
IMPACT OF TEACHERS' SOCIO-ECONOMIC STATUS ON THEIR STUDENTS' ACADEMIC PERFORMANCE

Eiman Bhatti

M. Phil Scholar, The Islamia University of Bahawalpur

Qurat-ul-ain

Associate Lecturer, The Islamia University of Bahawalpur

Dr. Riffat Tahira

Assistant Professor, The Islamia University of Bahawalpur

Corresponding Email: riffat.tahira@iub.edu.pk

Abstract

The study was conducted to see the impact of teachers' socio-economic status on their students' academic performance. The Study was descriptive in nature and survey method was employed to gather the desired data to fulfill the objectives of the study. Elementary school level teachers were the population of the study. After reviewing the literature, questionnaire for teachers' was designed. Six hundred and 28 teachers from elementary school level were selected randomly. Gathered data were systematically arranged, and coded for the purpose of analysis. Arranged data was analyzed by applying the descriptive and inferential statistics. Frequencies and percentage was extracted for descriptive statistics and one way ANOVA was employed to find the impact of teachers' SES on their students' academic performance. Major findings of the study revealed that their teachers' qualification, monthly family income and level of institution also influenced on the performance of their students. On the basis of findings it was suggested that educational institutes should arrange the behavior modification trainings for teachers and take the responsibility to improve teachers socio-economic status.

Introduction

The term socio-economic status refers to the combination of two variables: social and economic standing. Economic status is related with a person's money or economy, while social status is obtained through social status. Different sociologists, educators, and psychologists used the same indicators to calculate the SES. According to Kosunen, (2016) socioeconomic status (SES) is used as to explain someone's family, earnings, political background, level of education and repute in profession. Saifi and Mehmood (2011) defined SES as a combination of a students' family and financial condition of family and stability in the nation as compare to the others. The issue of children' deteriorating academic performance in Pakistani schools has piqued the interest of all stakeholders in the education industry. Teachers' performance and the quality of education are influenced by how they carry out their responsibilities. Students' performance in institute, evaluated both internally and externally has been used to assess teachers' socioeconomic status and teaching efficacy over time (Akpomudjere, 2020).

In all Pakistani educational institutions, students' academic performance has fallen far short of societal expectations. Teachers are on the front lines of the educational system, and as a result, they are frequently blamed for all of the students' failures to achieve success (Peng et al., 2020). This issue is crucial because, at the time of the visit, some teachers were more concerned with selling snacks and soft drinks at the school canteen than with improving their knowledge and teaching skills. In addition, we have seen several professors engaged in a modest business of

growing cattle and opening stalls on other occasions. These important circumstances compel us to conduct further research on socioeconomic status (SES), with a focus on teachers' SES. The most typical method for determining a teacher's SES is to combine their educational level, occupational status, and income. SES has been the subject of a number of research (e.g. Cutler, et al., 2008; Memon et al., 2010; Ogunshola & Adewale, 2012; Ahmad & Khan, 2012; Ahmar & Anwar, 2013; Azher et al., 2013; Kapinga, 2014, Werang et al., 2017). Sadly, most do not have direct links to the SES of instructors. Researchers focus on researching impact of socio-economic status on students' performance rather than impact on their family life. A teacher is a difficult and often even tiring career that is recognized for years now (Keller, et al., 2014). Although it has not been really recorded in current literature, scientists feel that in low-income nations so many teachers are battling with the need to lead pupils to succeed on the one hand and care for their own family on the other. Low-SES instructors even attend the classroom with all the burdensome ideas and sentiments of caring for their sick family member, renting houses, paying for electricity deductibles, meeting the children's school requirements etc. Researchers used quantitative methods employing survey design to study the effect of teacher SES on student achievements.

It has been determined from comprehensive literature that so many investigations have shown the factors that affect the performance of the students. In many studies, these factors are varied. They can include parents, socio-economic status of parents, family, the status of students and the career of parents. These aspects are environmental, dietary habits, health and familial backgrounds of pupils, which are also covered in other studies. There was a study gap that measured the effects on student performance of teacher satisfaction. There was no impact on the performance of students from the socioeconomic status of teachers. That's why this study was conducted.

Literature Review

One of the most widely used factors in education research might be called SES (Sirin, 2005). SES is described as the sum of economic, social and cultural environment of the student he/she have (De Clercq et al., 2017). The features of SES have been characterized by mentioning of one indicator, many students studied indicators or numerous integrated indications in a combined score (Australian Bureau of Statistics, 2011; Cowan et al., 2012; Shavers, 2007). Furthermore, indications of socioeconomic status can be seen at multiple levels, including the person, family members, and community levels (Australian et al., 2011). Education, occupation, and income can reliably represent pupils' socioeconomic status regardless of the period of observation (Erola et al., 2016). Furthermore, these measures are simple to comprehend and transmit (Cowan et al., 2012). Vehicles, reading opportunity, laptops, and harmonious tools are examples of household resources (Pedrosa, et al., 2007).

However, the educational affiliation, profession, earnings and personal recourses in the calculation of socio-economic status is clearly complex. Because of its link with other characteristics of socioeconomic status, education is the most important factor for presenting education (Australian Bureau of Statistics, 2011; Galobardes, et al., 2006). Indeed, education at higher level is associated with future plans a student has in his life and well-being, just like best job opportunity, environment for work, and handsome salary (Shavers, 2007). Likewise, profession is frequently employed as a measure of socioeconomic status, considering this link with level of education and earning (Erola et al., 2016).

Socio-economic status is a wide notion to incorporate basic two key elements: status and resources (Krieger et al., 1997). First element is to establish an individual's hierarchical place

in the world (Mueller & Parcel, 1981), while the second dimension affects an individual's access to economic, social, and cultural resources (De Clercq et al., 2017).

Werang (2014) defined SES as a measure of a someone's financial condition in the society, their total earning, profession and gains in education. According to Ahmad and Khan (2012), socioeconomic status is favorably associated to both educational attainment and achievement. It is possible to hypothesize that the higher a student's parents socio-economic status, the better his or her performance in the institute. It was discovered that socio-economic status is a reason that correlates with the impact of academic achievement. According to Kapinga (2014), effective education provision is limited by low parental SES since they are unable to fund their children's fundamental educational needs. Children from low-income families "cannot avail a chance for learning opportunities, thus advancing to the top of their educational ladder may be difficult" (Ahmar & Anwar).

In all Pakistani institutes academic performance of students can be seen as very poor as it is expected by the society. Teachers are known to contain a significant impact on their students, their role is considered as basic. The reason behind this is, teachers are answerable to implement the educational policies, curriculum and to become it practicable (Afe, 2001). Teachers are responsible for both teaching and learning; therefore it's no surprise that a successful teacher has been defined as someone who achieves the intended results while doing his or her duties as a teacher (Uchefuna, 2001). Teachers' ineffectiveness in classroom contact with pupils may be to blame for observed poor student performance and Pakistan's highly regarded falling educational level.

Student performance is assessed by the students' ability to memorize the facts in specific time. Each class of the school has its own educational objectives and teaching standards that a teacher has to meet. When instructional standards are taught via excellent instruction, student performance improves (Ofoegbu, 2004).

Among educational scholars, terms like performance, attainment, and success are employed interchangeably for no apparent reason (Casillas et al., 2012; Ruehland, et al., 2009; Tracey et al., 2012). Furthermore, when describing academic accomplishment in higher education, CGPA, rather than a conceptual description, is most commonly given. Even there is need for commitment, educational success, competences, and determination is used to judge students' academic success in higher education as different, but interconnected, criteria. Simply looking at academic achievement does not necessarily reflect or indicate students' competency acquisition or persistence (York, Gibson, & Rankin, 2015).

Proficiency is a ability to perform, something which is measured by some standards of skill measurement (Shavelson, 2010). Higher education, in particular, attempts to develop both special and generic capabilities (Sadler, 2016). As a result, competency evaluation has emerged in many nations at various phases in the process of higher education (Zlatkin-Troitschanskaia, et al., 2015). Persistence refers to students' academic progress toward the completion of their education instead of changing their institutes, educational program, or school environments (York et al., 2015).

The publication of Coleman and colleagues' 1966 study, Equality of Educational Opportunity considered the most significant researchable topic throughout the twentieth century. According to a survey, features of high school were not related with academic success in the United States, but one's socioeconomic circumstances were responsible. As a result, several educational experts have conducted studies to better comprehend Coleman's major conclusions.

Regarding Bourdieu's (1986) social capital theory, Dika and Singh (2002) conducted a in depth review of the literature by relating the socio-economic status with students results and explores many issues with concept making and assessment of social capital as the base for

academic achievement. Particularly, are frequently confused with the resources and opportunities that flow from them; as a result, there is no obvious separation between social capital possession and activation (Dika & Singh, 2002). Furthermore, the use of cross-sectional data has made determining the relationship between socio-economic and students' performance is a challenge (Dika & Singh, 2002). It is not accepted as it is that socio-economic clarify how socio-economic status is linked with students' performance (Jæger, 2011; Sullivan, 2001).

Good teachers are essential in the development and achievement of children in intellectual and social life. Previous research has shown that research into socio-economic status of teachers in Pakistan has declined. The study was therefore intended to examine the "Impact of socio-economic status of teachers on the performance of their students at Bahawalpur".

Following objectives were settled to conduct the study

1. To explore socio-economic status of teachers in Bahawalpur
2. To investigate the impact of socio-economic status of teachers on the performance of their students.

The study was confined to teachers in Bahawalpur district schools and colleges. The study was limited to teachers' socio-economic status.

Research Methodology

The present study was conducted by adopting descriptive type of research. Survey method was adopted to collect the data. Descriptive research does not precisely fall into the type of quantitative or qualitative approaches for research but can use the same features of both (Chandler, 1993). A research population is also defined as a well-defined group of individuals or things known to share comparable features. A common, necessary property or trait is frequently shared by all individuals or things within a given group (Lemeshow, 2008). Teachers hired in the elementary level schools in district Bahawalpur were the population of the study. A sample is a subset of a population that is used to represent the total group. The procedure for picking these samples is known as sampling (Gay, 2009). After deciding the population of the study random sampling technique was adopted to select the sample. There are six Tehsils in district Bahawalpur. At the first stage twelve male and twelve female schools were selected randomly from each tehsil. Among these schools Fifty percent were male and fifty percent were female teachers. AT second stage eight teachers from each male and female school were selected. On the whole six hundred and twenty eight teachers were selected.

The researchers collected the data personally. The researchers were present during the questionnaire filling process to assist respondents if they encountered any difficulties. Data collection was accomplished through the use of a questionnaire. Teachers completed the questionnaire at the same time. A total of 288 questionnaires were sent to the teachers. To fulfill the objectives of the study and conclude desired results data were arranged and analyzed. Data was analyzed by using descriptive and inferential data analysis techniques. Descriptive analysis technique was used to conclude frequencies and percentages whereas inferential technique was used to conclude comparison of means i-e One way ANOVA.

Results and Analysis

Table 1: *Monthly salary of respondent*

S.NO.	Category	Frequencies	Percentage
1	Below 15,000	60	25.0
2	16,000 to 25,000	61	25.4

3	26,000 to 50,000	68	28.3
4	50,000 to 100,000	42	17.5
5	More than one lac	8	3.3
	Below 15,000	60	25.0

Table 1 shows that 25% respondents were receiving below 15,000 monthly salary, 25.4% were receiving 16,000 to 25,000, 28% were receiving 26,000 to 50,000, 17.5% were receiving 50,000 to 100,000, and 3.3% were receiving more than one lac per month.

Table 2: *Family Type*

S.NO.	Category	Frequencies	Percentage
1	Aggressive family	24	10.0
2	Drug addicted family	4	1.7
3	Well to do family	109	45.4
4	Easy going family	96	40.0
5	Broken families	6	2.5
	Total	239	100.0

Table 2 shows that 10.0% respondents were from aggressive family, 1.7% were from drug addicted family, 45.4% were from well to do family, 40.0% were from easy going family, and 2.5% were from broken families.

Table 2: *How do you consider yourself?*

S.NO.	Category	Frequencies	Percentage
1	Very Poor	5	2.1
2	Poor	20	8.3
3	Lower middle income level	32	13.3
4	Middle income level	122	50.8
5	Higher middle income level	49	20.4
6	Rich	11	4.6

Table3: *What is your ownership status of your house?*

S.NO.	Category	Frequencies	Percentage
1	Owner of the house	153	63.8

2	Rent	16	6.7
3	Provided by employer	18	7.5
4	User not paying rent	20	8.3
5	Other	32	13.3

Table 3 shows that 63.8% respondents were owner of their houses, 6.7% were staying at rented house, 7.5% were having house which were provided by employer, 8.3% were used house but not paying rent and 13.3% were having other categories of houses.

Table 4: *Type of vehicle do you have?*

S.NO.	Category	Frequencies	Percentage
1	Motorbike	115	47.9
2	Cares	83	34.6
3	Other	41	17.1

Table 6 shows that 47.9% respondents have their own motorbikes, 34.6% have cars while 17.1% have other type of vehicles.

Table 4: *Impact of socio-economic status of respondents on the performance of their students in terms of monthly salary*

Independent variable (I)	Independent variable (J)	Mean Difference (I-J)	Std. Error	Sig.
16,000 to 25,000	More than one lac	1.082*	.464	.020
50,000 to 100,000	More than one lac	1.017*	.471	.032

Table 4 shows that respondents whose monthly salary was 16.000 to 25,000 have significantly higher positive impact on the performance of their students as compare to those whose monthly salary was more than one lac. Table also reveals that respondents whose monthly salary was 50,000 to 100,000 have significantly higher positive impact on the performance of their students as compare to those whose monthly salary was more than one lac. Difference was significant at .05 level (sig. = 0.02).

Table 6: *Impact of socio-economic status of respondents on the performance of their students in terms of their family*

Independent variable (I)	Independent variable (J)	Mean Difference (I-J)	Std. Error	Sig.
Easy going family	Aggressive family	.724*	.270	.008

Broken families	1.132*	.544	.038
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Table 6 shows that teachers who belong to easy going family have positive impact on the performance of their students as compare to those teachers who belong to aggressive and broken families. Difference was significant at .05 level(sig. = 0.038).

Table 7: *Impact of Socio- economic status of respondents on the performance of their students*

Independent variable (I)	Independent variable (J)	Mean Difference (I-J)	Std. Error	Sig.
Lower middle income level	Poor	1.529*	.330	.000
Middle income level	Poor	1.555*	.281	.000
Higher middle income level	Poor	1.670	.308	.000
Rich	Poor	1.939	.414	.000

Table 7 shows that respondents whose economic status were lower middle, middle and higher middle income level have positive impact on the performance on their students as compare to those whose economic status was poor. Difference was significant at .05 level(sig. = 000).

Table 8: *Impact of relationship with teachers on the performance of their students in terms of their behavior*

Independent variable (I)	Independent variable (J)	Mean Difference (I-J)	Std. Error	Sig.
Aggressive	Friendly	.801*	.360	.027

Table 8 shows that respondents who have aggressive relationship with teachers have positive impact on the performance of their students as compare to those, who have friendly relationship. Difference was significant at .05 level(sig. = 0.027).

Recommendations

1. Educational institutes should arrange behavior modification training.
2. Government should provide the different allowances for teachers.
3. This study focus on few socio-economic factors there are other factors which should be included in future studies.
4. Present study was conducted in public schools future studies should be conducted in private schools.

Conclusion and Discussions

Study was conducted to see the impact of teachers' socio-economic status on their students' academic performance. In first part of the study respondents were asked about the ir socio economic status and after that impact was explored on students' academic performance. It was concluded from the findings of the study that respondents' monthly income have great effect on

their students' performance. Higher the monthly income teachers earn higher the academic performance have their students. Results of the study were similar as Lukaš, & Samardžic (2014) in their research findings they found that teachers could be motivated by performance-based pay, in which their salary is determined by the success of their students, the teacher's professional development, and so on. Arguments for performance-based pay include fairer rewards for teachers who do a good job, as opposed to paying teachers equally without regard for their contribution to students' achievements.

Teachers' family environment also impact on their job. Findings of the study reveal that teachers, who belong to easy going family, have significantly higher positive impact on the performance of their students as compare to those teachers who belong to aggressive and broken families. Research findings are similar as research findings of (Kraft & Dougherty, 2013). It was also revealed from the findings of the study that respondents, whose economic status was rich have significantly higher positive impact on the performance of their students as compare to those whose economic status was poor.

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