

# Impact of Parent's Occupation and Family Income on Children's Performance

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## Abstract:

*The main purpose of the study is to examine the impact of parent's occupation and family income on children performance. For this study a survey was conducted in Southern Punjab. The sample of 1500 parents were collected through a questionnaire using probability sampling technique that is Simple Random Sampling. All the analysis has been carried out on SPSS (Statistical Package for the Social Sciences). Chi-square test is applied to test the effect of parent's occupation and family income on children's performance. The results of the study specify that parent's occupation and family income have significant impact on children's performance. Parents play an important role in child development. Parents with good economic status provide better facilities to their children, results in better performance of the children.*

**Keywords:** Parent's occupation; Family income; Children's performance

## Introduction

The responsibility of children always lies in the hand of the parents. It is not inappropriate to visualize that parent's

occupation and family income can have possible effects on children's performance.

Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothstein, 2004).

Socioeconomic status is one of the most important factors that affect the education of children. High socioeconomic status results well and high quality education, whereas low socioeconomic status results with low quality education. Moreover if parents have less income they work many hours to accomplish the necessities of their children and cannot spend time with children and have no strong bond of relationship with children. It is proved from various studies that family income is directly related with the outcomes of children. Parent's economic status affects children in many ways. Well-off parents can provide good quality education and appoint tutors, while low-income parents cannot provide such facilities to their children. Sometimes financial pressures on the parents cause a

child to leave school early to work (Anwar, 2014).

Mayer (2002) observed the impact of parent's income on children outcomes in different ways. He used simple analyses to check the correlation between parent's income and children outcomes and also examined the impact of family organization and parent's education on children outcomes. He suggested that income of parents certainly related with all the outcomes of children.

Barry (2005) examined the impact of socio-economic status on academic achievements of students. She collected data from Educational Longitudinal Study (ELS:2002) and selected sample by applying sampling technique of two-step selection process. She performed ANOVA and Ordinary Least Squares (OLS) regression to identify the significance of factors and concluded that socio-economic status has significant impact on academic achievements of students.

Dahl & Lochner (2005) studied about the influence of family income on children attainments. They used fixed effect instrumental variables (FEIV) strategy to calculate the influence of income on children attainments and concluded that income has significant influence on children attainments.

Zhan (2006) examined the relationships between parental belongings with their anticipations and participation in the children's educational performance. He analyzed the data of the National Longitudinal Survey of Youth and indicated

that parental anticipations moderately facilitated the relationship between belongings and children's educational performance.

Farooq et al. (2011) studied various features that persuading the educational representation of students. They explored the consequence of parent's education, occupation and socio-economic status on the excellence of a student's educational representation. They applied ANOVA and t-test to study the outcomes of various features on student's achievements and they found that the socio-economic status and parent's education have highly significant impact on student's educational progress along with the accomplishment in English and Mathematics.

Akhtar (2012) tried to forecast which socioeconomic status (SES) factors affecting the student's learning achievement in Pakistan and questionnaire were filled by their parents. She used the sample of secondary school students enrolled in four districts of Rawalpindi Division and fit linear regression model to forecast the effect of the recognized factors of SES on students' achievement. She concluded that mother's education, income and basis used to travel to school has a positive effect on achievement.

Ogunshola & Adewale (2012) examined the effects of parental socio economic status on academic performance of school students. They randomly selected the sample of students from three schools located in Kwara State; also applied ANOVA and t-test to check the significance of four factors:

socio-economic and educational background of parents, educational qualification of parents and students' health status on student's academic performance. They concluded that socio-economic and educational background of parents has no significant influence on students' academic performance while educational qualification of parents and students' health status has significant influence on student's academic performance.

### Population and Sampling Procedure

The population for this study was parents of school going children. 1500 parents were randomly selected from different households of Bahawalpur district. Questionnaire was developed to collect information about parent's occupation, family income, children educational performance, children attitude and social interaction.

### Statistical Analysis

The collected data is analyzed using frequency count, percentage for variables, ANOVA and chi-square test. ANOVA is applied to determine the significance of dependent and independent factors. Chi-square test is applied to test the effect of parent's occupation and family income on children's performance.

### ANOVA

Analysis of variance (ANOVA) is a collection of statistical models used to analyse the differences between group means and their associated procedures (such as "variation" among and between groups).

One-way ANOVA has the following test statistics:

$$F = \frac{MST}{MSE}$$

Where,

F = ANOVA Coefficient

MST = Mean sum of squares due to parents occupation and family income.

MSE = Mean sum of squares due to error.

### Chi Square Test

Chi-square test developed by Karl Pearson in 1900 is applied to test the effect of parent's education and involvement on children educational performance. (Shah & Anwar, 2014)

Chi square test is as follows:

$$\chi^2 = \sum \left( \frac{(o_i - e_i)^2}{e_i} \right)$$

With d.f = (r-1) (c-1)

Where;

$O_i = i^{th}$  observed frequency.

$e_i = i^{th}$  expected frequency.

**Table No.1 Parent’s Occupation**

Mother's Occupation	Frequency	Percentage	Father's Occupation	Frequency	Percentage
Housekeeping	1191	79.4	Unemployed	33	2.2
Informal-employment	20	1.3	Informal-employment	145	9.7
Self-employed	34	2.3	Self-employed	573	38.2
Private sector	109	7.3	Private sector	279	18.6
Public sector	146	9.7	Public sector	470	31.3
<b>Total</b>	<b>1500</b>	<b>100.0</b>	<b>Total</b>	<b>1500</b>	<b>100.0</b>

**Table No.2 Mother’s Occupation and Children Education**

Children Education	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.661	4	.915	2.398	.048
Within Groups	570.649	1495	.382		

**Table No.3 Father’s Occupation and Children Education**

Children Education	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.915	4	1.479	3.889	.004
Within Groups	568.394	1495	.380		

**Table No.4 Mother's Occupation and Its Significance on Children Education**

Pearson Chi-Square	Value	df	P-value
<b>Mother's occupation &amp; its significance on children education</b>			
Help children in studies	110.872 <sup>a</sup>	20	.000*
Discuss about studies	17.631 <sup>a</sup>	12	.127
Aware of academic strength and weakness	6.225 <sup>a</sup>	4	.183
Put pressure to get good marks	16.567 <sup>a</sup>	12	.167
Keep an eye on progress	19.401 <sup>a</sup>	12	.079
Attend school events/parent teacher meetings	12.834 <sup>a</sup>	12	.381
Reward or appreciate for good performance in studies	22.017 <sup>a</sup>	12	.037*

\*Significant at 5% Level

**Table No.5 Father's Occupation and Its Significance on Children Education**

Pearson Chi-Square	Value	df	P-value
<b>Father's occupation &amp; its significance on children education</b>			
Help children in studies	101.218 <sup>a</sup>	20	.000*
Discuss about studies	46.365 <sup>a</sup>	12	.000*
Aware of academic strength and weakness	25.379 <sup>a</sup>	4	.000*
Put pressure to get good marks	18.621 <sup>a</sup>	12	.098
Keep an eye on progress	38.458 <sup>a</sup>	12	.000*
Attend school events/parent teacher meetings	30.109 <sup>a</sup>	12	.003*
Reward or appreciate for good performance in studies	30.982 <sup>a</sup>	12	.002*

*\*Significant at 5% Level*

**Table No.6 Family Income and Its Significance on Children Performance**

Pearson Chi-Square	Value	df	P-value
<b>Family income &amp; its significance on children performance</b>			
Help children in studies	129.342 <sup>a</sup>	20	.000*
Discuss about studies	23.149 <sup>a</sup>	12	.026*
Put pressure to get good marks	41.261 <sup>a</sup>	12	.000*
Keep an eye on progress	29.440 <sup>a</sup>	12	.003*
Attend school events/parent teacher meetings	37.767 <sup>a</sup>	12	.000*
Appreciate and rewarded for good performance	37.767 <sup>a</sup>	12	.000*
Children attitude when they meet new people	55.265 <sup>a</sup>	12	.000*
Children show aggressive behavior	4.716 <sup>a</sup>	4	.318
Children social interaction	5.348 <sup>a</sup>	4	.253

*\*Significant at 5% Level*

## Results

Table 1 shows the occupation of mothers and fathers. Mothers and fathers occupation was classified into five levels of occupation. Out of these 79.4% mothers were house wives and 2.2% fathers were unemployed. 1.3% mothers and 9.7% fathers were done informal employment. 2.3% mothers and 38.2% fathers were self-employed. 7.3% mothers and 18.6% fathers work in private

sector while 9.7% mothers and 31.3% fathers work in public sector.

Table 2 and 3 shows the results of ANOVA to check the impact of mothers and fathers occupation on children education. Result indicates that mother's occupation has significant impact on children education and father's occupation has highly significant impact on children education.

Table 4 shows chi-square results which displayed the impact of mother's occupation

and its significance on children educational performance. Results indicate that mothers who help children in studies have highly significant impact on children education. Mothers which does not discuss about studies and don't aware about academic strength and weakness of their children has no significant impact on children education. Those mothers also have no significant impact on children education that put pressure on children to get good marks. Mothers who appreciate their children for good performance in studies have significant impact on children education.

Table 5 shows chi-square results which displayed the impact of father's occupation and its significance on children educational performance. Results indicate that fathers who help children in studies, discuss about studies, keep an eye on children progress and aware of their children academic strength and weakness have highly significant impact on children education. Those fathers that put pressure on children for good marks have no significant impact on children education. Fathers who attend school events/parent teacher meetings and appreciate their children for good performance in studies have significant impact on children education.

Table 6 shows chi-square results which displayed the impact of family income and its significance on children performance. Family income has highly significant impact on those children whose parents help them in studies and provide tuitions facilities. Family income also has highly significant impact on those children whose parents put pressure to get good marks, attend school

meetings and appreciate their children for good performance in studies. Family income has no significant impact on children social interaction and also on those children who shows aggressive behavior while children attitude towards new people has highly influenced by family income.

## Conclusion

The purpose of the present study was to identify the impact of parent's occupation and family income on children performance. It can be determined from this study that parent's occupation and family income have a huge impact on children performance. Parents are responsible for the development of their children. Parent's occupation and family income are the most important factors that affect the child development. Family income in children's association has a significant effect on children performance. Family income is necessary for the better achievement of children performance throughout their life. Parents belong to high status can provide good facilities, while low-income parents cannot provide such facilities to their children. If parents have less income they work many hours to fulfill the requirements of their children and cannot pay attention in child development and have no awareness about children achievements. This study also exposes that parents who help children in studies has highly significant impact on children performance. Also parents who appreciate their children have significant impact on children performance while family income

has highly significant impact on children attitude. This study shows that parent's economic status plays an important role in child development. Parents with good economic status provide better facilities to their children, results in better performance of the children.

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