

## SOCIOECONOMIC ROOTS OF ACADEMIC ACHIEVEMENT: A STUDY OF PARENTAL FACTORS

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### **Abstract:**

*Parental education, occupation, and income have a major impact on students' academic achievement as they outline access to resources, learning environments, and educational goals. Together, these socioeconomic elements support the growth of both cognitive and non-cognitive abilities, which is why they are so important in determining child's academic journey. The present study aimed at finding out socioeconomic roots of academic achievement by analysing impact of parental education, occupation and income on the academic achievement of secondary school students. The sample consisted of 643 secondary school students from various schools of Greater Mumbai. The results of the present study revealed that there is a significant difference in the academic achievement of secondary school students on the basis of their parent's (mother's and father's) education, occupation and income. Study concluded that students having highly educated parents performs better academically as compared to the student having uneducated parents, students having highly placed (professionals) parents performs better academically as compared to the students having unemployed parents and students having high income earning parents perform better academically as compared to the students having low income earning parents. For internationalization to be successful, internal educational disparities must be addressed. Disparities in academic performance are caused by a variety of factors, including parental occupation, education, income, and socioeconomic status. To transform India, we must first enact policies that fortify the foundation before we globalize the educational system.*

**Keywords:** *academic achievement, parental education, parental occupation, parental income, socio-economic status, secondary school students*

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### **Introduction:**

Academic success in children is influenced by a combination of environmental, social, and personal factors. Parental background, particularly educational attainment, employment status, and family income, plays a significant role in determining a child's success in school. Parents' ability to devote time and effort to their children's education, while setting an example of responsibility and work ethic, is strongly correlated with their occupational standing. Income also impacts access to educational resources such as good schools, tutoring, extracurricular activities, and a stable home environment that supports learning.

The concept of the "Indian Dream" emphasizes the belief that an individual can attain their full potential regardless of circumstances or social status. The process of gaining academic achievement consists of two important elements: rising in socioeconomic status and obtaining an education above that of one's parents. Parents with lower levels of education are more likely to be involved in their children's academics, but parental education does indeed improve their children's performance.

Parental qualifications may be connected to their level of participation in their child's academics, as they are more common in lower-income families and may have fewer resources to assist their child in the classroom. All these factors combined (parental qualification, parental occupation, and socio-economic status) seem to have a positive effect on a student's academic achievement.

However, discussing the impact of parental qualifications on student achievement requires considering the socio-economic status of the family. Both factors can be investigated independently if either is controlled.

Before we can successfully internationalize our educational system, we must address the internal disparities that prevent many children from ever having access to the foundations of a high-quality education. This study illustrates how socioeconomic status—specifically, parental income, occupation, and education—causes wildly divergent academic outcomes. To transform India, we must first enact policies that fortify the foundation before we globalize the structure.

#### Review of Related Literature:

**Chopra, S. L. (1967)** researched on the relationship between parental occupation and academic achievement found a positive correlation between parental qualifications and high-school marks. **Dustmann (2004)** analysed apprenticeships in Germany found that white-collar apprenticeships increased academic achievement more than blue-collar apprenticeships. **Sirin, S. R. (2005)** conducted meta-analytic examination of socioeconomic status in the United States found a significant correlation between academic achievement and socioeconomic position. **Ezhilrajan, K. (2012)** found a significant relationship between parental qualification and mathematical problem-solving abilities for girls, while boys' performance remained insignificant. **Shoukat, A., Ilyas, M., Azam, R., & Ch, A. H. (2013)** found a higher association between parents' education and their children's academic performance, with parents' education playing a crucial role. **Lam, G. (2014)** developed analytical approach incorporating micro-family factors into macro-factors, highlighting the impact of low-income families on students' academic success. **Omolade, A. O. K. A. O., & Salomi, O. M. (2014)** conducted study in Nigeria and found that parents' education had the highest significant influence on students' mathematics academic achievement. **Parthasarathy, K., Vivekanandan, K., & Aswini, P. M. (2017)** found that educated parents pay more attention to the quality of education their children receive, with vocational skills and parents' educational background positively correlated. In its conclusion, the literature emphasizes the importance of inclusive strategies to close achievement gaps and the complex influence of socioeconomic factors on educational outcomes. It also highlights the strong correlation between students' academic success and their parents' educational and professional attainment.

### **Operational Definitions of the Variables:**

#### **Academic Achievement**

Academic Achievement is operationally defined as the marks that students have got in 10<sup>th</sup> Standard. (Secondary School Certificate - Maharashtra Board)

#### **Parental Education**

Parental Qualification is analyzed in terms of the parents' (mother's and father's) formal academic accreditation. It is divided into three categories i.e. highly educated, moderately educated and uneducated.

#### **Parental Occupation**

Parental occupation is analyzed in terms of the parent's (mother's and father's) job, work or the profession that they do for living. It is divided into three categories i.e. highly placed, moderately placed and unemployed.

#### **Parental Income**

Parental Income is analyzed in terms of the parent's (mother's and father's) remuneration or reward which they get for their contribution at their workplace. It is divided into three categories i.e. high-income earning, moderate -income earning and low -income earning.

### **Objectives:**

1. To compare the academic achievement of secondary school students on the basis of their parent's (mother's and father's) education.
2. To compare the academic achievement of secondary school students on the basis of their parent's (mother's and father's) occupation.
3. To compare the academic achievement of secondary school students on the basis of their parent's (mother's and father's) income.

### **Null Hypotheses**

1. There is no significant difference in the academic achievement of secondary school students on the basis of their parent's (mother's and father's) education.
2. There is no significant difference in the academic achievement of secondary school students on the basis of their parent's (mother's and father's) occupation.
3. There is no significant difference in the academic achievement of secondary school students on the basis of their parent's (mother's and father's) income.

### **Design of the Study:**

The present study utilized the descriptive research method within the quantitative paradigm. The causal-comparative method was employed to examine differences in the academic achievement of secondary school students on the basis of their parental education, occupation and income. A three-stage sampling technique was used for this investigation, combining stratified random sampling with simple random sampling at various points in time. Stratified random sampling was used to select the schools in the first step, with the strata being determined by the schools' locations in Mumbai. Mumbai City and Mumbai Suburban were the two strata into which Mumbai was split. Simple random sampling was used in the second stage to choose schools from both

city and suburban locations. Simple random sampling was used to choose 10<sup>th</sup> level students in the third stage. The final sample consists of 643 students who passed the SSC (Maharashtra board) examination from Mumbai. Secondary school students from different schools were given personal data sheets to fill in order to gather information about their gender, age, 10th grade marks, Kuppaswami's Socio Economic Status Scale (Modified update for February 2019) scale was used for assessing parental background in terms of education, occupation and income.

### **Descriptive Data Analysis:**

For descriptive data analysis mean, median, mode, standard deviation, skewness and kurtosis were calculated.

**Table 1**

**Descriptive Statistics of Academic Achievement of Secondary School Students on the Basis of their Parental Education, Occupation and Income**

<b>Perceived Parental Involvement</b>	<b>Sample Size</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Standard Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>
Students having highly educated mother	94	70.93	72.25	74.89	13.00	-0.30	0.16
Students having moderately educated mother	443	63.89	64.80	66.66	12.32	-0.22	-0.67
Students having uneducated mother.	106	63.07	62.00	59.86	11.78	0.27	-0.20
Students having highly placed mother	77	68.72	70.00	72.56	13.95	-0.28	-0.88
Students having moderately placed mother	403	64.57	64.80	65.26	12.35	-0.06	-0.63
Students having unemployed mother.	163	63.44	64.60	66.92	12.17	-0.29	-0.32
Students having high-income earning mother	62	68.94	70.90	74.82	13.79	-0.43	-0.93
Students having moderate -income earning mother	386	64.47	64.00	63.06	12.55	0.11	-0.55
Students having low-income earning mother	195	64.07	65.00	66.86	12.06	-0.23	-0.35

Students having highly educated father	147	69.15	70.00	71.70	11.99	-0.21	-0.56
Students having moderately educated father	452	63.71	64.00	64.58	12.50	-0.07	-0.57
Students having uneducated father	44	61.18	60.90	60.34	12.04	0.07	-0.22
Students having highly placed father	251	66.08	66.80	68.24	12.60	-0.17	-0.69
Students having moderately placed father	344	64.37	64.81	65.69	12.33	-0.11	-0.43
Students having unemployed father	48	60.99	59.00	55.02	13.56	0.44	-0.82
Students having high-income earning father	270	66.58	67.02	67.90	12.28	-0.11	-0.69
Students having moderate-income earning father	315	63.66	63.80	64.08	12.29	-0.03	-0.48
Students having low-income earning father	58	62.50	64.80	69.40	14.53	-0.47	-0.57

*Source: Primary data collected by the researcher*

### **Findings, Discussions and Conclusions:**

ANOVA technique was used for testing all the Hypotheses.

**Table 2**  
**F values of ANOVA**

<b>Categories</b>	<b>F Value</b>
Academic Achievement of the Secondary School Students on The Basis of Their Mother's Education (highly educated, moderately educated and uneducated)	<b>13.86</b>
Academic Achievement of the Secondary School Students on The Basis of Their Father's Education (highly educated, moderately educated and uneducated)	<b>12.74</b>
Academic Achievement of the Secondary School Students on The Basis of Their Mother's Occupation (highly placed, moderately placed and unemployed)	<b>4.81</b>
Academic Achievement of the Secondary School Students on The Basis of Their Father's Occupation (highly placed, moderately placed and unemployed)	<b>3.73</b>

Academic Achievement of the Secondary School Students on The Basis of Their Mother's Income (high-income earning, moderate -income earning and low -income earning)	<b>3.85</b>
Academic Achievement of the Secondary School Students on The Basis of Their Father's Income (high-income earning, moderate -income earning and low -income earning)	<b>5.03</b>
From F table, value of 'F' for df (2, 640) = <b>3.01</b> at 0.05 level and <b>4.65</b> at 0.01 level	

*Source: Primary data collected by the researcher*

The obtained values of F **13.86** (for mother) and F **12.74** (for father) are greater than the table value of F (**4.65**) at 0.01 level of significance. Hence the null hypothesis is rejected. There is a significant difference in the academic achievement of secondary school students on the basis of their parent's (mother's and father's) education. It means that student having highly educated parents performs better academically as compared to the student having uneducated parents. Parental education significantly impacts a child's academic success. It helps in preparing the child for future studies, promotes a healthier home environment, and motivates them to understand the value of education, ultimately leading to better academic performance.

The obtained value of F **4.81** (for mother) is greater than the table value of F (**4.65**) at 0.01 level of significance. The obtained value of F **3.73** (for father) is greater than the table value of F (**3.01**) at 0.05 level of significance. Hence the null hypothesis is rejected. There is a significant difference in the academic achievement of secondary school students on the basis of their mother's and father's occupation. It means that students having highly placed (professionals) parents performs better academically as compared to the students having unemployed parents. Parent's occupation significantly influences their child's academic success. Unskilled jobs negatively impact a child's education prospects, while highly professional jobs increase the likelihood of better academic performance. The parent's employment status also influences their child's academic performance.

The obtained value of F **3.85** (for mother) is greater than the table value of F (**3.01**) at 0.05 level of significance. The obtained value of F **5.03** (for father) is greater than the table value of F (**4.65**) at 0.01 level of significance. Hence the null hypothesis is rejected. There is a significant difference in the academic achievement of secondary school students on the basis of their mother's and father's income. It means that students having high income earning parents perform better academically as compared to the students having low income earning parents. Parental income significantly influences a child's academic success, with highly educated and well-placed parents having more resources to motivate, support, and provide extra coaching, ultimately leading to better academic performance.

#### **Significance of the Study:**

The academic performance of secondary school students is significantly influenced by their parents' education, occupation, and income. This study aims to inform school principals and management about the socio-economic status of students and its impact on academic performance. It suggests that schools can plan programs and activities for students with low socio-economic backgrounds, such as book bank schemes, extra classes, separate reading rooms, and library access. Teachers play a crucial role in closing academic gaps by implementing differentiated instruction tactics and providing individualized attention. The study focuses on the varied urban



environment of Greater Mumbai and emphasizes the need for inclusive educational policies to address socioeconomic inequalities and provide equal access to school for all students. Addressing educational disparities requires a broader societal effort to uplift families through adult education, financial support, and employment opportunities.

#### **A Way Forward Towards Internationalization of Education:**

##### **1) Equity is Foundational for Internationalization**

Socioeconomic inequality impedes equitable access to opportunities globally, despite the fact that internationalization assumes a level playing field. It is common for students from low-income or uneducated families to lack access to digital resources, language instruction, and exposure to diverse viewpoints. Addressing domestic educational disparities is necessary for inclusive and effective global engagement.

##### **2) Parental Background and Global Competence**

The educational background and income of parents have a significant impact on students' academic confidence, communication skills, and access to extracurricular learning—all of which are necessary for participating in global education programs. Children of professionals or highly educated parents are more likely to pursue higher education abroad or participate in international partnerships. Consequently, increasing parental involvement and awareness at all levels is crucial to getting students ready for global competition.

##### **3) Transforming Local Education to Support Global Goals**

Strong local reforms, such as equal access, inclusive curriculum development, and teacher training, must be the foundation of India's ambitions to internationalize education. The study's findings highlight areas in need of targeted interventions, especially for teenagers whose parents are undereducated, unemployed, or have low incomes. Policies that promote financial assistance, parental literacy programs, and community learning centres indirectly impact the readiness of future generations for the world.

##### **4) Policy Recommendations for Linking Socio Economic Status and Global Competence**

We should incorporate statistics based on socioeconomic status into national education planning to give priority to the distribution of resources for underprivileged students. We should promote global citizenship education in schools, especially in government and low-income institutions and also encourage partnerships with international educational institutions that support capacity building at the local level as well as at esteemed universities.

In addition to being an issue of equity, addressing socioeconomic gaps in academic performance is essential to ensuring that all Indian students are ready for an increasingly interconnected educational future. Making sure that no child is left behind because of their birth circumstances is the first step toward true internationalization.

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**Cite This Article:**

**Dr. Dandekar R. (2025).** Socioeconomic Roots of Academic Achievement: A Study of Parental Factors. In **Educreator Research Journal: Vol. XII (Issue II)**, pp. 116–123.

Doi: <https://doi.org/10.5281/zenodo.15705189>