.

Economic growth requires contribution of both human and physical capital. An operating or investment in physical capital is impossible in absence of human capital. An investment in human capital is not only important for economic growth but as well as for political stability and society (Javed, 2008).

For development of human capital, education and educational training is a key, so a country education system and policies matter largely towards the learning process and outcomes of a country.

Education is not only important to increase the labor productivity but now the scarcity of educated and trained labor is a major constraint to economic growth and development. Low level of literacy leads to the deficiency of experts in specialized field (Berg, 2010).

Whether in developed or in developing countries education and learning is a key to development and economic growth. Investment in human in the form of education contribute much to the social and economic development. Investment in human have broad social implications like it decreases the crime rate, increase a sense to be more socially responsible for family and society as well, have positive environmental implications like improve sanitation conditions.

Today most of the developing countries suffers from poverty, high population growth, corruption, low employment and low earning. Among the SAARC member states most of the developing countries have well defined and effective documented policies but they fail at its implementation machinery. Investment in human capital in developing or in under developed countries provides considerable benefits to invest in education.

Education which provide a backbone to reducing poverty, poor education quality which is the reason for countries why they do not grow faster as developed and which is the root to so many problems in turn (Memoon, 2007). Pakistan, a developing country have much better documented educational policies but they fails when it comes to its implementation stage due to many problems, lack of funds,

corruption, which are on top list. At time of independence 85% population was illiterate, women and rural area conditions were even worse than it. The problem behind the low quality and literacy rate in Pakistan like most of developing countries are that they face problems of low funding, corruption, poor implementation of policy, high expenses of private institution which could not be afford by poor class people. Different NGOs are working for providing free education to poor through different scholarships but they are working in isolation from curriculum and policies so they are not enough to overcome such large hurdles of poor education performance in a country. Apart from these problems people preference is the factor towards education, poor family works hard and struggle to combat their poverty to meet their needs of food, shelter and clothes they are in poverty trap. For them to fulfill their basic needs is such a large achievement so they could not think beyond these needs on education.

The education system in Pakistan has been divided into five levels, Primary level, middle, high (SSC), intermediate (HSC) and university programs. NEP, national educational policy which aims at eradicating illiteracy and providing basic education to all children. Various policies which targets 100% enrollment at primary level and 86% literacy at age above 10 by 2015. But they fails due to low funding, corruption at different levels. Total education budget remains lower than 3. 1.7, 2.2, 2.4, 2.42, 2.49, 2.1, 2.05, 1.8, 2 as percentage of GDP in years 1985, 2004, 2006, 2008, 2009, 2010, 2011, 2012 respectively.

Now if we come towards teacher qualification for primary school, they required 10 years education plus 11 months teacher training which indicate the poor quality of education system because in comparison with other developed countries the 10 years qualification of teacher for primary school teacher is just a very low ranking. Most of the poor people do not take interest in attaining education because of low quality at school, no proper water availability, less number of class rooms, sanitation problems which are widely common.

One thing which contributes to the low academic performance is the high gap between our education supply and demand in market. Student get graduated but found no job due to the mismatch in education supply and demand in labor market. The low return on education is the bottleneck for people not getting interest in learning process.

## **1.2 STATEMENT OF THE PROBLEM**

Many studies have found the effect of different social economic factors on academic performance of the student. But in each study different researchers takes different groups of factors in order to find their relationship with academic outcomes of the student. In some studies they just taken one factor like family size and have find their impact on student learning outcome. There is no such study which have taken the combine effect of all socio economic factors, income, family size, parental education level, number of social media device, and health of the student. Further there is no such study which shows how much each factor affect the student learning performance.

### 1.3 OBJECTIVE OF THE STUDY

The main objective of the study is to firstly find the relationship between socio economic factors, family size, and number of hours spent on social media devices, student health, parental education level, parental occupation, Family income and student learning performance. Secondly to find out the effect of each factor separately and to find the intensities of each factor.

### 1.4 HYPOTHESIS OF THE STUDY

The study consist of following hypothesis

- 1)  $H_0$ ; Family Income did not affect student academic performance.  
 $H_a$ ; Family Income affected student academic performance
- 2)  $H_0$ ; Parents Occupation did not affect student academic performance.  
 $H_a$ ; Parents Occupation affected student academic performance.
- 3)  $H_0$ ; Parents education did not affect student academic performance.  
 $H_a$ ; Parents education affected student academic performance.
- 4)  $H_0$ ; Family size did not affect student academic performance.  
 $H_a$ ; Family size affected student academic performance.
- 5)  $H_0$ ; Number of hours spent on social media devices did not affect student academic performance.  
 $H_a$ ; Number of hours spent on social media devices affected student academic performance.
- 6)  $H_0$ ; Number of illness did not affect student academic performance.  
 $H_a$ ; Number of illness affected student academic performance.

### 1.6 RESEARCH QUESTION

How the socioeconomic factors affect the student academic performance?

## 1.7 SIGNIFICANCE OF THE STUDY

Many researches and studies have been carried out in order to find the different social and economic factors that affect the student learning performance but in the following study we have found the effect of all socioeconomic factors family income, family size, social media devices, parental occupation and student health on student learning performance. The study will be helpful in policy making that how each factor is affecting student learning performance. Further it will help policy maker to design such policies which improve outcomes of learning taking into account the effect of dependent variables on academic performance of the students.

## 1.7 ORGANIZATION OF THE STUDY

This study is consist of five chapters:

**Chapter 1** was about introduction of the study which was further divided in different sections like 1.1 was about background of the study, 1.2 was about statement of the problem, 1.3 was about objective of the study, 1.4 was about hypothesis of the study, 1.5 was about research Question, 1.6 was about significance of the study.

**Chapter 2** was about literature review. 2.1 was about Introduction, 2.2 was about Literature review, to study different articles related to my study and to write the summary of those article. To find that how much study had been done on this topic, 2.3 was about conclusion, to find out research gap.

**Chapter 3** was about Theoretical background and econometric methodology which had been divided into different sections. 3.1 was about Introduction, 3.2 was about theoretical background of the study, 3.3 was about model construction, 3.4 was about variable construction, 3.5 was about data source, 3.6 was about questionnaire design, 3.7 was about Population sample, 3.8 was about sample technique, 3.9 was about sample size.

**Chapter 4** was about results and Discussion.

**Chapter 5** was about was about conclusion and Policy Recommendation.

## CHAPTER # 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

Learning process is the consistent process which a person start from its early stage of life, from 4 or 5 year of age. Everyone on the earth is exposed to their environment. We acquired different things and learn from our surrounding environment. Man is a social animal, depend on society for their different needs.

When we do admission for our child in a school, different factors come into play on him. He get a new environment different from home.

Many studies have been carried out on how students learning performance is influenced by variety of factors. Such factors maybe internal or external factors. Inside the school student face his teacher behavior and response, resources availability at school, communication with their friends, which are all from different backgrounds. Inside the home he is influenced by factors like parents attention towards him, how much they get involved in their child learning, how much they motivate their child for learning and achievement etc. Apart from this the economic status, family size, student health, parental education level, Parental occupation all are factors which have a great and life time effect on the student learning outcomes and achievements.

Student are the future asset of a country and society. Student performance is now a critical issue almost all over the world whether it is developed or developing world. There is availability of resources from which they can extract their knowledge but the outcome is still disappointing in many developing countries.

This chapter is about to review the past studies related with different socioeconomic factors that affect the student academic outcomes and to find the research gap.

#### 2.2 LITERATURE REVIEW

Abrantes, Seabra and lages (2007) conducted a study on 1095 student in ten schools in which the largest school contributes to 173 questionnaires and the smallest completed 14. They had used confirmatory factor analysis. Of the total respondents 47.5% were male and 52.5% were female. They have showed in the model that what factors contributes to perceived learning. They found that four major factor student instructor interaction, the instructor's responsiveness, course organization and the instructor likeability which affects the

students perceived learning. They have found that high level of student instructor interaction leads to high level of learning. Student instructor interaction include to ask questions, express ideas and have open discussion in the class. Secondly high degree of instructor responsiveness leads to a higher level of student interest. Thirdly a high degree of course organization leads to a high level of pedagogical affect. It includes the systematic relationship between concepts and course direction. Fourthly they found that higher level of instructor concern leads to higher level of learning performance. Fifthly a higher level of student learning initiate their interest to learn more. Sixthly a higher level of pedagogical affects lead to higher perceived learning.

Harris and Goodall (2008) has highlighted the relationship between parental engagement and student achievement. The study was carried out in UK which was qualitative in design. The data was collected from 20 schools and the respondents were 314. The main purpose of the study was to capture the voices of teachers, parents and children. They have explored the main difference between parent involvement and parent engagement in child school. The results shows that there is positive relation between parent engagement and learning outcomes. They have further explored that engagement of parent as one is practically involvement like parents helping in homework while the second is the parent engagement through valuing their child education or showing importance to education. From data collection it was concluded that Moral support got a total of 189 value which is highest among others and valuing of education, better behavior and homework got 147, 107, and 100 respectively. Further it was studied that parents behavior towards their child matter the most. They should be punish for their bad behavior either at home or at school so they do not repeat the same mistake for the next time. The parents should appreciate the good behavior so that their child get interested or motivated in good things. The authors further explore that there are some barriers to get accessed to some parents because of their culture and social contexts and they called them as “Hard to reach”. They concluded that parental engagement is a key factor in determining the child learning, achievement, outcomes and the behavior which their child adopt.

Asdaqe (2010) has conducted study on one hundred BS students of two universities International Islamic University and Federal Urdu University Islamabad to determine the effect of internet use on student academic performance and their social life. He had used graphical method for analysis. He found that use of internet for study purpose and CGPA has direct relation while use of internet has inverse relation with student social life.

Hooge (2010) set four questions in order to find the relation between literate parent involvement in child education and their academic performance, between illiterate parent involvement and child performance. She found that there is a strong positive relation between literate parent involvement and student performance, motivation to achieve higher goals. Secondly she concluded that empowering teacher and parent, conducting parent teacher meeting has positive affect on schooling outcome. Thirdly she concluded that involvement of illiterate parents is also important in order to avoid intergenerational illiteracy.

Taylor and Parsons (2011) highlighted how better to engage the students in learning. These engagements may be of different types like in academic, cognitive, intellectual, institutional, emotional, behavioral, social and psychological. To achieve an effective learning outcomes the traditional curriculum and pedagogy must be updated according to digital technology and in that way that is mostly desirable by the students. They have mentioned five factors that could be make part of our curriculum that are interaction, exploration, relevancy, multimedia, instruction and authentic assessment.

Interaction improve student learning performance. Interaction can be between the teacher and student, between student and community. Student can learn much more through their interaction with fellows, with expertise and with their social community. Second exploration by student itself in order to create questions and to explore the problems to find the answer or solutions through his own ideas. So as to improve their existing ideas and to invent new ideas.

Thirdly they found that relevancy is an important one. Now the 21 century student prefer such learning which are relevant which has application beyond their class environment. Which are real and could be applied to their real life problems. Fourthly now this generation has opened their eyes in a digital world. So they must have to accesses to new updated technology so as to compete with their learning challenges. Through effective digital technology use they can learn much more about in which they are interested and they have opportunity to learn beyond their professor words.

Zoubi and Younes (2015) concluded from his study that student weak academic performance is due to using of traditional methods of teaching and low parental engagement in their child education. They both found that there is weak relationship between teacher and student which enforce the student to accept whatever the teaching method is of a teacher.

Shahibi, Khafidah & Rusli (2017) has conducted survey on 423 final year undergraduate students of the faculty of management, University of Teknologi Mara, punak perdana. Sample size was 210 respondents and they had used SPSS method. They studied how much the internet usage affects academic achievements. The four factors which affects student performance were use of Facebook, the internet, media usage for online education, usage for non-education and student interest in university.

The Facebook has positive correlation to improve the academic achievement of a student but the relation was weak. The correlation between academic performance and internet usage was weak negative. The relation between online media usage for education purpose and student performance were positive which will increase student achievements. While the relation between online media usage for non-education purpose and student achievements were negative and got lowest mean value. The student interest in the University got a highest mean value among the all and have strong positive relation with student academic achievements.

Jibrin, Musa and Shitu (2017) have conducted study on three institutions in Nigeria state and sample of 300 students was selected randomly. They set five research questions for their survey. They point out how internet affects academic performance of a students.

They have used graphical method for representation. They found that majority of respondents were male 59% while female respondents were 41%.

Among three institutions majority of respondents were from Zaria which contributes 47% of the total. According to age majority of respondents were 15-20 age which contributes 51% of the total. Frequency of internet use were with 21% on daily basis. On the ratings of internet for academic activities were 42% were very good while 29% good and 6% poor. The results for usefulness of internet for academic activities were 61% indicated that internet improved their academic performance. Study found that majority of search engine was 65% respondents use google search engine. It has been also concluded that 58% respondents use the internet to aid research. It was concluded from study that if the people with age 15-20 is searching google which comprise 65% and 58% of which is for to aid in research then it will improve the student academic performance.

Ella, Odok and Ella (2015) has conducted study in Calabar municipality of cross river state. They have collected data through self-constructed questionnaire. They used simple random sampling to collect data from 200 students. After data collection they used ANOVA technique to analyze the data. They found that there is significance relationship between family size and student learning performance. Results shows that students with small family size perform better in learning process because parents of small family size can allocate the financial resources more efficiently and can give more time to each of the child. Further student with small family size have better diet availability. While students with large family did not receive more attention and financial resources so they did not perform better in learning performance.

Nani, Edward, Emmanuel and Kwashie (2016) conducted survey on tertiary student in Ghana. They used stratified quota simple random sampling to select 480 students for data collection. They have used SPSS method to further analyses the data. They found that there is a significant relationship between student learning performance and family income. Results shows that students with high income family have strong motivation to perform better in learning process but some respondents also shows that self-responsibility and seriousness is also an important factor, student with low family income but responsible and serious have no excuse to blame their low family income for their poor performance.

Azumah and Nachinaab (2017) have conducted a study in Atonsu Bokro Community. They have used systematic sampling technique to select the students. They take 120 sample size of which 60 were from small family and 60 from large family. They have use SSPSS and other graphical technique to analyze the data. They found that respondents from large family shows that they receive least attention from parents and they have less available resources SO they perform poor in learning performance. While those of small family size who receive more attention from their family than large family size perform better. Student with small family size have good physical and mental health. Further they found that there is a casual relationship between family size and student learning performance. Study shows that student with large family size most often enroll lately, have poor health, repeat grades and most of them drop out earlier.

While student with small family size perform better because they receive more attention from parents, have good health. Apart from family size they have found that low income status, parents own education level and unemployment also affect the student learning performance.

Okioga (2013) have conducted study in Kisi University College in Kenya to find the relation between socioeconomic background and academic performance of the students. He used simple random sampling to select sample size. He collected data from 186 students. Further He used descriptive and inferential statistics to analyze the data. He used regression analysis and ANOVA technique for checking the level of dispersion from conformity. 96% respondent's shows that there is relationship between student academic performance and socioeconomic while 6% shows that there is no relationship between student learning performance and socioeconomic background. Further results shows that family income and parental education affect the student learning outcomes. Student with high socio economic background perform better because they have easy access to the communication and technology services, easily available library books. Further the recreational facilities and other facilities which matters in academic outcomes have direct relation with socio economic status. Hence student with high socio economic status perform better than those with low socio economic status, because of easy availability to basic facilities which form the bases for better academic performance.

Khan, Iqbal and Tasneem (2015) conducted a study on Secondary school students to focus on the relationship between student academic performance and parent's educational level. They used random sampling technique to select student for interviewing and questionnaire filling. They collected data from district Rajanpur, Pakistan. They selected 200 students of grade 10. For further study they create null hypothesis and used Z test to analyze the data and to find the results. Results shows that there is significant positive relationship between student learning performance and parent's educational level. Student with educated parents receive more attention and resources and thus perform better than those with uneducated or less educated parents. Further results reveals that educated parents shows more interest and care in their children learning process and cares more about their future.

Li and Que (2018) conducted a survey, they covered 14960 households in 25 provinces. They used 2750 questionnaire for analyzing and finding results because of missing data in the remaining questionnaires. They used structural equation model and apply multiple regression model to analyze the data. Study found that family background have influence on student learning performance. Further they found that parent's educational level and different educational opportunities do affect the student learning performance. Results reveals that student with high socio economic status have more resources available, they can afford extra tuition fee which aids in the student learning process. Student with high educational level of parents and high socio economic status can buy quality education. Further they found that there is a difference in urban and rural student learning performance. The academic learning outcomes of urban students mostly depend on their socio economic status while that of rural areas depends on their own learning behavior. To sum up the results

the study revealed that there is an impact of family background like socio economic status, parental education level, school and home environment on student learning process.

Usaini and Abubakr (2015) has highlighted relationship between student academic performance and parental occupation. They collected data from 377 student of 4 selected secondary school in Terengganu Guani, Malaysia. They used stratified random sampling to select student for responding. Further they used regression analysis to analyze the data. They used SPSS to regress the model. They classified parental occupation in two classes one is formal and the other one is informal. In formal there is a lawyer, doctor, professor who have constant income while in informal occupation there is a laborer, workers, food makers etc. They found that the former class student perform well than the latter one class. Results show that parental occupation contribute 63% variance in student learning performance. Further study reveals that student of family with formal parents occupation have high grades and perform better than those of informal one. Because formal are in better position to fulfill the needs of better education quality and care more about the future achievements of their children.

Youn, leone and lee (2012) have highlighted a study on how maternal employment affect the children learning growth and parental involvement. They selected 22666 student through random sampling but due to attrition they collected data from 17565, Kindergarten. They studied the relationship between children learning and maternal employment in two steps. First they find the direct influence of mother employment on children learning and then the indirect influence through parental involvement. Results reveals that full time mother employment affect the children math and reading negatively while children with maternal employment a part time job has positive impact on children math and reading learning. Further results shows that a maternal employment also affect the parental involvement, parent child interaction, educational trips and School participation. Mother with part time employment have positive affect on these factors. Employed mother share experience with their children and participate in their learning matters. While mother with full time employment have negatively affected children through less or no participation in children academic issues and thus children have low grades in math and reading as compared to an unemployed mother.

Shaw, Gomes, Polotskaia and Jankowska (2015) has evaluated the relationship between physical health and academic outcomes of the student. Study found that children with physical problems like over weightiness, malnutrition, negatively affect student learning performance. Student with physical problems have often low grades, number of drop out is more in student with physical problems. While the student with good physical and mental health perform good and secure high grades.

Koskie (2014) studied the relationship between student learning performance and parental involvement. He took 180 sample size, through random sampling. He collected data from Kuresoi district. Results shows that there is no significant relationship between parental involvement and student learning performance. Involvement in children education by parents create anxiety in student because

parents demand high grades from their children without examining or analyzing their abilities. Results shows that there is a negative relationship between parental involvement and student learning performance.

### **2.3 CONCLUSION**

All of these studies reveals that how different socio economic factors affect the student learning performance. Most of studies shows that parental involvement in their children learning process have positive effect on their learning performance, very few studies shows that there is a negative relationship. Different studies shows how the family size affect the learning process of an individual. Almost all of them found that there is a negative relationship. Apart from this some studies also analyzed the income affect, parental education level, technology in the sense of how someone use it for which purpose and how much time did they spent on social media. Some studies results reveals that how teacher behavior and response affect the learning performance of the student. And at last how a student health affect their learning process. So there is a variety of socio economic factors which effect the learning outcomes of different students differently. All of these studies have their own significance but they did not take the combine and individual effect of all socioeconomic factors on student academic performance, in each study they have taken one or two independent variables. In following study we will study the combine significance of variables and their individual effect on student academic performance.

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## **CHAPTER # 3**

### **THEORETICAL BACKGROUND AND ECONOMETRIC METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter is about theoretical background and econometric methodology. Which is further divided into various Section. 3.2 is about theoretical background of the study which shows that how this study is related with economics. Section 3.3 is about model and equation construction so that to show which variables are independent and which are dependent variable, and to find out the estimate equation. Section 3.4 is about variable construction which have defined the variables with respect to the following study, 3.5 is about data source, 3.6 is about questionnaire design, 3.7 is about population sample, 3.8 is about sample technique, 3.9 is about sample size.

#### **3.2 THEORETICAL BACKGROUND OF THE STUDY**

The learning outcomes has great effect on economic growth and social development of a country. Educated and skilled nation are the key to economic development. If there is no proper investment in human capital then they are considered sterile, unproductive and of no use and they will become burden on economy. Education leads to productive and creative human capital which can increase production and leads to inventions. The available resources can be used more productively and an efficient way. A better quality of education leads to efficient society. A nation cannot attain an efficient level of production from its physical capital unless it could prepare its human capital how to use it in a best possible way. Human capital and physical capital are considered as complementary goods for an economy development.

According to World economic forum, Pakistan ranked 94<sup>th</sup> in quality of education in spectator index out of 137 countries in which on the top was Switzerland and at the bottom was Yamen. India ranked 34. In Pakistan school education has been criticized on many forums, producing student, which mismatched with demand in market for job so leads to unemployment, because mismatch of demand and supply (Hussain, 2005).

Socioeconomics which deals with the relationship between social and economic factors within society. Socioeconomic factors which effects the learning outcomes are health, income, family size, and occupation and education level of parent.

A student with a good health and optimum diet will easily achieve their goals of completing their higher education because student with good nutrition diet are physically and mentally healthy and will get good job and thus a high socioeconomic status in a society. Family income is a major determinant for a student learning achievement. A student with high income resources are financially strong and can access easily to additional cost of education like tuition fee, seeking languages other than native language, and other additional courses which is a key to a better achievements in future life. Family size is among one of socioeconomic factors that determines the learning outcome of a student. Parents of small family size can allocate their resources more efficiently in their children as compared to the large family size. In addition parents with less number of children can focus on their each and every action either at home or at outside environment. They can spend more time with them. A high level employment is a key to outstanding learning outcomes, a country with high level of employment initiate or motivate student to give more time to their learning because they know that their learning and education will reward them in turn in their future lives by getting good jobs.

There are many social, economic and cultural factors that affect learning performance of students which in turn affect the economic development of a country. An educated and trained labor can haste production. Human capital plays an important role in economic development and use the available resources in efficient manner. Education is a panacea for all the ills of a society; and it is the prerequisite to al round development of the natural aptitudes which the child must ultimately employ in the service of society when it grows up (Quddus, 1990).

Factors that affect the student learning performance are many but in the following study we will take socio-economic factors like employment, family income, parent education, family size, and technology.

Lack of resources, parents of poor families are usually not able to invest sufficiently in their children's education, which affects their children's academic achievement (Becker, 1964).Parents with higher social economic status usually participate in their children's

learning activities more intensively, pay more attention to communication with teachers, manage the children's school absence and other risky behaviors, and improve the children's academic performance (Coleman, 1988). Raychaudhury (2010) found that socio-economic factors like family income, and mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school also affect the performance of the students. The study found that there was a positive impact on students' academic performance from Mother's education and presence of trained teacher in the school.

Health has significant effect on learning outcomes of a student. Sleeping habits, Exercise, Diet has significant effect on student learning performance.

### 3.3 MODEL CONSTRUCTION

Student learning performance is the function of following variables;

$$SLP = F(Y, H, S, D, E, O)$$

Where

Y is Income of family.

H is the health of the student.

S is family size.

D is the number of hours spent on social media.

P is the Parents Education level.

O is the parent occupation.

Estimated equation will be;

$$SLP = \beta_0 + \beta_1 Y + \beta_2 H + \beta_3 S + \beta_4 D + \beta_5 E + \beta_6 O$$

Where  $\beta_0$  is constant,  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$ ,  $\beta_4$ ,  $\beta_5$  and  $\beta_6$  are the coefficient of E, Y, H, S, D, E and O.

### 3.4 CONSTRUCTION OF VARIABLES

There are many social, economic and cultural variables which affect student learning performance. In this study we have talked about socio-economic factor which, are family size, Family income, parent education, parent occupation, number of hours spent on social media devices and health of the student.

Family income is the total financial resources of the family. It affects student learning performance. Student with more financial resource have easy access to books, tuition cost etc.

D is the number of hours spent on devices available to a student at home like mobile phone, tabs, laptops etc used by student in daily routine for assignment making, watching movies etc. It can affect student learning performance positively or negatively depends on its usage and number of hours spent on it.

Parent education is the education level of both father and mother which plays a crucial role in student achievement.

Family size is the number of members in household. Which affects student learning outcome.

Health plays an important role in learning outcomes of a student. Sleeping habits, Exercise and Nutrition effects both their mental and physical health.

Parent's occupation plays an important role in student learning outcome.

### 3.5 DATA SOURCE

Primary data was collected from academic institutions of Charsadda.

### **3.6 QUESTIONNAIRE DESIGN**

Questionnaire was designed on own which was consists of 16 questions.

### **3.7 POPULATION SAMPLE**

A population of 9<sup>th</sup> and 10<sup>th</sup> grades were targeted for collection of data. Student age was 14, 15, and 16 years.

### **3.8 SAMPLE TECHNIQUE**

Simple random sample was used to collect data

### **3.9 SAMPLE SIZE**

Sample size of 50 students were selected, through simple random sampling.

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**CHAPTER # 5**

**RESULTS AND DISCUSSION**

**4.1 REGRESSION**

**4.1.1 MODEL SUMMARY**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.599 <sup>a</sup>	.359	.234	.66735	.359	2.874	8	41	.012

a. Predictors: (Constant), FATHER EDUCATION LEVEL, NUMBERS OF HOURS SPENT ON SOCIAL MEDIA, MOTHER OCCUPATION, FAMILY SIZE, MOTHER EDUCATION LEVEL, FATHER OCCUPATION, INCOME OF THE FAMILY, NUMBER OF ILLNESS

Value of R<sup>2</sup> which is .359 which means that 35% variance in student academic performance is due the father education and occupation, mother education and occupation, family size, family income, number of hours spent on social media devices and number of illness.

#### 4.1.2 ANOVA

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.240	8	1.280	2.874	.012 <sup>a</sup>
	Residual	18.260	41	.445		
	Total	28.500	49			

a. Predictors: (Constant), FATHER EDUCATION LEVEL, NUMBERS OF HOURS SPENT ON SOCIAL MEDIA, MOTHER OCCUPATION, FAMILY SIZE, MOTHER EDUCATION LEVEL, FATHER OCCUPATION, INCOME OF THE FAMILY, NUMBER OF ILLNESS

b. Dependent Variable: ACADEMIC PERCENTAGE OF THE STUDENT

Value of  $p=0.012$ , which is less 0.05, so overall model is significant.

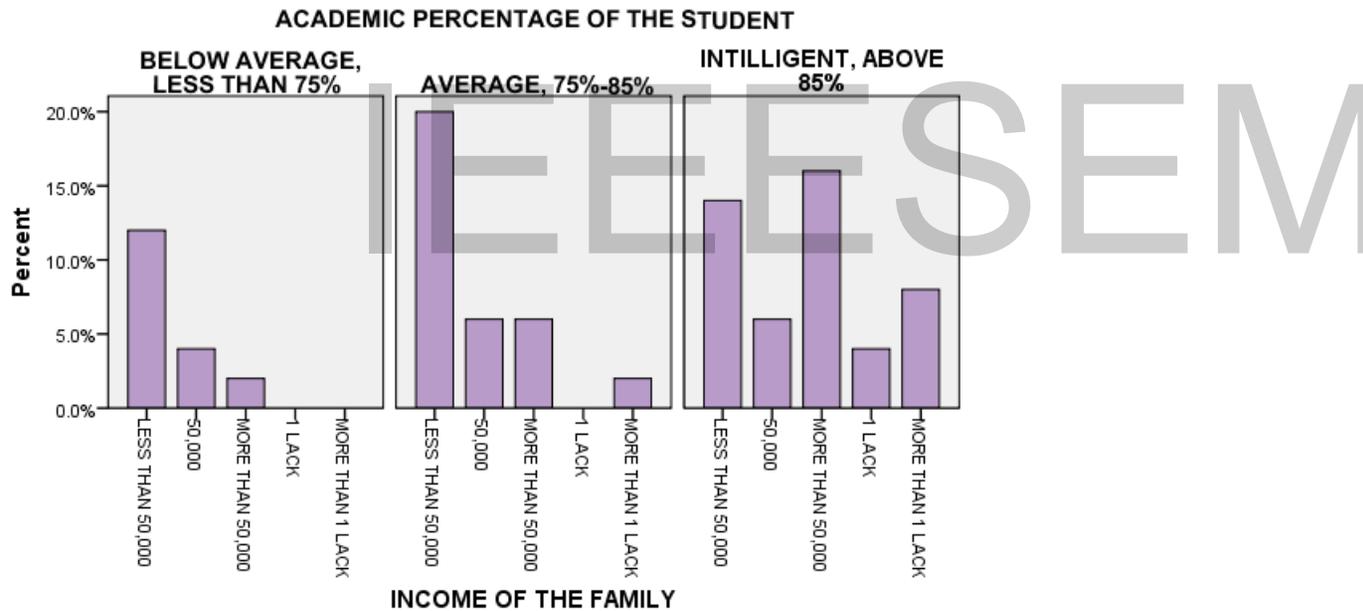
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## 4.2 SIMPLE BAR CHARTS

Simple bar charts were used to show relationship between dependent and independent variables.

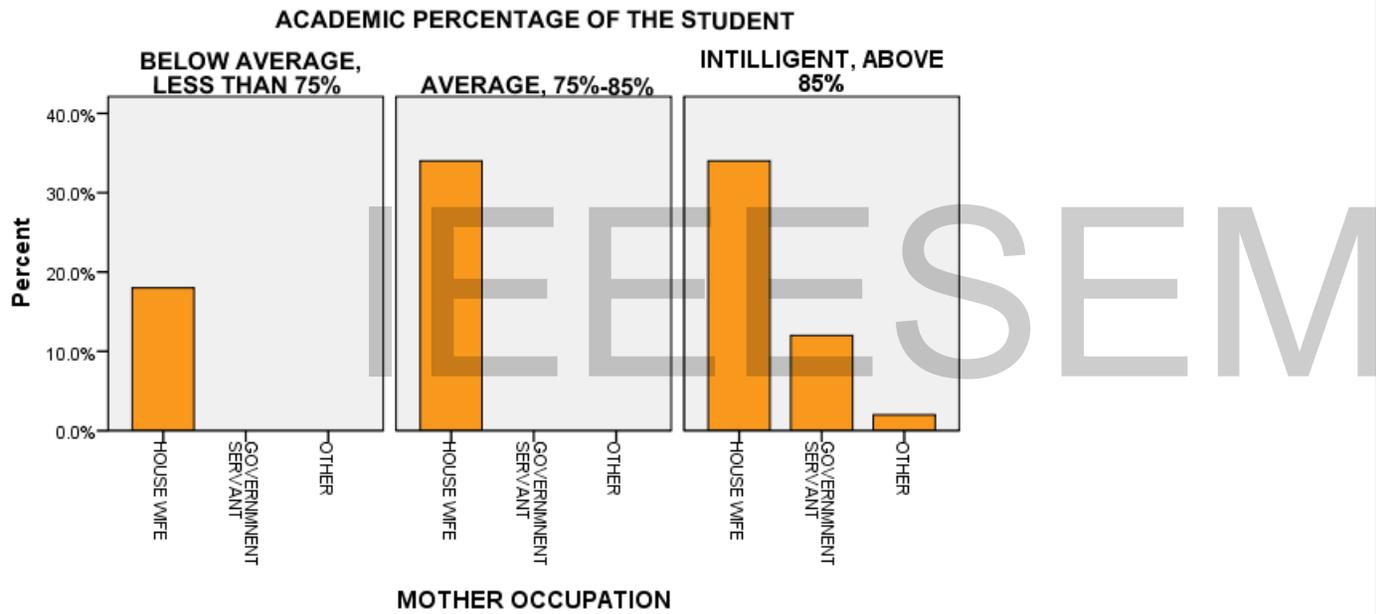
### 4.2.1

Relationship between academic performance and family Income.



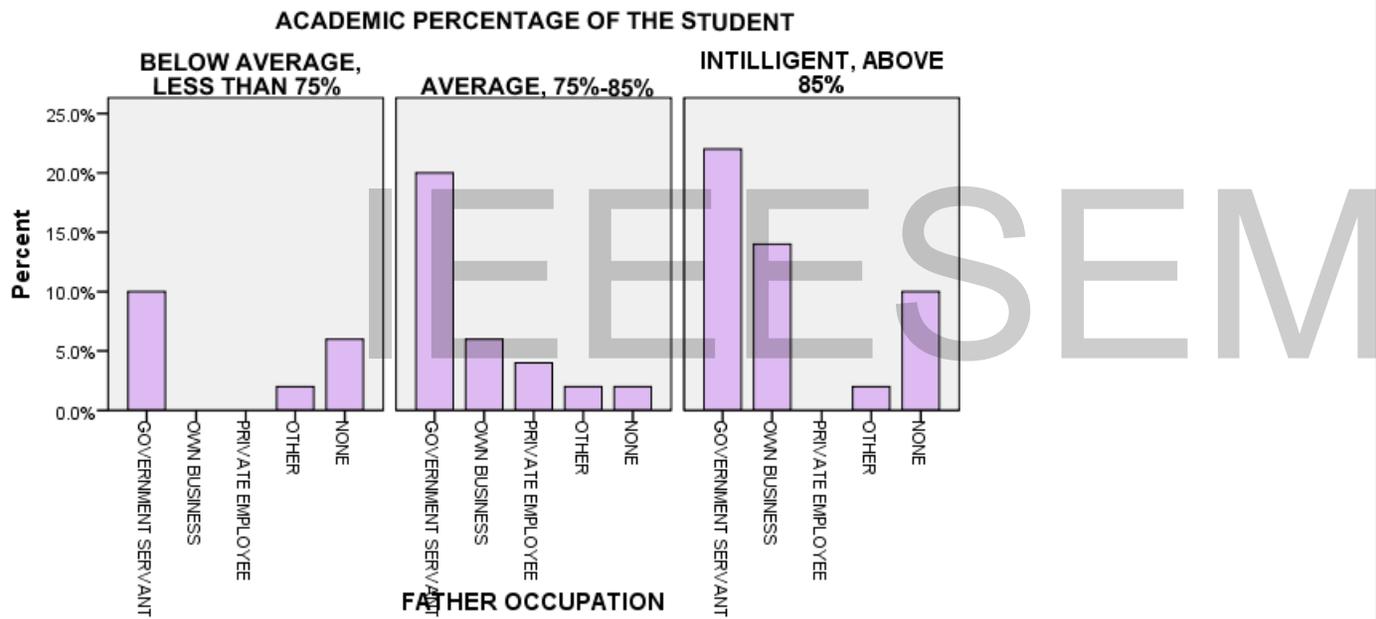
4.2.2

Relationship between academic performance and Mother occupation.



4.2.3

Relationship between academic performance and Father Occupation.



## **DISCUSSION**

Chart 4.2.1 shows relationship between student academic performance and family income.

### **BELOW AVERAGE STUDENT**

12% student have Income less than 50,000. 4% have 50,000 and 2% have more than 50,000.

### **AVERAGE STUDENT**

20% have less than 50,000 total income, 6% have 50,000, 6% have more than 50,000 and 2% have more than 1lakh.

### **INTELLIGENT STUDENT**

14% student have family income less than 50,000, 6% have 50,000, 16% have more than 50,000, 4% have one lakh and 8% have more than 1 lakh.

These percentages shows that family income of intelligent students have more percentages with income more than 50,000, 1 lakh, and more than lakh as compared to average and below average students. Hence Family income have effect on student academic performance.

**H<sub>0</sub>; Family income did not affect student academic performance.**

**H<sub>a</sub>; Family income affected student academic performance.**

From bar chart it is cleared that family income do affect student academic performance.

Chart 4.2.2 shows relationship between student academic performance and mother occupation.

### **BELOW AVERAGE**

18% students have mother with occupation as house wife.

### **AVERAGE**

33% students have mother with occupation as house wife.

### **INTELLIGENT**

33% students have mother with occupation as house wife and 12% students with government servant.

Intelligent student have some percentage of mother occupation as government servant, means professional occupation have positive affect on student academic performance.

Chart 4.2.3 shows relationship between student academic performance and father occupation.

**BELOW AVERAGE**

10% students having father occupation, government servant. 2% other occupation and 6% none.

**AVERAGE**

20% student with father occupation, government servant. 6% have own business, 4% are private employees.

**INTELLIGENT**

22% student with father occupation, government servant. 15% have own business.

Intelligent students have more percentage of father with occupation as government servant and own business than average and below average students.

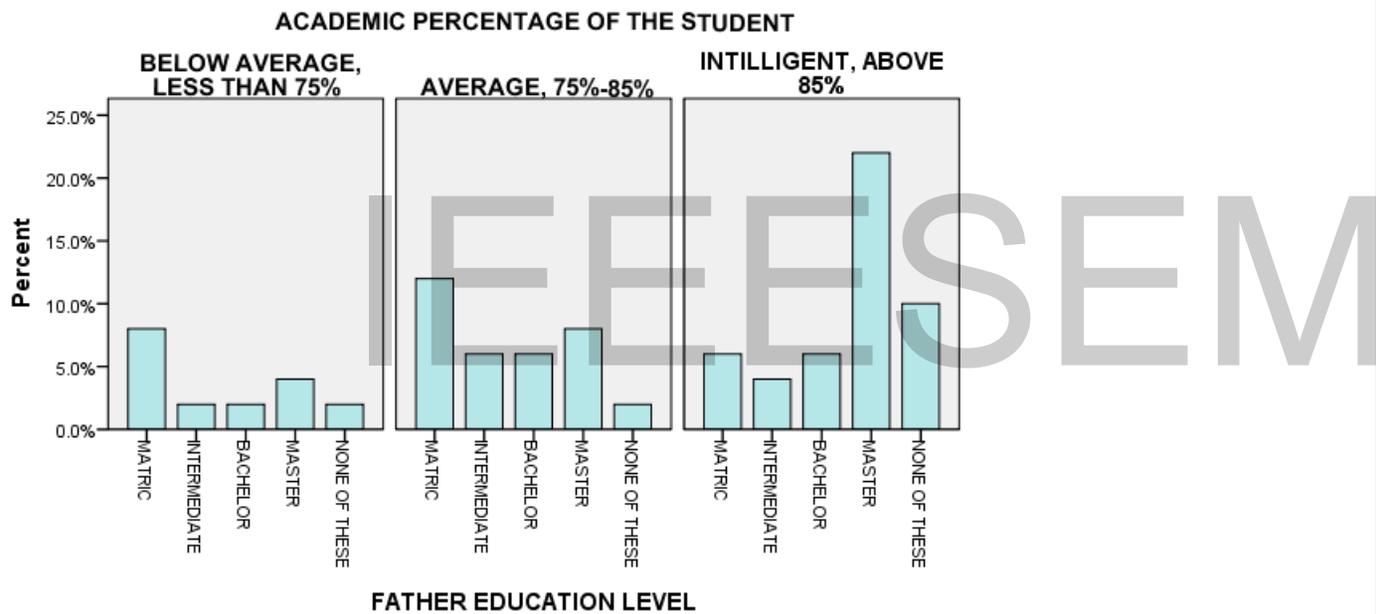
**H<sub>0</sub>; Parental occupation did not affected student academic performance.**

**H<sub>a</sub>; Parental occupation affected student academic performance.**

From chart 4.2.2 and 4.4.3 it is cleared that parental occupation do affect student academic performance.

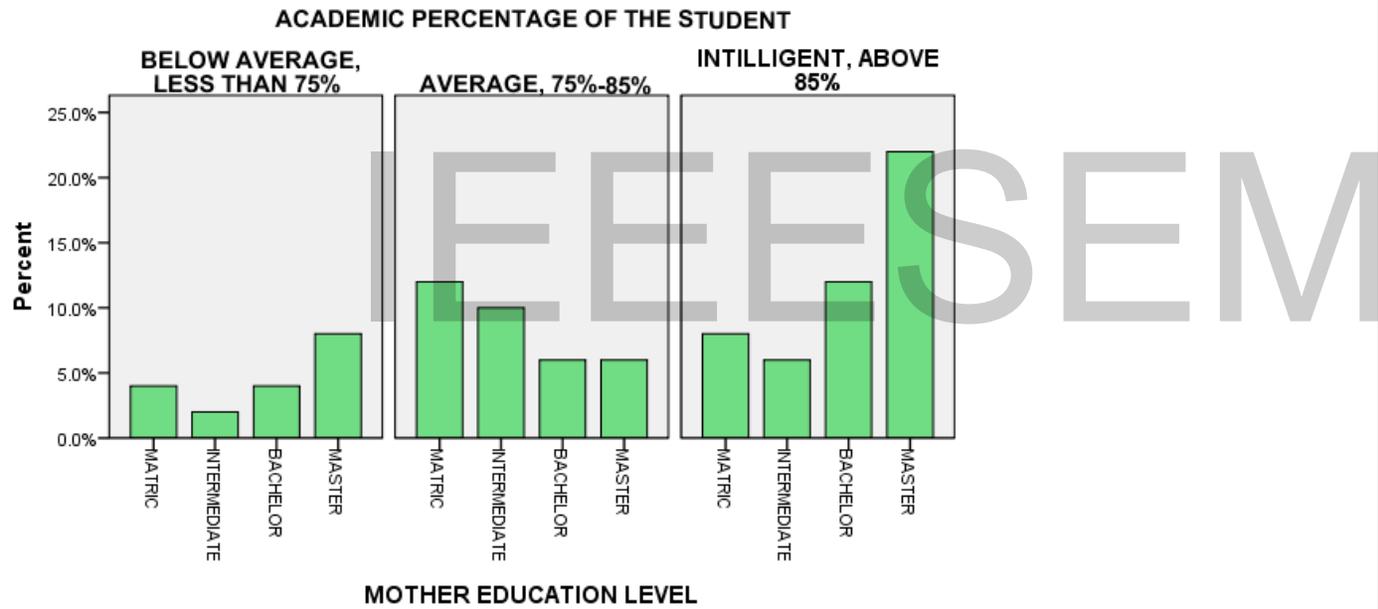
4.2.4

Relationship between academic performance and Father Education.



4.2.5

Relationship between academic performance and Mother Education.



## DISCUSSION

Chart 4.2.4 shows relationship between student academic performance and Father Education level.

### BELOW AVERAGE

8% Students have father with education level matric, 2% intermediate and bachelor, 4% master.

### AVERAGE

12% students have Father Education level matric, 6% intermediate and bachelor, 8% master

### INTELLIGENT

6% Students with father education level matric, 4% with intermediate, 6% with bachelor and 22% with master.

Intelligent students have more percentage of father with master degree as compare to average and below average students. Hence father education affected student academic performance positively.

Chart 4.2.5 shows relationship between student academic performance and mother education level.

### BELOW AVERAGE

4% student have mother with education level matric, 2% with intermediate, and 4% with bachelor and 7% with master.

### AVERAGE

12% students with mother education level matric, 10% with intermediate, 5% with bachelor and 5% with master degree.

### INTELLIGENT

7% students with mother education level matric, 5% Intermediate, 13% bachelor and 21% with master degree.

Intelligent student have more percentage of mother with education level bachelor and master as compared with average and below average student so mother education do affected student academic performance.

**H<sub>0</sub>; Parents education level did not affected student academic performance.**

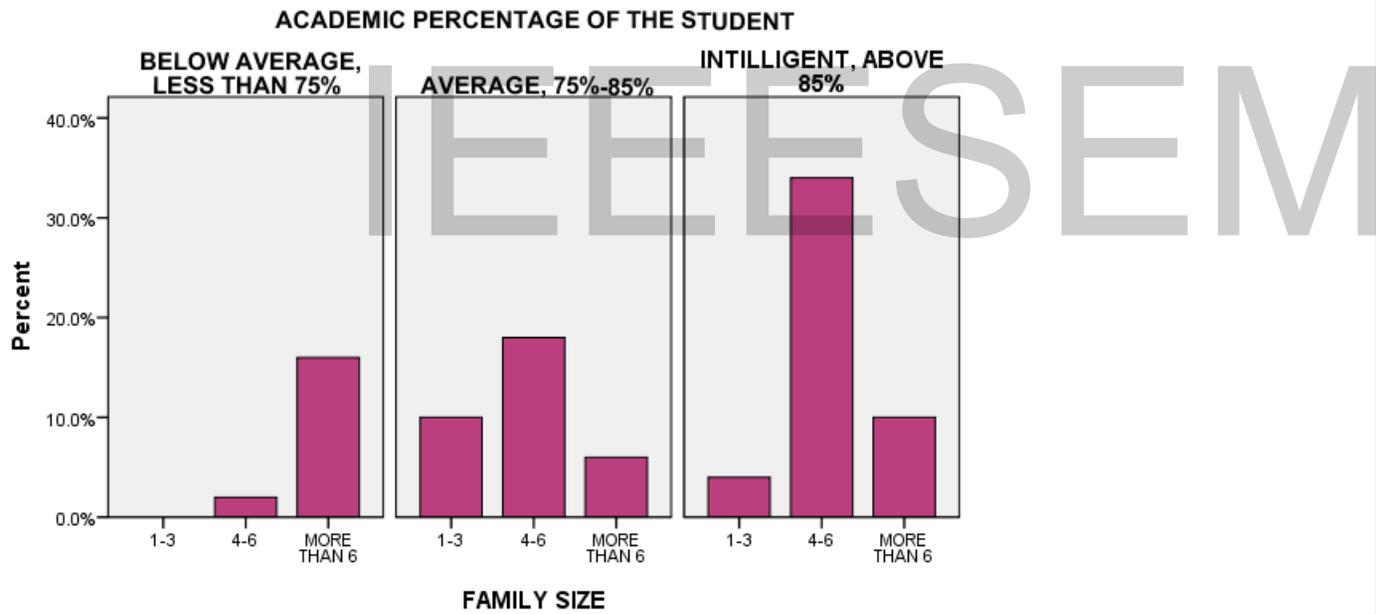
**H<sub>a</sub>; Parents education level do affected student academic performance.**

From chart 4.2.4 and 4.2.5 it is clear that parent's education level do affected student academic performance.

We will accept alternative hypothesis in both cases that parental occupation and parents education do affected student academic performance.

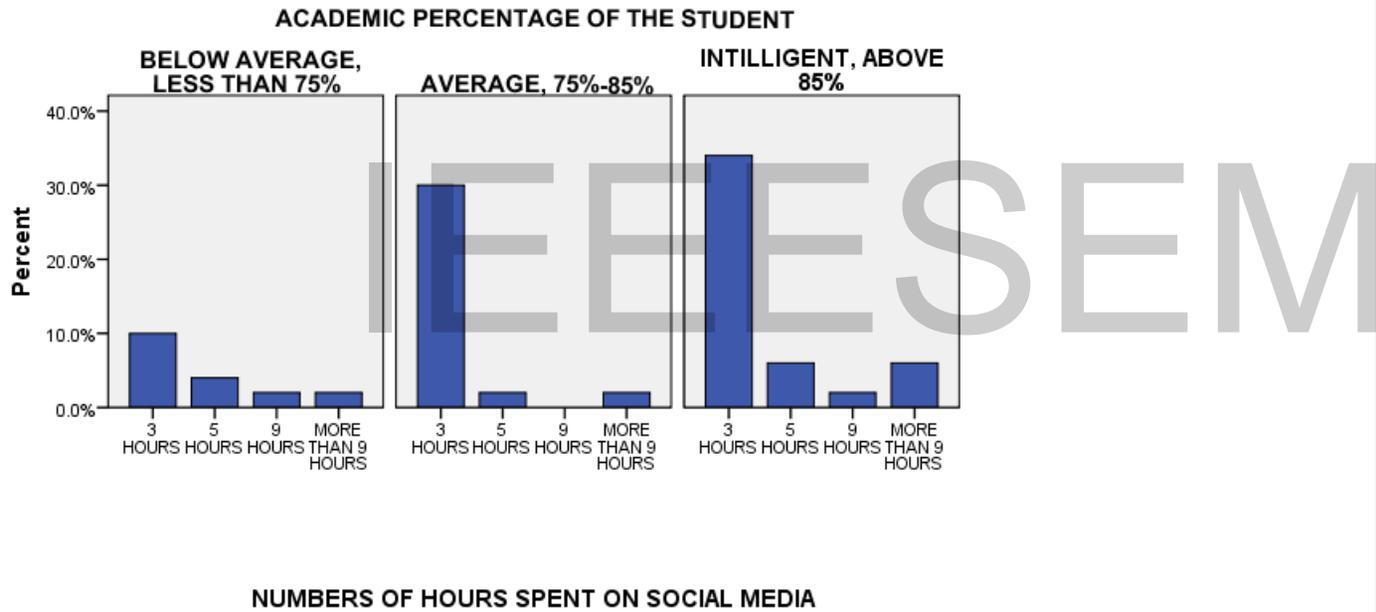
#### 4.2.6

**Relationship between academic performance and Family size.**



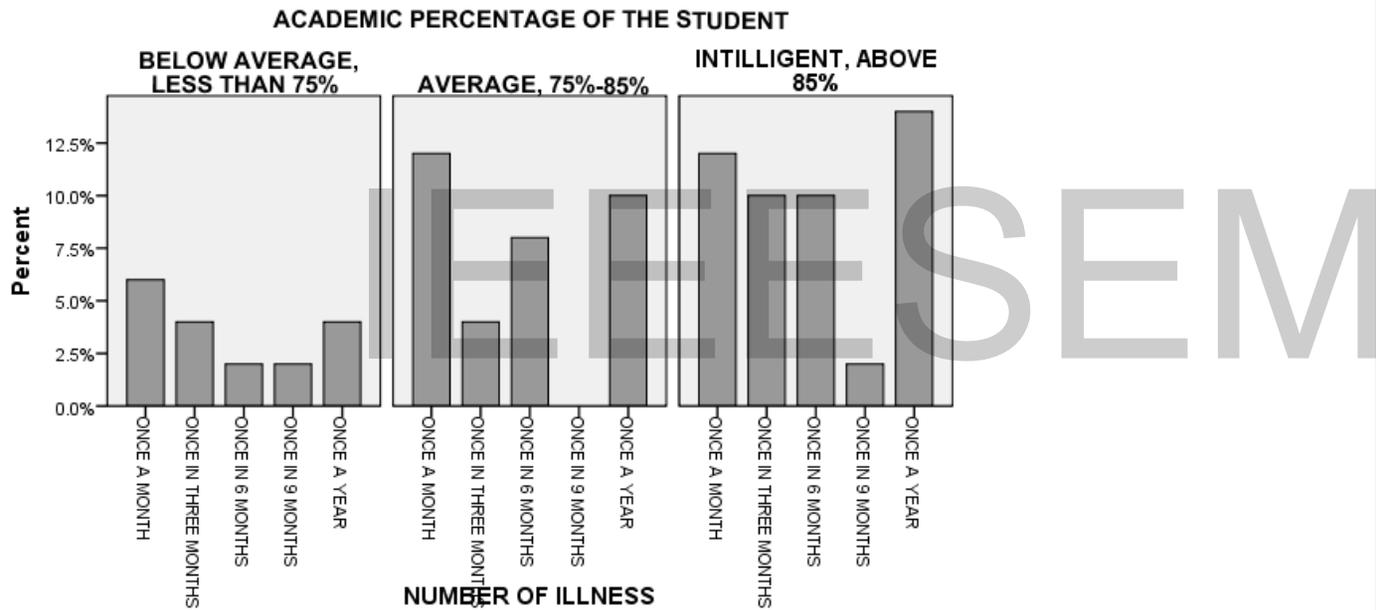
4.2.7

**Relationship between academic performance and Numbers of hours spent on social media devices.**



4.2.8

Relationship between academic performance and Numbers of illness.



## **DISCUSSION**

Chart 4.2.6 shows relationship between student academic performance and family size.

### **BELOW AVERAGE**

2% student have family size of 4-6 members. 15% have family size of more than 6 members in a family.

### **AVERAGE**

10% student have family size of 1-3 members, 19% have 4-6 members, and 5% have more than 6 members in a family.

### **INTELLIGENT**

3% have family size of 1-3 members in a family, 33% have 4-6 members and 10% have more than 6 members.

Intelligent student have more percentages of family size with 4-6 members while below average students have more percentage of family size with more than 6 members.

**H<sub>0</sub>; Family size did not affected student learning performance.**

**H<sub>a</sub>; Family size affected student academic performance.**

Family size have affected student academic performance negatively.

Family size do affected student academic performance.

Chart 4.2.7 shows relationship between student academic performance and number of hours spent on social media devices.

### **BELOW AVERAGE**

10% students spent 3 hours on social media devices. 5% spent 5 hours and 3% spent 9 hours on social media devices.

### **AVERAGE**

30% students spent 3 hours, 3% spent 3 hours and 3% spent more than 9 hours on social media device.

### **INTELLIGENT**

32% student spent 3 hours on social media devices, 5% spent 5 hours and 5% spent more than 9 hours on social media devices.

Most of the students have 3 hours spent on social media devices, in all three cases of below average, average and intelligent students.

Chart 4.2.8 shows relationship between student academic performance and number of illness.

### **BELOW AVERAGE**

Student below average have 6% student which falls ill once in a month which is high in percentage than other like once in three months, once in 9 months and once in year.

### **AVERAGE**

11% students fall ill once in a month which is also high in percentage as compared to others.

### **INTELLIGENT**

13% Student fall ill once in a year. This percentage is higher in this case as compared to other percentage of falling ill once in a month, once in two months.

Hence intelligent have less percentages of once in a month, and have high percentage of illness once in a year.

**H<sub>0</sub>; Health did not affected student academic performance.**

**H<sub>a</sub>; Health affected student academic performance.**

Chart 4.2.8 shows that health affected student academic performance, those who fall ill once in a month have low academic performance and those who fall ill once in a year have high percentages in intelligent student category.

## CHAPTER # 5

### CONCLUSION AND POLICY RECCOMENDATION

#### 5.1 CONCLUSION

The study reveals that socioeconomic factors family size, family income, parents education level, parental occupation, number of hours spent on social media devices, and number of illness have significant relationship with student academic performance with P value 0.012 less than 0.05. Large Family size and more number of illness effected student learning performance negatively. Parent education level have positive effect on student academic results. Intelligent student have some percentage of mother with occupation as a government servant which means that professional mother care more about their child performance. Family income have positive effect on student academic performance as student with high income can afford extra cost of education tuition fee etc. Multiple has been applied which shows that 32% variance in dependent variable is due to independent variables taken in this study.

Simple bar charts shows the significant relationship between dependent and independent variables. The results of partial correlations showed that some independent variables, family income, parent education level, parent professional occupation show positive relation with dependent variable, student academic performance. While other variables like number of illness, number of hours spent on social media and family size have negative relation with student academic performance.

#### 5.2 POLICY RECCOMMENDATION

- Parent should do family planning to reduce family size, to give more attention to their children academic learning.
- Government should create employment, initiating students on returns on learning.
- To increase literacy rate of both male and female by increasing expenditure on education and other scholarship funding.
- Parents should keep check on their children to reduce the number of hours spend on social media devices by their children.
- Parents should keep check on diet of their children, to involve them more in physical exercise and activities rather than spending time on social media, FB, Instagram etc.

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