

Effects of Families Income on Students Academic Achievement: A Case Study on Aurangabad High School



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Abstract

The family income, high or low, can have its impact on student's achievement in all their learning years. Since they are in their early years, their family incomes can affect their education. Some schools and collages may look carefully to this point. They may ask for the family resources and how can they pay their children tuitions. Parental educational background, profession and occupation affect their financial status. Family income is one major factor that affects their children's educational level, competitive ability and performance .When you give out what you don't have, then you are equated to a proverbial thief. Otherwise they may not have a place in that collage. If the family has high income at the early of the student learning, may help to accept him/her at that school. However, some respondents strongly argued that family income status is not an essential predictor of better academic performance. This suggests that the objective of the study has been achieved with reference to the outcomes of the study All students cannot do some homework and assignments with many requirements.

Keywords: Family income, student learning, academic performance.

Introduction

Students learning are different from time to time. One of the important elements in our education these days is technology. To learn and teach better, both students and teachers must be aware of new things. In the education process the students are the important part in schools. They need to follow and catch what they learn in school and try to apply it back home. To do this, students need to have the material inside and outside schools. I believe that schools can help students and provide them with what they need to reach their academic achievement. However, not each family can help their students outside schools with all the materials or technology they need. As a result, the family income can play an important role in student's achievement.

The family income, high or low, can have its impact on student's achievement in all their learning years. Since they are in their early years, their family incomes can affect their education. Some schools and collages may look carefully to this point. They may ask for the family resources and how can they pay their children tuitions. Parental educational background, profession and occupation affect their financial status. Family income is one major factor that affects their children's educational level, competitive ability and performance .When you give out what you don't have, then you are equated to a proverbial thief. Otherwise they may not have a place in that collage. If the family has high income at the early of the student learning, may help to accept him/her at that school. Which is make a huge different from that student whose family has a high income in his late learning (Humlum, 2011).

Another difference is the environment impact of the families with high/low income to their children learning. Some students from low income have difficulties to understand or learn as fast as others. Their vocabulary can be less and not that much as the other students from different background. Also, their way of learn and understand are different from others, because their parents may not help them at home or they have single parent. If they are poor then their parents must work all the day for them, which will be no time to help their children with homework. Another thing is the stress they have and their family at home. These may affect their grades because no one helps them or even, sometimes, care about their success in schools (Jensen, 2013).

Some schools may help and support students from low-income families. They can provide them with computers and some materials for better learning. These kinds of schools are built to help these students outside schools (Demski, 2011). No education is ever cheap; yet, poverty must not be a finite barrier to education, and academic performance must not suffer from no-money-syndrome implications. It is interesting to know that schooling aims at acquiring certificates, but education aims at gaining vocational skills. This is the most popular problem for students. Not all of them can have computers or other technology in their homes. While our educations these days depend in technology especially when they have homework or research paper should be done at home. Moreover, not all the families can provide this technology for their children. So, student's success depends on what their family can give them.

Each child must have his/her right to learn as others. No matter about their backgrounds or their families' income. Schools must find solutions to help them for better education and not judge them for their family low income (Beck, 2011). However, higher cost of remuneration to high-value staff, development and infrastructure projects, and projecting the competitive image of educational institutions have influenced high cost of education which ultimately burdens families educational budgets. More efforts (financial, policy, etc.) are made by individuals, families, organizations and the government to positively intervene the situation but to no avail. They did not choose their background to accept them in a school and rejected them in another because of their family income. The purpose of this study is to investigate the effect of family income on student achievement.

Review of the Literature

Interestingly, Nyakunga's 2011 study explored the effects of cost sharing on students' academic performance in Mzumbe University, Morogoro Main Campus, and Tanzania. In his analytical framework of six concepts were academic performance and financial factors. This study used qualitative case study. Semi structured interview was used to collect data from six second year students and two teachers who were selected using purposive sampling technique. The results showed that the effects of cost sharing on academic performance seem to be complex and they may depend on the particular circumstance an individual is facing. The study concluded that cost sharing is likely to motivate some students to study hard and improve performance by reflecting on the amount of funds they invest in education. However, it can also lead to poor performance due to lack of funds to cover educational expenses and other personal needs. The results implied that students from low-income families were more likely to perform lower because of financial hardship and poor schools they attended. Thus, there is the need for the government to ensure that all students receive better education. This result also indicated that some of the factors affecting academic performance in higher education also resulted from poor education background (Nyakunga, 2011).

Another study that has been reviewed is by Davis, Gordon, and Burns, (2011). In this study the authors showed another example of the low-income families and their children education, who is suffering from asthma. These kinds of children are having problem with education since their preschool. The author represent that students absences affected their education and how their family are having problem with their medical cares. The author did not show methods or results but it showed facts about children from early childhood. These students are behind others from different family background that is suffering from asthma too. The family income can affect their children education in their early years (Davis, Gordon, & Burns, 2011).

Xiao (2012) examined students and their families' income in China. He studies almost 407 students in their early years. The study measure students reading skills and observed families in their home. Also, it took part in the families' home and in the student's skills. Moreover, it was well-organized study with the chosen children and the process of measuring them and their families. The results with numbers were very clear and show how the family's income can affect their children learning (Zhang, 2012).

Abraham, Crais, and Vernon-Feagans (2013) reviewed the third study of low-income family and their children education. The study shows how the mother language can affect her children education. The languages differences are results of the low income and environments of the mothers. This study took months from variety children and homes. The results were very clear and show how students can learn from their mothers. The percentage represents how students learning are connected to their homes. The language that mothers used with their children can affect their education skills. In the study, mothers with low income are using simple sentences and vocabularies with their children. On the other hand, complex sentences and vocabularies are used from high-income mothers with their children.

Aim of the Study

The purpose of this study is to investigate the effect of family income on student achievement.

1. Relationship between family income and student achievement.
2. Distinguish students according to their families' income.

Methods and Procedures

Research Design

The study uses a correlation design and methodology to address the objective of the study above. Since this investigates a relationship between two variables. This study will take a place in Aurangabad. The idea of the different areas is to have different children and families from different background and income. The selected school is being secondary school. Children must be in the ages from 11 years old to 15 years old. Mostly the early years can show clear results for the low-income impacts to the children and families.

Sample and Data Collection

The target populations of the study are on secondary schools. The sample will be planned to be selected from Aurangabad high school. Expected sample size is 45 and from each class will be 15 students sampling technique will be used in the study. Self-report web-based surveys will be used to gather the data. Respondents will not be required to provide names linking to their responses. Thus, the anonymity can be ensured.

In the survey day, the selected students will took a test in the classroom to measure their writing, reading, and speaking skills after taking permissions from their parents. These skills will be questioned from low level to high level. The questioned will be corrected for the complex, hard and flaunt sentences and answers. According to the answers and how they are simple or complex for the student age and grade. After that, the next step is to contact the families' children. Each family will be notified with a letter from the student to answer questions about their statues and life methods. Questions will be answered from the parents in a piece of paper. These questions will be about parent's job, living place, and income. They will be under categories. Some questions will be multiple choices, yes or no, and fill in the blanks.

In the family survey it will be mentioned the study and the purpose of it. The families will have 2 days to answer this survey. When they done with the survey and they will be gathered with the children answers papers. And put them in files to be examined and study how the poor environment and parent's low income can affect their children academic achievement.

Instrumentation

An instrument of the family income was developed to assess student's achievement. The instrument of the survey has three sections. The first section is about student's ability of reading, writing and speaking. The second section is for students too and it is about their background. There will be six questions some of them are multiple choices and others fill in the blank. The final section of the instrument is for parents. They will have six questions to be answered. Some questions are filling in the blanks and others are multiple choices.

Data Analysis

The parent's survey and the student's answers can be compared to each other. If the students took high grade in this skill and his parent's answers were almost positive, then this study result has been proved. The income can affect the children more than parents. Moreover the income can affect the parents too in some ways. Both answers can show how they are connected to each other under the income power.

Table No: 1
Family Income shows Positive Academic Achievements in Class VI.

Family income	No. of students	Merit positions of students in class
10001-15000	6	1,7 ,6 ,9 ,20 ,22
5001-10000	5	3,39,35 , 52 ,57
<5000	4	12,15 ,279 ,290

Table No: 2
Percentage of Family income on positive academic achievements in class VI

Family income	No. of students	Merit positions of students in class in percentages
10001-15000	6	40%
5001-10000	5	33.30%
<5000	4	26.70%
	N=15	Total =100%

Table No: 3
Family income shows positive academic achievements in class VII.

Family income	No. of students	No. of students
10001-15000	7	02,03,13,14,24,26,30
5001-10000	4	06,70,102,112
<5000	4	11,264,286,290

Table No: 4
Percentage of Family income on positive academic achievements in class VII

Family income	No. of students	Merit positions of students in class in percentages
10001-15000	7	46.68
5001-10000	4	26.66
<5000	4	26.66
	N=15	100%

Table No: 5
Family income shows positive academic achievements in class X.

Family income	No. of students	Merit positions of students in class
10001-15000	5	1,3,12,30,43
5001-10000	4	2,35,44,72
<5000	6	10,89,150,160,210,332

Table No: 6
Percentage of Family income on positive academic achievements in class X

Family income	No. of students	Merit positions of students in class in percentages
10001-15000	5	33.30%
5001-10000	4	26.70%
<5000	6	40%
	N=15	100%

Above data shows 10001-15000 Family income groups in class VI 40%, class VII 46.68% and in class X , 5001-10000 Family income groups in class VI 33.30%, class VII 26.66% and in class X 26.70%,and<5000 Family income groups in class VI 26.70%, class VII 26.66% and in class X 40% students belong this groups.

Conclusion

The family income is a serious problem that may face the student's success. Schools and teachers must have a background about the student's family income. Strong financial status of families helps improve students' motivation, learning process and hence better academic performance. However, some respondents strongly argued that family income status

is not an essential predictor of better academic performance. This suggests that the objective of the study has been achieved with reference to the outcomes of the study. All students cannot do some homework and assignments with many requirements. Not all houses are having technology or the ability to develop a project with high price requirements. When teachers evaluate students, they need to be careful about this point. Such a study may help teachers and students to have an idea about requirements of the class. According to that, teachers will ask for assignments that mostly all students can do and have the ability to do it. Students will not suffer or feel bad of not having what others have.

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