Socio-Economic Determinants and Academic Performance: A Case Study of University Students in Gilgit

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Abstract

The primary purpose of this study is to explore and analyze the socio-economic and other major factors affecting student's academic performances in the context of Karakoram International University, which is only university in Gilgit. The study employed Multiple Regression Analysis approach to research. Moreover, the researchers investigated the influence of various factors for example family income, class attendance, student's health, home possessions, friends and parents' involvement, teaching and parent's qualification on academic performance. The results of the research showed that the factors which significantly and positively affecting the performance of students are class attendance and student's health while the effect of home possessions and income is negative. On the other hand, the factors, which have insignificant and positive influences on academic performance of the students are teaching methods, father income and mother's qualification. The study recommends that to increase the performance of students these influencing factors should be considered.

Keywords: Academic Performance, family income, Class attendance, Parents' involvement, Teaching, Parent's qualification.

Introduction

The current study examined the factors affecting academic performance of university students. The academic performance was reflected or linked with the level of knowledge acquired/gained and skills developed by the students in a subject or course (citation required). It is essentially a measure of how well students performed in the different evaluation items identified for them based on certain academic standards defined by educators. Most tertiary institutions mostly use Grade Point Average (GPA) as a simple summary indicator of their students' academic performance. The studies of (Terfassa, 2018; Matingwina, 2018; Usaini & Abubakar, 2015) have shown various elements which have an effect on the student's performance. Studies at both national and international level have reported that parental involvement, in their children' education even at university level, plays a significant role in enhancing their academic performance (Terfassa,2018; Iram, Khawar, Khurshid, & Fatima, 2016; Nnadi et.al, 2016; Ahsan, Iqbal & Farooq, 2015; Ngure & Amollo, 2017; Azhar, Nadeem, Naz, Parveen & Sameen, 2014; Zhang, 2011;Gudynas, 2013). They observed that educated parents support their kidsin their

learning activities, which help them to score remarkable results. These studies further explained that parents have learned many things during their schooling and they know how to deal with them so they give more time and attention to their children like they check their home tasks, supervise and help them to complete the work and provide favorable environment etc.

Similarly, the studies (Suleman, Aslam, Hussain & Shakir, 2012; Kean, 2005; Islam, & Khan, 2017; Khan, Naz, Shah, & Husain, 2017; Memon, Joubish, & Khurum, 2010; Blanden & Gregg, 2004) have shown the substantial role of family income in affecting the performance of students. The outcomes of the earlier researches have shown that the students belongs to high income families score goods marks as compared to the students belonging to the low income families. On the other hand, the researchers (Guest & Schneider, 2003; Marsh & Kleitman, 2002; Stephens & Schaben, 2002) have shown the role of extra-curricular activities on student's performance.

On the other hand, teachers also play key role in academic performance of the students. Every teacher as different teaching techniques, method of communication, evaluation and behavior towards students that can affect academic performances both positively and negatively (Ahmed & Hussain, n.d.). In universities studies, students spare most of time with their friends after having classes for group discussion, hostel and in canteen for food. However, lack of researches on academic performance of the university students studying in Gilgit which is located in Northern Part of Pakistan. For this purpose the data is collected from final year students of Karakoram International University in the year 2019. The study employed multiple regression analysis for empirical investigation and data is processed in SPSS.

Objectives of the study

The main objectives of the current research are

·To explore the influence of social factors on academic performance of the university students.

·To identify the effects of the economic elements on the performance of the students

·To inspect the effect of teaching and class attendance on performance of the students.

Hypothesis of the Research

The current study tested the following main hypothesis

Ho1: "Family income has significant and positive effect on student's performance".

Ho2: "Mother qualification has significant and positive

effect on student's performance".

Ho3: "Father's qualification has significant and positive effect on student's performance".

Ho4: "Class attendance has significant and positive effect on student's performance".

Ho5: "Student health has significant and positive effect on student's performance".

Ho6: "Home possession has significant and positive effect on student's performance".

Ho7: "Parent's involvement has significant and positive effect on student's performance".

Ho8: "Fathers income has significant and positive effect on student's performance".

Ho9: "Teaching has significant and positive effect on student's performance".

The overall study is divided into five sections. First part of the research discusses the objectives and hypothesis. Similarly, review of past studies has been discourses in second section of the study. The fourth section of the study discusses methodology and results are presented in fifth part of the study. The whole research is concluded and recommendations are given in the last section of the study.

Review of Literature

Parents Education and Students Performance

Terfassa (2018) findings verified that there was positive connection between children's school performance and parental education. Furthermore, Iram, Khawar, Khurshid and Fatima (2016) observed that there is a considerable association among parent's education and student success; they also observed that the academic performance of hostilities was better than the students who are living with families at home. Moreover, (O'Sullivan & Drajea, 2014), results have shown a critical link between the wages of the guardians and their attention towards their kids. Parental indifference revealed indicated negative relationship with the learning abilities of children's and subsequent grade school. Similarly, Ahsan, Iqbal and Farooq (2015) findings illustrate that parent's education, earnings level and instructor's qualification were significantly related and locality of school is insignificantly associated with performance. In the same way, Ngure and Amollo (2017) work points out that, students belong to low educational level score lower grades because their parents are not enough capable to guide their children's.

Likewise, Azhar, Nadeem, Perveen, Naz, and Sameen (2014) analysis shows that students from high earnings

families perform healthier than students from low earning families and students belongs to educated parents family achieve higher grades because educated parents boosts up their children's performance. In addition, Zhang (2011) pointed out the impression of parental literacy level, household income and peer group on children's academic performance. The outcomes of the study showed that minor effect of parent's education and family income on children's achievement and they also observed that there is an encouraging correlation among mother caring and child achievements. Further, according to Ogunshola and Adewale (2012) parent's socio economic status and parents educational history did not have noteworthy effect on student's educational achievement, but student's health is significantly related with performance. On the same hand, Gudynas (2003) further explained that the accomplishment of students in rural schools is lower than the children's of in built-up schools because stage of parental schooling in rural areas is lower than the parents of urban areas.

Parents Income and Students Performance

Differing from others (Javaid, Akhtar &Abbas, n.d.) result reveals that student's academic performance and health is highly correlated with parent's status. More to the point, Suleman, Aslam, Hussain and Shakir (2012) investigates the effect of parental socio-economic status on the academic performance. There finding shows that variables such as education, occupation and income of parents effects grades of students. On the same point, Memon, Joubish and Khurum (2010) study concludes that parent's schooling, income indirectly relates to children's academic performance. As well, Adzido, Dzogbedg, Ahiave and Dorkpah (2016) results showed that the students belonging to higher earning families have better performance as compared to students belongs to low earning family.In the same way, the results of the Machebe, Ezegbe, Onuaho (2017) has shown that the income of parents is key factor influencing achievements of the students. Additionally, Morrissey, Hutchison and Winsler (2014) study observes that poor academic performance of students those belong to lower income families. However, Kean (2005) results reveal that socio-economic factors were indirectly related to education progress of children's and parent's years of schooling is considered as an important factor for determining the achievement level of a student. Additionally, Chevalier et al. (2013) find that education of parent has substantial influence on children's and stronger effect on sons than daughters do. Correspondingly, Khan, Naz, Shah and Hussain (2017) confirmed that students belong to low-income families and poor parenting score lower grades.

On the same hand, Blanden and Gregg (2004) finding clears that there is important affiliation connecting family income and educational attainment and also observed that income have contributory relationship with academic attainment.

In addition, Shah, Atta, Qureshi and Shah (2012) study shows that parental contribution, socio-economic status (SES), and family size are mainly imperative family elements. Further, the other element, which plays a significant part in the student's life and outdoor activities, is family SES. For the same reason, Islam and Khan (2017) results show significant positive relationship between performance of children's and socio economic factors and they observe that there is no variation among the performance of male and female. Moreover, Lin and Lv (2017) highlighted the effect of family income on children's education. The findings explain that family income has substantial pressure on children's educational level and increase in income level leads to improve the educational level of their kids.

Other factors effecting Students Performance:

On the other side, Usaini and Abubakar (2015) conducted study on parent's occupation and academic performance of kids. The outcomes of the analyses show that students from parents with formal profession perform well as compare to those from parents with informal jobs. Subsequently, Iqbal and Pervaiz, (2014) conducted piece of study on university students; they pointed out factors which effects students' academic performance. Through simple random sampling a university from Sahiwal division was selected, 400 students were randomly taken as sample size. Information was collected through questionnaires. Statistical tools such as chi-square and multiple regressions were used to identify the connection among the academic performance and independent variables. There results shows that regular & punctual, teachers behave decently, group discussions and time management were positively related with performance and gender, use of computer for entertainment only, cafeteria hours, membership of club are fond to negatively significant. In addition, Daniyal, Nawaz, Aleem, and Hassan (2011), worked on factors that affect academic performance on kids. The authors identified various variables that shape the performance of children. The variables that are positively allied with performance are household income, education of father and mother etc. while the family range has negative association with performance of children.

Moreover, Hijazi and Naqvi (2006) research stated that parent's level of income, student's attitude toward class attendance and time allotment for studies and mother schooling is positively connected with performance and

mother's age is unconstructively associated with academic of the student. Similarly, Ali et al. (2013) investigate the factors contributing to the children's academic performance. Variables they address were student's grades, gender, age, socio-economic status, Study hours, residential area, and tuition trend. The results revealed that age, parent's financial position and daily study hours considerably contribute to the educational performance. On another note, Amjad, Sial and Faheem (2015) determined that variables such as education and employment of mother, communication services and atmosphere of living area and financial factors such as mother and fathers income and spending on food items have noteworthy positive impact on educational progress.

Research Methodology

To select departments, stratified random sampling and to choose number of students from each class proportionate stratified sampling technique was employed. Ninety-five respondents were selected from eight departments. A self-administered feedback form was used to collect data. In addition, SPSS-20 was used to analyze the data and Cronbach's Alpha test was employed to confirm the reliability of questionnaires. The present research utilizes principal component analysis and multiple regression analysis.

Tools and Techniques

SPSS version 20 was used to analyze the data. At first, the Cronbach's alpha is used to tests the reliability. Later, the present research used multiple linear regression analysis is to explore the effects of various determinants on students' academic performance. In current study, students' performance is dependent variable and independent variable includes friends company, parent's education and occupation etc. The proposed model of the study is given below

$$Y = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_5 + \beta_5 X_6 + \beta_6 X_7 + \beta_7 X_8 + \beta_8 X_9 + u(1)$$

Where,

Y = academic performance, X_1 = family income, X_2 = mother qualifications,

X_3 = fathers qualifications, X_4 = class attendance, X_5 = health

X_6 = home possession, X_7 = parents involvement

X_8 = fathers income, X_9 = teaching

Under the study, family income means, earnings received by all members of the family during the year, Moreover, parent's year of schooling means the highest-grade level their parents have completed, we measure parental level of education as illiterate, below matriculation, intermediate, graduation and above degree. The dependent variable that is academic performance is measured through the CGPA that the student has scored in their examination.

Sampling techniques and Sample Size

In order to investigate the impact on student's educational achievement, ninety-five (95) respondents from KIU main campus were selected through "proportionate stratified sampling technique". There are total three faculties in Karakorum international university (Life Sciences department, Faculty of Natural Sciences & Humanities and Social Sciences faculty.) which were considered as strata. Then eight (8) departments were randomly selected from these faculties (Biology, Environmental sciences, Computer sciences, Mathematics, Economics, behavioral sciences, Business management and modern languages) and from each department two (2) classes (final year students of Masters and BS honor) were selected. Finally, from each selected grade 20% of total class population (by adopting proportionate stratified sampling) was asked to fill the questionnaires.

Data Collection

A well-structured feedback form was used as instrument for data gathering to ascertain the role of factors effecting

students' performance. The questionnaire was designed using close ended, Open ended, Multiple-choice, three and five points Likert Scale questions. Qualitative and quantitative records were gathered for this study, in questioners three point scale was considered to compute the intensity of parental involvement, here 1 show often, 2 shows sometimes and 3 shows Never, with the statement and five point scale was planned to calculate the level of satisfaction, here 1 shows strongly agreement, 2 shows agreement, 3 shows neutral, 4 shows disagreement and 5 shows strongly disagreement with the statement. Qualitative and quantitative information was collected through questionnaires and we applied descriptive and inferential test to identify the influence of independent variables i.e. Family income, parents' education, parents'

motivation, class attendance, student's health, modern facilities available, teaching and company of friends on dependent variable i.e. student academic performance.

Data Analysis and Discussion

Reliability test

Initially, Cronbach's alpha test is utilizing to for reliability test. The common criterion for reliability is 0.7 and results of the reliability of 0.770 of current study, which is above the normally accepted value (see Table 1).

Table 1: Statistics of Reliability

Cronbach's Alpha	Standardized Items based on alpha
.770	.719

Demographic factors

Table2, confirm that, out of 95 students, 54 students were enrolled in BS and remaining 41 students were enrolled under master programs. In percentage, 57% belongs to Bs program and 43% were from master programs, so most of the participants were from BS. The numeral of female undergraduates is 63 and male is 32, Almost 66% were girls and remaining 34% were boys, so from the table it is clear that most of respondents were female.

The outcomes of this table show that there are 91 students whose belong to the age group of 21-25 years and 3

students belongs to the age category of 26-30 years and only 1 student is under the age of 21. In percentage 96% students are in-between 21-25 years. From Table shows that there are eight departments under the study, out of 100%, 12% students were from business management,11% from behavioral sciences,14% from department of computer sciences,17% from economics,9% from Environmental sciences,15% from mathematics and 12%from biology Modern languages department.

Table 2:Respondents Profile

Degree		Frequency	Percent
	BS honors	54	57
	Masters	41	43
	Total	95	100
Gender			
	Male	32	34
	Female	63	66
	Total	95	100
Age			
	17-20	1	1
	21-25	91	96
	26-30	3	3
	Total	95	100
Department			
	Business Management	11	12
	Behavior science	10	11
	Biological Sciences	11	12
	Computer Science	13	14
	Economics	16	17
	Environmental sciences	9	9
	Mathematics	14	15
	Modern languages	11	12
	Total	95	100

Findings and Discussion

This section discusses the outcomes of the regression analysis. The co-efficient of the health issues is 0.211 and its corresponding p-value is 0.029 which means that health issues is significantly and positively related to academic performance. Further, the outcomes of the study concluded that health effect students' academic success, because a healthy body allows a person to give his full effort in studies as compare to sick one and healthy one's can achieve higher grades than unhealthy persons(Matingwina,2018; Srinivas & Venkatkrishnan,

2016). Similarly, the co-efficient of household income is -0.214 with p-value of 0.047, which shows that income is statistically significant but negatively relates with regress and. The negative effect of income on educational performance is due to the students belong to high income families and they involve themselves in other activities which affect their studies (Hijazi & Naqvi, 2006). Moreover, income is not an essential predictor of the academic performance because many studies shows that children from low earning background scored higher marks then higher income families (Adzido et. al, 2016).

Table 3: Regression Results

Variable's	Coefficients	p-value
Income (X₁)	-0.229	0.047
Mothqu (X₂)	0.038	0.714
Fathqu (X₃)	-0.015	0.833
Clasaten (X₄)	0.305	0.000
Health (X₅)	0.387	0.029
Homposs (X₆)	-0.885	0.007
Painvo (X₇)	0.093	0.199
Frecom (X₈)	0.005	0.839
Techng (X₉)	0.058	0.123

On the other hand, Parent's involvement has insignificant and positive influence on the performance of the students because parents' involvement and motivation encourage their children to progress more in their educational activities and leads to higher grades in the assessments. Likewise, company of friends is statistically insignificant and positively relates with academic performance. Results concluded that company of friends have very little impact on examination marks but (Ahmed & Hussain, n.d.) proves that having hard working and intelligent friends help to improve grades. Based on the findings concluded that teachers don't affect examination grades at university level, because at this stage teachers are not spoon feeders, they only provide a path or give directions. So, students who work hard get good score and lazy one's score low because they only depend on the slides provided by teachers. Another reason may be that many of the teachers are visiting faculty and they cannot give proper time to help students because they are not available in university.

The results also show that parent's qualification is statistically insignificant and father's educational level negatively while mother's years of schooling positively relates with dependent variable. We concluded that parents' qualification does not affect children's attainments. Analysis reveals that father's qualification negatively effects academic performance, the reason at the back may be, having high qualification means having higher position at work and heavy work load, which ultimately not allowed such fathers to give time for their kids. Mother's education positively affects the performance because we assumed that educated mother's help their kids in studies, keep eyes on their activities, and make a check and balance on their activities (Hijazi &Naqvi, 2006).

Lastly, the summary of hypothesis (see Table 4) has shown that out of nine hypothesis three are accepted which means that variable X5, X6 and X7 are influencing the academic performance significantly and positively. However, X1, X2, X3, X4, X8 and X9 have not significant effect on the academic performance of the students.

Table 4: Summary of hypothesis

Hypothesis	Probability	Result
Ho_1:"family income has significant and positive effect on student's performance"	0.047	Reject
Ho_2:"Mother qualification has significant and positive effect on student's performance"	0.714	Reject
Ho_3:"Father's qualification has significant and positive effect on student's performance"	0.833	Reject
Ho_4: "Class attendance has significant and positive effect on student's performance"	0.000	Accept
Ho_5: "Student health has significant and positive effect on student's performance"	0.029	Accept
Ho_6: "home possession has significant and positive effect on student's performance"	0.007	Accept
Ho_7:"Parent's involvement has significant and positive effect on student's performance"	0.199	Reject
Ho_8: "Fathers income has significant and positive effect on student's performance"	0.839	Reject
Ho_9: "Teaching has significant and positive effect on student's performance"	0.123	Reject

Conclusion and recommendations

Numerous factors i.e. socioeconomic, cultural and environmental aspects have an effect on academic performance of students at various levels of education. However, this research aimed to explore the factors such as family income, student health, class attendance, parents' involvement, home possessions, parents' qualification and company of friends on academic performance of university students. In addition, this study also uses some control variables like teaching methods and class attendance. For this purpose, data is collected using questionnaire from final year students of Karakoram International University which is only university in Gilgit. The present research employed multiple regression analysis to examine the effect of explanatory variables on dependent variable. Initially, the reliability of the obtained data is checked by Cronbach's Alpha test and data is process in SPSS. The outcomes of the study reveal that the key elements of the students' performance are class attendance, home possessions and health while the influence of income and home possession is negative. Similarly, the influence of parent's involvement is positive and insignificant. Lastly, the other factors that have insignificant and positive influence on students' performance are mother's qualification and teaching methods.

Hence, the results of the research recommend that parents should taking care the health of their children on priority because it has influential element of academic performance of the students. The other factor which has substantial effect on performance of the students is class attendance. Therefore, university administration should also design policies which make sure to address the health issues and attendance of the students to enhance their performance.

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