

EXPLORING THE EFFECTS OF PARENTAL SOCIOECONOMIC STATUS ON EDUCATIONAL ATTAINMENT OF SPECIAL NEEDS STUDENTS AT UNIVERSITY LEVEL

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Abstract

The study titled as “exploring the effects of parental socioeconomic status on educational attainment of special needs students at university level”. This study was completed by using Survey research method. The main objective of this research was to explain socio-economic status of parents and its effects on the educational attainment of special needs students. In this research questionnaire was used as a tool of data collection. Research tool for collection of data was created by using Likert scale. The data regarding all special students in the Islamia University of Bahawalpur, Bahaiddin Zakriya University Multan, and University of Sargodha as (universe of study) under study was taken from universities’ website. In this research researcher used convenient sampling technique for data collection. Findings of this study show that majority of respondents agreed that student of high socio economic class get better facilities as compare to low class students.

KeyWords: Socioeconomic, academic achievements, special students

1. INTRODUCTION

In this development era and high-tech uprising world, education is the necessary tool for every human being to survive this modern world. It play essential role in growth of human aptitude to psychological and better living in entire world (Battle & Lewis, 2002). It ensures to improve quality of life person must polished their skills and enhance their creativity to spend quality life. In this modern era everyone has opportunity to increase in productivity and create new idea of sources which enhance the income source and economic growth of country (Saxton, 2000). To promote the students quality of education that help increase the performance level to play an important role of the country economic value. The educationalist, instructor and research have interested to explore the new theories to help and contribute the quality performance of the learner. These factors are inside and outside school that affects the learner standard of educational attainment. These variables could be categorized as peer factors, school factors, family considerations, and student factors (Crosnoe, Johnson & Elder, 2004).

Usually, these variables include those that have an impact on age, gender, nationality, marital status, socioeconomic position (SES), biological parents, educational attainment, and occupation of the parents, language, and religious affiliations. In addition to other influencing factors, socioeconomic status is among the most investigated and debated among educational experts as a factor that significantly affects students' educational attainment. The majority of

specialist discuss about the low socioeconomic background has negative affect of the students' performance for the reason because necessary needs unfulfilled that's why not perfume good academically and not achieve their desire task (Adams, 1996). The low socioeconomic status reason for the insufficiency environment which result of low self-confidence of students (US Department of Education, 2003).

The link between social inequality, and learning attainment has been the subject of ongoing debate among academics, educational professionals, and policymakers for the past 50 years (AleEntwisle, & Olson, *et al*, 2001). Different strategies and changes have been executed throughout the long term and all through the world to address the numerous social imbalances in education that are linked to societal movements for civil rights and integration. Thus, from the 1980s and more recently over the past two decades, the emphasis in the literature on learning changes has been on the significance of educational accomplishment and standard-based reform (Berliner, 2006). According to published research, kids' and schools' SES are most strongly predicted by academic success. (Sirin, 2005).

The educational (in) equality may have its roots in institutional design, i.e., its function in minimizing or even preventing the impact of families with various socioeconomic statuses on educational chances. On the other hand, the various possibilities and capabilities that many parents have for contributing in schooling influence learning (in) equity. Consequently, the interrelation between socioeconomic status and educational achievements has risen as a significant metric for evaluating educational equality. Many researches show that since China's Open and Reform, family social economic background has been more critical in determining one's academic achievement, so this tendency has not been withdrawn by the development of educational institutions (Yamamoto, Y, 2016).

It is essential to examine that educational attainment is a constant procedure in which educational achievements of prior phase has impact on the later success. A lot of existing researches have focused on the effects of parental background on the educational attainment, especially in higher educational institutions. One has almost no chance to continue ahead for advanced education without getting excellent basic education in schools. Due to the cumulative and ongoing nature of education, students start to compete for educational opportunities as early in school level education. Therefore, it is trying to totally grasp the systems by which family ancestry impacts children a potential academic outcomes and educational achievement without a careful comprehension of the academic procedures. Furthermore, it will have obvious policy ramifications to investigate the connection between academic success and familial history from the beginning—the stage of compulsory schooling (Wu, 2013).

The path to success is actually determined by socioeconomic background. As a result, since it affects academic success, it also affects how we live our daily lives. Many subjects have a tight connection to academic performance. It comprises the student's aptitude, academic approach, school environment, peer pressure, and relationship with mentors. As a result, how effectively a person plays the role of a student in a learning environment is referred to as student role performance (SRP). Roles, color, schools, effort, extracurricular activities, and deviance are all significant factors that have been demonstrated to have an impact on academic performance (SRP). All of them fall under the category of socioeconomic circumstances (Poon,k, 2020).

The socioeconomic status of parents fills in as an impression of and a pointer for financial position. The predominant consent is that 'SES' and special need people with academic success and cognitive development are strongly and consistently correlated. However, there is inconsistency in the findings of investigations (Janevic, T, et al, 2012). Many studies have examined that parental socioeconomic background is more significant than educational institutions in elucidating the majority of changes in student's educational attainment (Lawson and Farah, 2017).

High socioeconomic status parents typically have easy access to resources that support their kids financially, socially, academically, and morally. As a result, they may encourage their kids to be more engaged in and enthusiastic about learning. The study habits and attitudes of youngsters may both suffer from inadequate resources. Children from lower socioeconomic position are typically shown to be less productive than those from middle or higher socioeconomic rank (Sirin, 2005).

1.2 Special Education

Socioeconomic status (SES) includes not only money but also financial security, educational success, and people's opinions of social class and value. All human beings' quality of life can be impacted by their socioeconomic standing, which also has an impact on their opportunities and degree of accomplishment. Educational attainment is influenced by a variety of factors, including physical and mental pressures. Socioeconomic position has an impact on a special needs person's entire life span, including their physical and mental health. As a result, socioeconomics is linked to social science and behavioral science, and it also plays a role in research practice, lobbying, and teaching. All aspects of human functioning, including emotional stability and physical activity, are impacted by SES. Low socioeconomic status has an impact on scholastic success, dependency, and ill health, which eventually has an impact on our society. Since they have poor physical and mental health, people with limitations and their families are at a significant risk of being negatively impacted by low socioeconomic its place (Butterworth, 2015).

1.3 Significance

Socioeconomic status background always affects the students' performance so that it can be important to find out the educational gap between students to belong to low and high income earner of society. If providing free books and provide different facilities and scholarships they help in their study and achieve good result. The relationship between the status of student and their academic achievement can be find out through this study. The government may be help and do necessary things to high the economic status because study is the important part of the every society. Normally some factor effects the students learning it may be perform well in the class room and same time other students not perform well to achieved their task (Wade, J. 2003).

The main purpose to conduct this study examine effects the family income status on the educational attainment performance of students. The finding of the study would explore the role of financing educational accomplishment and performance of students. The focus of crossover gap between family income and educational performance would be meet the standard level as soon as possible if the recommendations of this study are effectively implemented. The parent's social and economic factor always effects students' performance because these are most important factor. The economic status is the major factor because behind this higher and lower achievement are interlink, they are effects of the students' performance. The factors from related to living circumstances manly effect the academic performance of students and also parents educational status also influence of the students achievement the household income, family health and nutrition, family environment, family recreation options, etc. All of these aspects are highlighted in this study, which also seeks to determine how they affect students' growth (Marco, C. A *et.al.* 2012).

1.4 Hypothesis of Study:

H1: There is significant effect of parental socio-economic status on the educational attainment of university students.

H0: There is no significant effect of parental socio-economic status on the educational attainment of university students.

1.5 Objective of Study

To determine the effect of parental socio-economic status on the educational attainment of special needs students.

2. METHODOLOGY

It was quantitative study, by using the questionnaire “exploring the effects of parental socioeconomic status on educational attainment of special needs students at university level” was examined.

2.1 Sampling Technique

In this study researcher used convenient sampling technique. By using convenient sampling three universities (The Islamia University of Bahawalpur, University of Sargodha, and Bahauddin Zakariya University Multan) from Punjab province of Pakistan were selected for sample of study. Researcher used convenient sampling technique for collection of data. Researchers visited selected universities in person for collection of data from respondents.

2.1.1 Sample size

Total 167 special students were available at time of data collection, therefore 167 special needs students were sample of this study. The information about numbers of special students in above universities were taken by contacting public relation offices of the Universities.

2.1.2 Table 1

Below table shows details of sample size. This sample size was conveniently completed as per availability of students in following universities.

Name of Universities	Sample size
The Islamia University of Bahawalpur	74
University of Sargodha	39
Bahauddin Zakariya University Multan	54
Total	167

2.1.3 Justifications of sampling

Due to lack of resources, money, and time, this research is only confined to three universities (The Islamia University of Bahawalpur, University of Sargodha, and Bahauddin Zakariya University Multan) of Punjab Province. These universities were conveniently selected, because these universities cover south and central Punjab.

2.2 Tool of Data Collection

Researcher used questionnaire as a tool in this study. The questions were shaped on five point Likert scale. Demographic information was also part of the questionnaire. After collection of data “SPSS” software was used for analysis of data.

3. Table 2

Responses of the students

Statements	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed
Student of high socio economic class may get better facilities as compare to low class student	39.2%	41.7%	13.3%	2.5%	3.3%
Teachers behave differently with high class students then a low class students.	25.8%	32.5%	24.2%	7.5%	10.0%
The parents with poor class are directly influencing their children’s decision making power.	27.5%	33.3%	22.5%	9.2%	6.7%
The economic status of parents helps to increase positive attitude towards knowledge	28.3%	33.3%	23.3%	8.3%	6.7%
The parent’s high qualification is directly linked with socio economic status.	25.0%	25.8%	25.8%	10.8%	12.5%
The high socio economic families can better socialize their children than low socio economic status families.	37.5%	30.8%	17.5%	4.2%	10.0%
The parental income is identified to be an important factor upon which the success of student lies.	28.3%	39.2%	25.8%	7.5%	9.2%

Note. this table shows in response of “student of high socio economic class may get better facilities as compare to low class students” 39.2%were strongly agreed,41.7% were agree,13.3% were neutral,2.5% were disagree and 3.3% were strongly disagreed. So majority (41.7%) were agreed that student of high socio economic class get better facilities as compare to low class students.

This table shows in response of “teacher behave differently with high class students then a low class student” 25.8% were strongly agreed, 32.5% were agreed, 24.2% were neutral, 7.5% were disagree and 10.0% were strongly disagreed. So majority (32.5%) agreed that teacher behave differently with high class students then a low class student.

This table shows in response of “The parents with poor class are directly influencing their decision making power” 27.5% were strongly agreed, 33.3% were agreed, 22.5% were neutral, 9.2% were disagreed and 6.7% were strongly disagreed. So majority (33.3%) agreed that parents with poor class are directly influencing their decision making power.

This table shows in response of “the economic status of parents help to increase positive attitude towards knowledge” 28.3% were strongly agreed, 33.3% were agreed, 23.3% were neutral, 8.3% were disagreed and 6.7% were strongly disagreed. So majority (33.3) % agreed that the economic status of parents help to increase positive attitude towards knowledge.

This table shows in response of “the parent’s high qualification is directly linked with socio economic status” 25.0% were strongly agreed, 25.8% were agreed, 25.8% were neutral, 10.8% were disagreed and 12.5 were strongly disagreed. Only (25.8) % agreed and (25.8%) respond neutral that the parents high qualification is directly linked with socio economic status.

This table shows in response of “the high socio economic families can better socialized their children then low socio economic status families” 37.5% were strongly agreed, 30.8% were agreed, 17.5% were neutral, 4.2% were disagreed and 10.0% were strongly disagreed. So (37.5) % strongly agreed that the high socio economic families can better socialized their children then low socio economic status families.

This table shows in response of “the parental income is identified to be an important factor upon which the success of students lies” 28.3% were strongly agreed, 39.2% were agreed, 25.8% were neutral, 7.5% were disagree and 9.2% were strongly disagreed. So (39.2) % agreed that parental income is identified to be an important factor upon which the success of student lies.

4. Table 3

Hypothesis testing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.036 ^a	.001	-.002	.496
a.	Effects			

4.1 Table 3.1

Note. these tables show values of “linear regression analysis test”. The results show that claim hypothesis “There is significant effects of parental socio-economic status on the educational attainment of university students” is not rejected, because the value .006 and sig. value .001 shows positive relation between socio-economic status and educational attainment of the students. The model is additionally fitted to the regression line as the R square = 0.001. There is no negative value in these tables, hence there is no negative relation between both independent and dependent variables.

5. Findings and Discussions

This study focused on “exploring the effects of parental socioeconomic status on educational attainment of special needs students at university level” for this purpose quantitative study was used as research technique. Findings of this study show that majority (41.7%) respondents agreed that student of high socio economic class get better facilities as compare to low class students. This is reality that students who belongs to higher class families; they have better communications means for example cars, expensive mobiles, laptops etc. The students who belong to higher class they always get admission in expensive and well reputed educational institutes, and well reputed educational institutions have better impact on child’s education and socialization.

Furthermore people who belongs to high socio economic status in Pakistani society they enjoy better facilities. Further results show that majority 32.5% agreed and 25.2% strongly agreed that

Coefficients'					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.463	.147		9.976	.001
Socio-economic status	.006	.008	.036	.711	.475

a. Educational Attainment

teacher behave differently with high class students then low class students. These findings shows discrimination on basis of students’ family background. It shows that teachers shows more effective or positive attitude towards those students who have high socio-economic background. In fact this is also bitter reality of our society that people who have strong socio-economic

background enjoy more respect or prestige as compared to lower class people. Because teachers are also human being and part of this society, so they treat students on basis of socio-economic background of the students.

Further findings of this study shows that 33.3% agreed and 27.5% strongly agreed that parents with poor class are directly influencing their children's decision making power. This shows that students who belongs to poor socio-economic status cannot make bold decisions in their lives. Because man is social animal by nature (Aristotle), therefore he has to communicate with society and being part of society there are many stages that demands quick decisions or bold decisions. Students at university level should be capable in taking decisions according to their own will.

Further findings of this research show that 33.3 % agreed and 28.3% strongly agreed that the economic status of parents help to increase positive attitude towards knowledge. The people who have higher socio-economic status they are well aware about importance of knowledge so they always show positive attitude towards knowledge. This era is digital era in this stage of the world it is necessary for all people to get knowledge about current digital world, without knowledge it seems almost impossible for survival. In this context socio economic status matters a lot, because knowledge is becoming more and more expensive by day and night. The people who have higher socio-economic status they can put their children in higher educational institutions to get higher degrees. Hence it is important that one should make ones status higher to increase positive attitude towards knowledge.

Further the findings of this study show that only 25.8 % agreed that the parent's high qualification is directly linked with socio economic status. These findings indicate that parent's qualification has no significant importance in educational attainment of the students, now a day's education mode has changed as compared to 30 years back. Currently in 21st century skills are also more important as well as knowledge or higher degrees. According to these findings parent's qualification not leads to educational attainment because only 25 percent respondents agreed that parent's qualification is directly linked with socio-economic status.

Further finings of this study show that 37.5 % strongly agreed and 30.8% agreed that the high socio economic families can better socialized their children then low socio economic status families. It appears that children of higher socio-economic status can study in better educational institutions, further their home environment differs from lower class people. They have more exposure about modern era as compared to lower class. Socialization depends on family structure it seems that elite class people have less no of children as compared to lower class people, so it is easy for parents to better socialize a few no of children.

Further findings shows that 39.2 % agreed and 28.3% strongly agreed that parental income is identified to be an important factor upon which the success of student laid. Obviously income is another important indicator of socio-economic status, the people who have higher income they belong to higher socio-economic status in this era. It is easy for them to tolerate fees expenditures and home tuitions as well. Higher education institutions directly influence on learning process of the students and lower class people may be unable to bear all expenses of higher educational institutions. So in the era of inflation income plays vital role in success of students.

6. Conclusion

The aim of the study is to explore the effects of socioeconomic status of parents on educational attainment of special needs students of different universities. Survey method was used in this study. Further questionnaire as a tool was used for the collection of data. The respondents were both male and female students of the Islamia University of Bahawalpur, University of Sargodha, and Bahauddin Zakariya University Multan. By using conveniently data was collected from respondents. Researcher used SPSS software for data analysis. Through data analysis it is found that Majority of respondents i.e.53 percent, were agreed that there is great influence of parental socio-economic status on the educational attainment of students. It is also found that majority of respondents i.e.61 percent, were strongly agreed that there is noteworthy influence of parents guidance on the educational attainment.

7. Recommendations:

1. HEC should make better policies regarding special needs students at university level.
2. Parents should regularly meet with university teachers about issues and challenges of their special needs children.
3. Universities should fix quota regarding students with special needs.
4. There should be free education of special needs students at university level.
5. There should be free and separate transport for special needs students at university level.

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