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Parents Socioeconomic Status and its Relation to Students'

Academic Achievement: The Case of the Second-Year Pupils at

ZAGHLOUL YOUCEF, Oued Lili, Tiaret, Algeria

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Dedication

First and foremost, I would like to express my sincere gratitude to my beloved father, to

whom I express here a word of love and memory, and to my dearest mother who has never

stopped loving me and continuously helping me to keep my spirit up. My heartfelt thanks are

addressed to my brothers, my beloved sister Samira for her never-ending patience and

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Abstract

The present study provides an insight into the relationship between parent's socioeconomic status (income, occupation, educational level) and its impact on the students' academic achievement at a secondary level school in Algeria. Three research questions and three hypotheses have guided the study. In order to find answers to our questions and to test our hypothesis, and to collect reliable data as well, a survey questionnaire was used as a tool for data collection. First of all, the questionnaire is given to thirty participants both males and females in ranging from of 16-20 years old who are secondary school second year students (Zaghloul Youcef) from different streams in Tiaret in Oued Lili. The findings revealed within the conclusion that parents socioeconomic status made significant contribution to students' academic achievements. Thus, the academic achievement of students is highly influence by the parents' socioeconomic status. Therefore, it is found that the lack of learning resources negatively affects the students' academic achievement since it is an important antecedent of school achievement. Based on these findings, some recommendations and suggestions are given.

Key Words: Socioeconomic status, Academic Achievement, Socioeconomic Status and Academic Achievement.

List of Abbreviations

- **SES**   Socio-economic status

- **PTO**   Parents' teachers' organization

- **%**   Percentage

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General Introduction

Education is the central pillar of development, and the academic achievement has been the centered of educational research. The academic development of the child remains the primary and the most significant goal of education. Studies have shown that academic achievement can be affected by several factors and it has been stated that it mostly influenced by the family background in different ways.

As a learner, while reading a passage about differences in parents' socioeconomic areas and students' academic achievement, I felt more motivated to read about the relationship between parents' socioeconomic status and their children to discover whether students' achievement can be influenced by their parents' socioeconomic background or not.

In this context, parents socioeconomic background has been consistently found to be among the reasons behind learners' success or failure. In this regard, parents' socioeconomic status is an important factor in describing differences in the students' academic achievement, to solve the problem of the achievement gap that is expanded in our schools and with the growth demand for effective strategies in teaching students from different backgrounds, the novel educational tendencies have been emphasized on the active role of both teachers, parents in the learning process.

In order to carry out this, a number of questions are worth asking:

- ✓ Is there any relationship between parents' socioeconomic status and the academic achievement of their children?
- ✓ What is the effect of parents' socioeconomic status in the achievement of students?
- ✓ What factors hamper students' academic achievement?

General Introduction

We hypothesize that academic achievement of students may be influenced by their parents socioeconomic. May be there is no significant effect of parents' socioeconomic status on the students' academic achievement. We also assume that parents' SES contribute to their children academic success or failure, we also hypothesize that the absence of learning resources tends to hamper their academic achievement of the students.

The objectives behind conducting this research are; to see, firstly the relationship if there any kind of relationship exist between parents socioeconomic and their children's academic achievement. Secondly, whether parents' SES has got an impact on the academic achievement of their children so as to examine the role of learning resources on the education process of the students. The general aim of the present study has to assess factors that influence the academic achievement of students, as well as to provide some suggestions for parents, teachers and school on how to overcome the challenges and to promote the educational process of the learners.

The most important method of collecting data is the questionnaire which pursuits the researcher to collect both quantitative and qualitative analysis, this tool has been distributed to the pupils of a second-year learners in high school. The aim is to gather data related to the research and attempt to answer the aforementioned research questions, the data is analyzed and interpreted in order to explore the hypothesis of the study. This research studies the relationship that exist between parent's SES and the academic achievement of their children, it seeks to investigate whether the parents' income, occupation and educational level have got an impact on their children attainment.

The present study is divided into three main chapters, the first one provides a literature review about home environment and parents socioeconomic status among them parental income, occupation, educational level and to what extent it influences the academic achievement of

students. The second chapter deals with data analysis, it provides data analysis of pupils' questionnaires. It assists us to check whether the results confirm the previous stated hypotheses, the third part is devoted to suggestions and recommendations to help save students from academic failure.

Chapter One   Factors Affecting Students' Academic Achievement

1.1.   Introduction

Education serves as a light carrier, leading to bring a healthy and constructive change in society, it ensures consciousness about the right and the wrong that not only scaffolds individual's personality and dignity but also nation's wellbeing prosperity.

So far, education is essential for the development of a given society. the more educated the people of society are, the more civilized and well-disciplined the society might be. Mainly parents considered as the most important and powerful part on the lives of their children. They have the power, control and the ability of shape and develop their children, especially in their learning process and educational activities since a child capability to succeed in school depends on their parental socioeconomic status that takes many forms including their educational level, income and occupation, as well as children will be interested, creative and tolerant attached on how successfully the child is managed by his or her parents in the home environment where the child learns the skills, attitude and behavior which could help them being productive and successful students. This chapter attempts to shed light on the extent of parental socioeconomic status and the home environment effect on the educational achievement of students. Many theorists argued that the parental socioeconomic status should be at the heart of research since it has strongly linked to students' behavior and learning process.

1.2. Conceptual Framework

1.2.1. The Concept of Education

Asking people about the sense of education may keep them think for a while to answer because the word education has different meaning for different people, if one asks a statesman,

a teacher, parents, philosopher and student about the meaning of education, they give different explanations and definitions about what the latter means to them, you may found unexpected interpretations.

In regard to that, education does not have exact and accurate definition, it has more than one universally accepted definition with different uses. Etymologically speaking, the word education is derived from the Latin word "educere" meaning to "raise"and "to bring up", which is related to educere," to lead".

This meaning points out that education looks for emerging the level of every individual. Among the definitions, education had been derived from the Latin term" educatum", which means the act of teaching or training. actually, education is: "a broadly inclusive term, referring to a process of fostering cognitive, physical, social, or moral growth and development in individuals or groups, it is goal directed, implies a values system and many proceed informally or formally" (the greenwood dictionary of education, 2003, p. 116).

Education is considered as the process that helps people and lead them understanding the art of life in terms of the quality and the function of knowledge. Theoretically, education improves a person's mental power and lifestyle in its widest sense (Richard 1995, Rothestein ,2004). According to observers and analysts, education in its broadest sense is the means through which the aims and habits of a person or a group lives from one generation to another (Richard,1995). Education teaches a person about the wrong and the right, the bad thing and good things and according to any perception and thinking, no one is complete without education.

Obviously, education is not only for acquiring knowledge rather it should advance powers, intelligence and raise self-confidence together with reliance. Again, education should contribute in the physical, spiritual and the mental development of human beings.

Moreover, education is the development of the endowed capacities in the individual which will enable him to control his environment and fulfill his responsibilities to a major extent. Generally, education plays a key role in the cultural transmission from generation to generation. Adding up, through education individual can gain knowledge, insight and develop their attitudes and skills.

1.2.2. The Concept of Achievement

Achievement could be seen as something which was carried out successfully. It is a product of effort or series of efforts, therefore to achieve is to accomplish. Achievement is usually good but in most cases difficult. Eze (2009) states that achievement is something which has been accomplished successfully, especially by means exertion skills practice or perseverance. She claims that achievement is considered as a test for the measurement and comparison of skills in various fields of academic study. Nawagu (1992;71) cited in Eze (2009) has defined achievement as: "a systematic and purposeful quantification of learning outcomes". So, that achievement involves the determination of the degree of attainment on individual's in tasks, courses or programs of which the individuals were sufficiently exposed. Nowadays, the entire society whether students, teachers, parents are much concerned about the academic achievement of student.

1.2.3. The Concept of Academic Achievement

Chapter One Factors Affecting Students' Academic Achievement

Academic achievement has to do with what a student is skilled to accomplish by completing of class work in the school. It has to do with both students educational stated objectives and their cognitive attainment in the core subjects at school level. It is something students do or attain at school, college or university, in class, in a laboratory or field work. Welting (2000) sees academic achievement as individual's objective to various forms of knowledge and skills. According to the author, the objectives are established based on the age, prior learning and capacity of individuals with regards to education, socialization and condition.

Academic achievement has become a guide of child's future in the competitive world. Some of the purpose of academic measurement are classified in Ukwuije (1989: 22) as follows: to govern the relative efficiency of a program in terms of students' behavioral productions ; to identify students' progress or lack of progress in acquiring needed knowledge, skills, attitudes and social values; to help teachers control the effectiveness of their teaching technique and learning material ; to help stimulate students to learn as they notice their progress or lack of progress in a given task; to encourage students to develop a sense of discipline and systematic study habits; to enlighten parents or guardians with their children performance; to guess the general trend in the development of teaching, learning process; to make reliable decision about education planning and to provide educational administrators with suitable information about teachers efficiency and school needs.

To sum up, academic achievement dimension is crucial, in school, colleges and universities, it is relevant instructional, administrative, guidance and counseling and research purpose. Children's academic achievement vary through different variables such as gender, and socioeconomic backgrounds.

1.3. The Effect of Home Environment on the Students' Academic Achievement

An individual's genetic make-up equip him or her with capabilities, merely it is the environment of the home in which she or he   grows up which is essential in determining behaviors hence, parents have different roles in setting and at different stages of their children's lives, but they are always important, they play key role in their children educational development because parents are children's first educator. A child's family and home environment has a great impact on his or her educational achievement.

Many background variables may affect the academic achievement of the students such as parenting style, expectations and parental involvement in the child's school work, and the way the child spends time after school. Thus, home continues exercises a strong influence over the child's lives and academic performance in the school.

1.3.1. Parenting Style Effect

Parenting is a very requisite part of parents and children, the direction of the lives of the children depends on how the parents release their household tasks to fit their children with the right education. Much has been written and discussed about how parental skills, values, attitudes are conveyed from generation to another. One researcher emphasized that "children were born with a" tabula rasa" or a blank state which parents and society could easily transmit their values and beliefs to their children" (John Lack 1689, p. 125). Despite that, Jean Jacque Rousseau (1762) believed that "children were born innately good and that is up to parents and society to uphold and further teach the values inherent in children" (p.126), understanding that parents play a great role in shaping individual personality. So, that different parenting styles

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have been used in studies examining the association of parenting behaviors with children's outcomes.

Literarily the term "style" is defined as "manner of doing something" (Oxford Advanced Learner's Dictionary,1989, p.1279) and "the individual way that someone behaves and does things" (Macmillan English dictionary,2007, p.1489).

Psychologically, style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. One research describes the style as "the style are those general characteristics of intellectual functioning that pertain to you as individual and differentiate you from someone else" (Brown, 2007, p.119).

Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial change, and behavior. Parenting style refers to: "the emotional climate in which parents raise their children". (Darling and Steinberg, 1993, p. 127), parenting style have been categorized into three primary parental typologies viz., authoritative, authoritarian and permissive. Dianna Baumrind (1971,1978,1989).

Baumrind (1978) outlines the characteristics of each parenting style as follows:

Authoritative style of parenting is characterized by warm but firm relationship where standards are set for children's future conduct which is consistent with the child's developing needs and capabilities. Finally, parents with authoritative style communication interests in the day to day lives of their children.

They monitor and impart clear standards for their children conduct, they are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than

punitive they want their children to be assertive as well as socially responsible and self-regulated as well as cooperative (Baumrind, 1991, p. 62)   .

Authoritarian style refers to the behavior of parents who try to establish and implement all household rules with little or no discussion with the children. Rules are absolute and their violation is dealt with fast punishment "they are obedient and status oriented, often accompanied explanation". (Baumrind,1991, p.62). Parents make the majority of the decisions for their children, these parents provide well-ordered and structured environments with clearly stated rules. The parents tend to favor more punitive and forceful disciplinary measures. Verbal exchanges are not common in authoritarian households. The authoritarian belief is that the child should accept without question the rules and standards established by parents, they tend to extinguish the courage of independent behavior, and instead, place a good deal of importance on restricting the child's freedom to act or to function independently.

Permissive style is the antithesis of the authoritarian style, it establishes few, if any household rules and rarely punish inappropriate and not suitable behavior, children are given the opportunity to develop their own rules for conduct, and for most part, are left to their own devices, when it comes to day to day decisions.

Several aspects of parental behaviors like love, discipline, and dominance have also been associated with positive effects on the pupil's academic achievement (Sarivastava,1995). Although a lot has been reported on parenting style being positively related to academic achievement. Some pervious research as well as longitudinal studies on the impact of parenting on academic success and competence also produce inconclusive finding (Wagnor and Philip, 1992).

1.3.2. Parental Expectations Effect

One researcher defined that "the concept of "expectancy" forms the basis virtually all behaviors, expectancies can be defined as beliefs about a future, state of affairs, as such expectancies represent the mechanism through which past experiences and knowledge are used to predict the future" (Olsen, Roese and Zanna, 1996, p. 211).

Parental expectations refer to parents' judgment and predictions about child's future achievement relative goal (Yamamato, Holloway, 2010). It is well accepted that parents' expectations have major effect on children's academic performance (Broocok,1972; Vollmer,1986). Students who are more likely to succeed have parents who expect them to obtain an advanced degree. In general parents, have relatively high aspirations for them tend to do better.

In other words, children's future achievements are defined as reflected in course grades, colleges attendances or highest level of schooling attained. Parental expectation is an important factor that has a direct relationship with studies school performances "family background is widely recognized as the most significant important contribution to success in school" (Runberger, 1995, p. 587). Moreover, "it is clear that high achieving children tend to come from families which have high expectations for them" (Boocock,1972, p.60). Parents contribute to their children intellectual growth in a variety of way, including preparing them for school, placing value on educators, conveying beliefs in their children's scholastic ability, setting standards for them, forming regular work habit for them, encouraging language development and comprehension. Through reading, keeping track of academic progress, praising their efforts, and supporting teacher related function.

1.3.3. Parental Involvement Effect

Children are the future of any nation and the progress of any nation depends upon the education that they acquire today, the same kind of education they will apply on themselves or their nation future so, it is necessary for any nation to take a special care of children by providing them an excellence education. Undoubtedly, education is a power that influences individual's life. This wonder that parent's participation in the education process can increase the performance (Henderson, Bela, 1994). Additionally, children tend to have two different main educators in their lives, their parents and their teacher's parents, supposed to be the prime predictors until the child attends an early year setting or starts school and they remain a major influence on their children's learning throughout school and beyond. Both school and parents have crucial roles to play.

It has been found that parents are actively involved in their children academic activities through class visits or helping with class activities, those students seem to have fewer behavioral problems and better academic performance, and they are more likely to carry out high levels of education than students whose parents are not involved and isolated in their school.

Parental involvement considered as the participation of parents in school at least once during the school year and in every facet of their children's education development, recognizing that parents are the primary influence in children's lives. Parents involvement takes many forms including; attending scheduled meeting with their child's teachers, as well as attending a school event, or volunteering in the school or serving on school committee. Thus, by getting involved parents safe their children from the risk of academic failure. Further,

children's behavior and social adjustment will be improved only when their parents are proactive with schools and neighborhoods to cultivate an environment that promotes safe learning atmosphere. Parental involvement and encouragement are important influences on academic success and school culture "a school, by its essential nature, must be an open system with highly permeable boundaries and parts of the school culture must reach out and connect with parents" (Deal and Peterson 2009, p. 184.185).

Students outcome which has received the most research attention with respect to its relationship with parental involvement has been that of student's academic achievement, which the overwhelming majority of studies have shown a positive association between parental involvement and children academic success (Midel, Reynolds, 1999, Sui-chu and Williams, 1996). A small number and earlier studies found negative association between parental involvement practices and student outcomes (Bobbett, 1995; Ford, 1989, Natriello and McDill, 1986). Finally, parental involvement in the education of children is essential to academic success, moreover parental guidance and encouragement empower the children to move in the right academic direction. Therefore, when parents are involved at schools as well as at home, children do better and stay in school longer.

1.4. Parents Socioeconomic Status and Students' Academic Achievement

Students differ in everything, they differ in performance level, learning rate, and learning style, they differ in ethnicity, culture, social class, and home language, they differ in gender. Some have disabilities, and some are gifted or talented in one or more areas.

One important way in which students differ from one another is in the social class, sociologists define social class or socioeconomic status in terms of an individual's income,

occupation and level of education. These functions tend to go together, so socioeconomic status is most often measured as combination of income, occupation and education.

Though there is a relative agreement that socioeconomic status is represented by income, education and occupation, and that using all three of them is preferable than using only one (Gottfried,1985; Hauser,1994). There is no universal agreement among researchers which measures should be involved in the analysis (Entwisle and Astone ,1994; Hauser,1994). Whereas some argue that is better to use a combination measure, others choose to use single indicators for each component, there are various ways related on how to create composite socioeconomic status measures (Mueller and Parcel, 1981; Gottfried, 1985).

Differences in the use of measures have often led to relatively regarding this relationship between socioeconomic status and student achievement (White, 1982, Sirin, 2005). "it is clear that adolescents should not be asked about parental income" (Keeves and Saha 1992, p. 166). In the school system, good or poor academic achievement of students can be tied around factors such as the socioeconomic which has great importance in the psychological research. Socioeconomic status is a wide area of study. The indicators used for socioeconomic status include parental income, occupation, and education level of parents. A brief discussion of each of these variables is presented below:

1.4.1. Parental Income

Income refers to wages, salaries, profits, payments and any flow of pays received. income can come in form of unemployment or worker's payment, social security, pensions, interests, royalties, trusts, other governmental, public or family financial assistance. Income take two forms including relative and absolute income. Absolute income is the relationship in

which income increases, consumption but not at the same rate. Relative income dictates a person or family's income in relation to another. Income is commonly used measure of socioeconomic status because it is relatively easy to figure for most individuals (Kraus,2008).

Factors that may affect children's education attainment have been studied for years, and kinds of areas are concerned, one of the main arguments is parental earning. People generally hold the view that children from poorer backgrounds are observed to have lower educational outcomes. Parental income has been identified as reasonable and a convincing factor having impact on the academic and vocational success of students. As advocate by Becker and Tomes (19986), poorer families are financially restricted with prevents them from investing in human capital of their offspring. These economic troubles, in turn, lead to interruption and disruption in parenting, an increasing amount of family conflict, this indicates that socioeconomic status is closely related to home environment and thus it dictates the quality of life for children.

Moreover, Shea (2000) uses a union as an instrument for parental income. The research found that changes in parent's income have a negligible impact on children's year of schooling. UNESCO (2004) state that the social class and economic condition are important factors related to success in school and cannot be ignored. When children are brought up in less favorable conditions, they obtain less education despite the large financial returns to schooling.

So far, stress and lack of social support to parents in poor families may negatively affect parental support for school success and intellectual development of their children. Bandura (1997) asserts that disadvantage families lack means to provide their children with developmentally enriching experiences, unless the parents make considerable sacrifice by

dedicating a great deal of their   time and efforts and meager resources for such purposes. The quality of home background of students dictate the quality and regularity of satisfaction of a child's survival and academic needs.

It is widely shown that children brought up in an environment where the necessary conditions are not available, they seem to have lower education, despite the long financial returns to schooling. Family income and parental education has been linked to parental values and behaviors. Parents who suffered from financial problems were less likely to set goals for their children to be academically and psychologically competent.

Finally, parent's income is another crucial variable, which may determine the availability of resources within the household. It is theorized that this factor has positives on children educational attainment. As income rises, consumer products which increase human capital, are more abundant in the household. The opportunities to purchase and uses learning devices, such as computers and encyclopedias, are more common. The accessibility of these resources support parents in promoting education and enhancing what is already being learned in school. The presence or absence of educational resources due to income may support or discourage children's awareness and interests in learning.

1.4.2. Parents' Education

Learning is complex, it begins at birth and continues throughout life. Parents are the first teachers and role model for their children, and therefore has a strong influence on their learning. Yet, studies continue to show how that the majority of parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children learning.

Chapter One   Factors Affecting Students' Academic Achievement

Empirical studies have shown that the academic achievement of students is significantly related to a variety of factors and variables. It has been noted that children of educated and affluent parents generally have more opportunities for achievement, educated parents strongly influences students' academic achievement according to Bourdieu's (1986) parents who are better educated, tends to provide more cultural and social capital that facilitates their children to succeed in school. However, beyond the mechanism proposed by Bourdieu (1986) educated parents could have higher demands of academic effort for their children and these children, in turn, put more effort from in their school work. all studies agreed that children improvement, enrollment, retention and completion can be seriously be affected by low socioeconomic status and less education level of parents which resulted to poverty (Porteus et al, 2000; Gakuru cited in Ackers et al, 2001).

Krashen (2005) concluded that students whose parents are educated score higher on standardized test than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and information being taught at school. As discussed above, the essence of education is exceptionally vital for every person because education differentiates between what is right and wrong (Steven, 1999). Certainly, there is a strong relationship between the parents 'educational level and students' achievement. It has been observed and analyzed through different researches, that the parents educational level has a strong link with the academic of their children (Steven, 1999; Khodadadi and Zabihi 2011). Psychologists have shown that parents who are good in education eventually   become the role models of their children and thus have a positive impact over the thinking and performance of their children (Steven, 2002).

Pupils with parents who have less education perform worse than those are with parents who have better education. According to Nannyonjo H (2007), pupils with parents who did not finish primary or just primary performed worse than pupils with parents who finished university degree, so that education of parents has a veritable impact on the performance of the children. This was also advocated by Taiwo (1993) who emphasized that parents academic level influence the students' academic achievement and this because educated parents can be second teachers, can even guide and counsel the child on the best way to perform well in education and can provide the necessary materials she or he needs. The same idea was supported by Musgrave (2000) who state that a child who comes from an educated family would like to imitate his father and mother and, as result work actively in his/her studies. The fact that parent's education contributes to improve the parent's capacity to intervene in their children education.

1.4.3 Parents Occupation

The extent to which children's academic performance is affected by the parental job or employment is especially important because education attainment has profound impact on future career of the children, since parents are the first teacher of the child. Learning in which a mother can deliver to her child is more than it is done by a teacher elsewhere (Steven1999). From the beginning parents are the primary persons involved in raising children in every society, this is why the family/parents cannot be over-emphasized. Numbers of societies have an occupation that various prestige and some individuals have more access than others to higher status, occupation, different levels of educational attainment and some individuals have more access than others to better education.

Chapter One   Factors Affecting Students' Academic Achievement

It has been demonstrated that parents play the most important role in their children's upbringing and the development of their personalities. Ajila (2000) pointed out that home is the most important factor that influence the psychological, emotional, social and economic state of students, the fact that the state of home affects the individual, since parents are first socialization agent in a person's life, despite that, the school plays a key role for the knowledge that makes up the individual during the school period, yet parents and the person experiences at home play a great role in building the personality and making what he/she is.

One significant point in which students differ is a social class, even in small rural towns, where about people are the same in ethnicity and religious. The children of the town, bankers, doctors and teachers probably may have a different upbringing from those children of most farmlands or domestic workers Gachatahi (1976) indicates that occupational prestige is a complement of socioeconomic status that encompasses both income, and educational attainment. Memo, et al (2010) in their research on the impact of the socioeconomic status on students' educational achievement at secondary school districts of Malir, Karachi in Indian, they found that there was significance relationship between parents' occupation and students' performance. Parents with the high occupation are in a better condition to assist and encourage their children toward educational attainment because they can provide whatever is needed to support and encourage the children, morally, intellectually, spiritually and psychologically. But parents with less prestigious occupation due to instability and financial problems cannot provide appropriate and adequate modern facilities to enhance their children education.

The influence of parental occupation continues to attract the attention of many researchers. Faicel Ibrahim M.A (2014), in his research conducts and find out the influence of parental socioeconomic status on their involvement in their children's education in Jordan. He

revealed that the relationship between parental occupation and parental prestigious occupation is more likely to identify the children' problems to give a possible solution. They also help them to do their homework by providing facilities necessary for learning development. It is possible as a prestigious occupation that is connected with income levels. Prestigious occupation parents have better income, stability that could make is easier for them to make adequate necessities to their children' learning development.

1.5. Conclusion

To conclude, the family background factors that can influence the students 'academic achievement, prominent home environment whether parenting style, expectations and involvement, as well as parental socioeconomic status including parent's income, occupation and educational level have a close relationship on the academic achievement students. Parental socioeconomic status can be the major causes of academic achievement. For that reason, the next chapter investigates the relationship of both home environment and parents socioeconomic and its impact on the students' academic achievement.

Chapter Two   Examining the Impact of SES on Students' Academic Achievement

2.1. Introduction

This chapter is devoted to the investigation of the hypotheses of the study, where all the theoretical assumptions are tested in a concrete context to achieve valid data the researcher has to underline an organized plan in which different methodological procedures are described. The data collection and the data analysis would clarify the research questions of this survey which examines the relationship between parent's socioeconomic status and students' academic achievement. In regard to that, the suggested hypothesis would be diagnosed.

The chapter is then devoted to describe the issue in question providing the possible interpretation and answers. Additionally, this chapter discusses the procedure that is adopted in carrying out this study, it focusses on the research design, population of the study, sample method of data collection and method of data analysis.

2.2. The Research Design

Research design according to Vogt (2007) is the methods used to gather evidence for the sake of answering the research questions. It is an organized plan or process to describe and collect the research data. It is a set of important procedures that elicit high quality of the data, these procedures are considered as the leading parameters for a valid research founding. In order to gather and realize a set of objectives, a variety of methodological techniques are available for discussing the data. This study utilizes a mixed methods research design; a combination both quantitative and qualitative forms of research.

Creswell and Plano Clark (2007) cited in Creswell (2009, p. 4) state that "in mixed methods research, both approaches are used concomantly thereby increasing the overall

strength of the study beyond of which qualitative or quantitative methods alone would convey".

Since the purpose of the study is to investigate parental socioeconomic status and determine if correlation exists between the level of parental education, income, occupation and their children academic achievement, mixed of approaches quantitative and qualitative analyses have been used in the collection of data. The quantitative approach involves gathering and analyzing numerical data in which the information obtained which can be changed into numbers or statistics. The qualitative analysis is classified as much because it focusses on the quality of the data.

2.3. The Population

The population of the study consists of pupils for the second year in secondary school ZAGHLOUL YOUCEF in Oued Lili (Tiaret); both sexes were questioned. The researcher preferred to conduct the study with second year level since the first-year pupils were thought to be less helpful in terms of understanding the questions while for the case of third-year pupils were busy with the Baccalaureate exam as result the second-year pupils have been recognized as the suitable sample to this study, in which the researcher visited the school to conduct her study in 5/03/2017, the work has been accomplished without any difficulties in the classroom, the participants were asked to answer the questions in the meantime the researcher was present with their teacher to guide and the participants when answering the questions, while some of them could not guess what they were supposed to answer to certain questions. The researcher attendance was only to avoid any kind of misunderstanding or ambiguity. The questionnaire involves background information of the participants: pupils were asked about their sex and age, as well as the social and economic position of their

parents. The questionnaire consists of simplified questions that allow participants to respond easily to inquiries in few times.

2.4. The Description of Data Analysis

Collecting data in the research needs valid methodological tools to get reliable and authentic results. It is the starting point that paves the way to the analysis and interpretation, the questionnaire is the means used to gather information explicitly for the sample as a result, reliability and validity of the study can be achieved.

2.4.1. The Questionnaire

It is a tool for collecting data about a particular subject of interest. It contains a list of questions with multiple choice types and it should always have a definite purpose that is related to objectives. The questionnaire has been regarded as one of the most used means of collecting information, according to Selieger and Shohamy (1989): "questionnaires are printed forms for data collection which include questions or statements to which the subject is expected to respond often anonymously" (p. 172. cited in Bagui, 2012. p. 87). It is considered as indirect way to collect information from participants. The questionnaire includes close questions that requires yes or no answers or suggestions given with also open ended questions that serve to gather responses that depend on the identity of the respondents which allow a certain freedom in expression and illustration.

2.4.2. The Pupil's Questionnaire

The pupil's questionnaire consists of (10) questions, each question is carefully designed for the purpose of knowing about certain attitudes and for the awareness level

students possess. Thirty questionnaires (30) were distributed in the secondary school "Zaghloul Yousef" in Oued Lili in Tiaret, the questionnaire includes different questions; (4) closed questions and (5) multi-choices questions, the questionnaires were mainly given to different streams, the researcher was in the context with the teacher of English in order to clarify any ambiguity or unclear ideas.

2.5. The Data Analysis

Regarding the different aspects of research, identifying and analyzing has been seen as the turning point in which, all the theoretical concepts and definitions are tested. The data would be interpreted in terms of figures to highlight the quantity and the quality of the findings. Analyzing the data reflects the authenticity and feasibility of the research.

2.5.1. The Pupil's Questionnaires

A sample of thirty both males and females' students of second year from different streams, in the secondary school in Tiaret in Oued Lili were given the questionnaire to assist the researcher get a clearer response.

Question one: contains background information about the sample for instance the sex and the age.

Table 2.5.1. The Pupils' Sex and Age

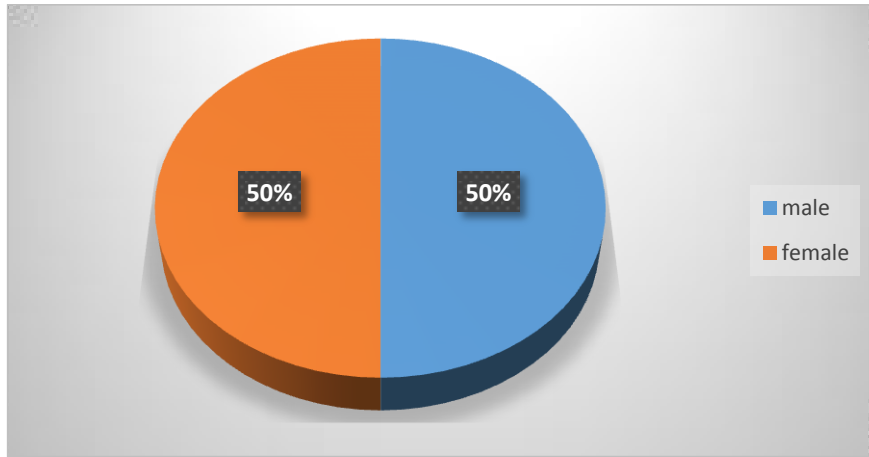|	Male	Female	Total
Number of students	15	15	30
Percentage %	50%	50%	100%

Figure 2.5.1 Pupils 'Background Information

The above figure indicates the sex and the age of pupils as it was mentioned before, all the participants were from a second-year class. Actually, the researcher has found similarly male's numbers of female's one, in which the females were (50%) and male's number (50%), in the same vein, pupils were asked about their age. The girls were between sixteen and nineteen (16-19). While, the boys were between sixteen and twenty (16-20). This adds nothing to the study except girls that expected to be more affected by their parental socioeconomic status.

Question Two: Does going to school make you feel depressed?

The aim behind this question is to have an idea about the degree of awareness students possess toward the importance of school.

 Table 2.5.2 Students' Attitudes towards School.

	Yes	No	Total

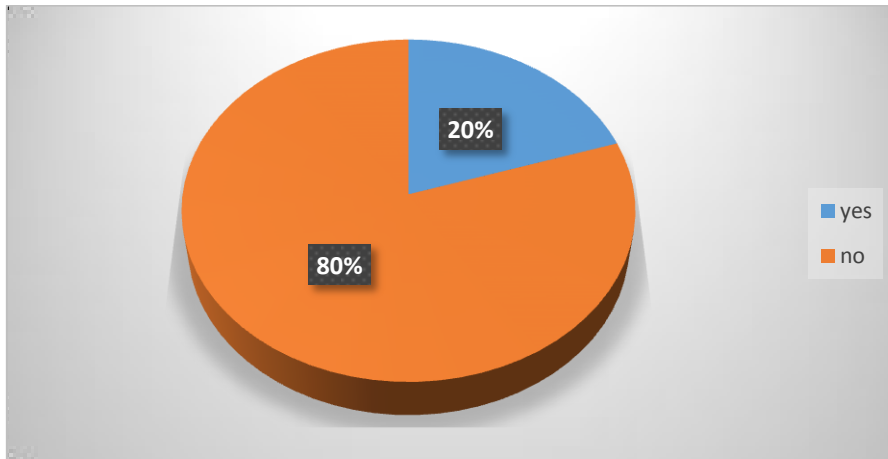| Number of Students	6	24	30
Percentage %	20%	80%	100%

Figure 2.5.2. Students' Opinions about School.

(80%) of the whole population states that they like going to school and that they have a positive attitude towards school, the others which present (6) students of (20%) have on the contrary a negative attitude which shows that the majority feel happy when going to school.

Question Three: Does your father or mother work now?

The aim behind this question is to see the economic background of the students' parents and whether it have a relationship or not.

Table 2.5.3 The Economic Status of Students' Parents

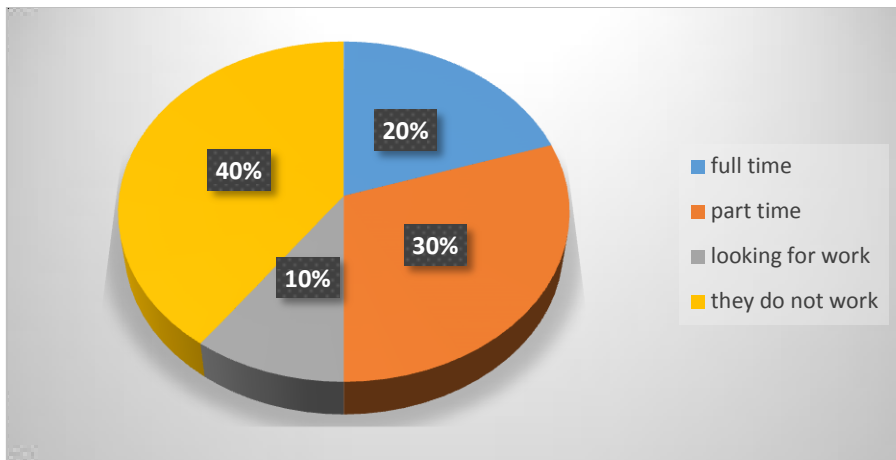|	Full time	part time	Looking for work	They do not work	Total
Number of Students	6	9	3	12	30
Percentage %	20%	30%	10%	40%	100%

Figure 2.5.3 The Economic Background of Students' Parents

The aim of this question is to identify if the students' parents' have a job or not. The majority that represents (40%)) declares that they do not work. The rest (30%) of students' parents work part of time, and (6) participants forming the percentage (20%) claim that their parents work a full of time. Only (10%) students state that their parents are looking for a job, drawn from these responses, it is found that most of the parents do not have a job.

Question Four: How often are you sent back home for the lack of learning provisions and school fees?

The aim behind this is to see whether the students have the availability of learning requirements or not.

Table 5.2.4 students lack of learning provisions

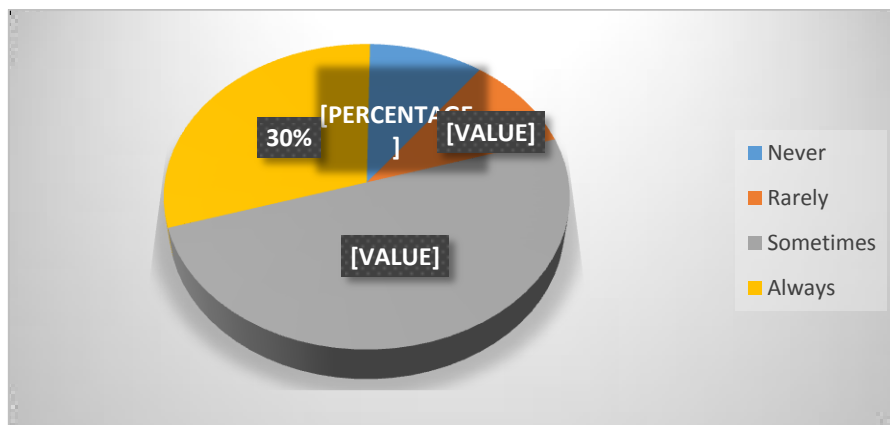|	Never	Rarely	Sometimes	always	Total
Number of students	3	3	15	9	30
Percentage %	10%	10%	50%	30%	100%

Figure 2.5.4. The Absence of Learning Provisions

The purpose behind this question is to have an idea whether students suffer from the lack of the learning provisions or not. The results show that (50%) are sometimes sent back home, and (30%) claim that they are always excluded for this resean. (10%) of the sample pointed out that they are rarely sent back home because the lack of learning provisions. While the rest of the pupils (10%) stated that they have never been sent back home.

Question Five: what is the highest level of education that your father or mother or the responsible for your education has completed?

The aim behind this question is to see the educational level of students 'parents whether they went to school or never.

Table 5.2.5. Educational level of Pupils' Parents

	Never went to school	Complete some primary school	Complete all primary school	Some of secondary school	Completed some education secondary school	Total
Number of students	12	6	3	9		30
Percentage %	40%	20%	10%	30%		100%
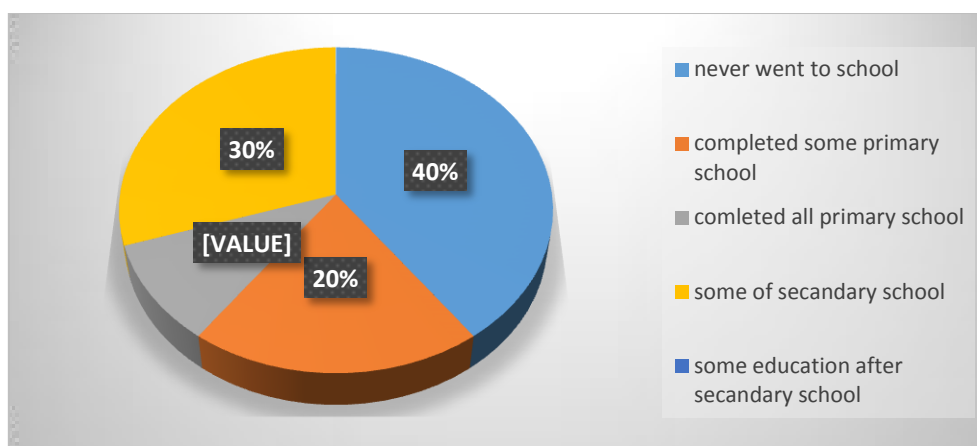
Figure 5.2.5 Parents Educational Level

In this question, pupils were asked about the educational level of their parents. (40%) stated that their parents never went to school, others (20%) added that their parents only completed some of the primary school. (10%) replied that their parents completed all primary school, some others (30%) stated their parents completed some of secondary school. While none of their parents completed some education after secondary school.

Question Six: How many books are there in your home?

The aim behind this question is to see the number of books in student's home to see whether they are interested in reading books or not

Table 2.5.6. Students Number of Books at Home

	None	1-5	5-10	More than10	total
Number of students	3	15	6	6	30
Percentage %	10%	50%	20%	20%	100%
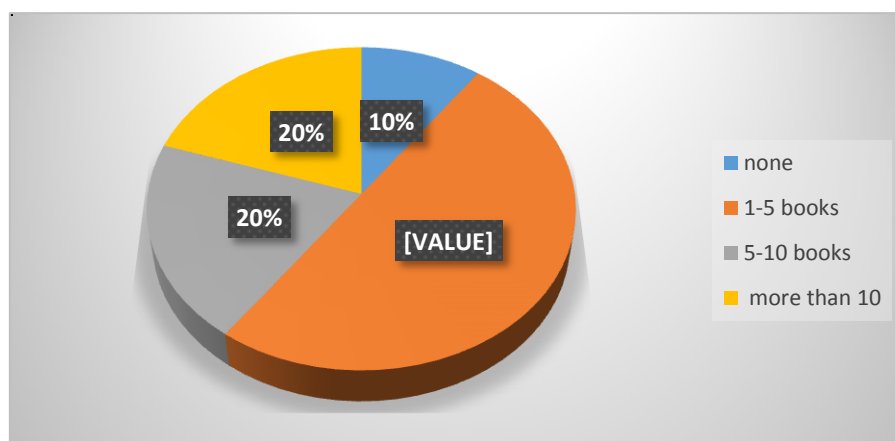
Figure 2.5.6. The Books Students have at Home

The aim behind this question was to know the number of books available at pupil's home. (50%) of pupils replied that they have (1-5) books. (20%) of them have (5-10) and (10%) have no books at their homes. However, (20%) informed that they have more than ten books.

Question Seven: Do you have any personal computer at home?

The aim behind this question is to see whether students are provided with the learning sources or not.

Table 2.5.7 The Availability Learning Sources

	Yes	No	Total
Number of students	15	15	30
Percentage %	50%	50%	100%
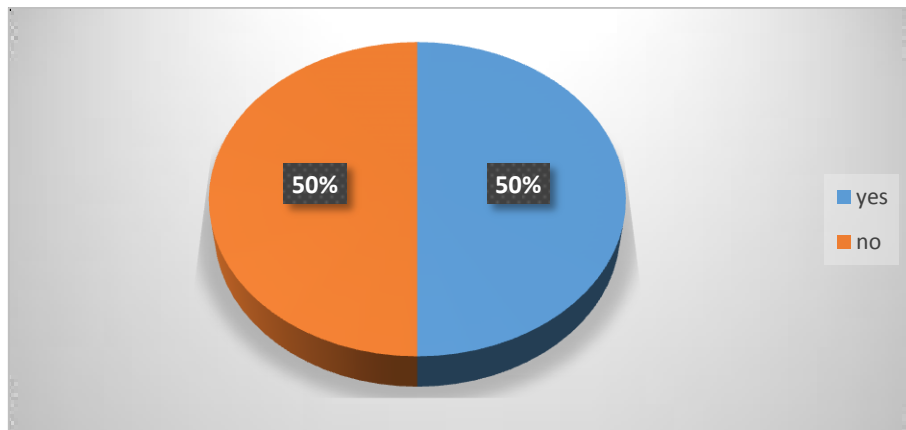
Figure 2.5.7. The Availability of Learning Resources

(50%) have chosen yes which means that they have computers at home. Similarly, (50%) selected no which mean that they do not have any personal computer.

Question Eight: Do you think that the income of your parents is sufficient for your daily life?

The aim behind this question is to see whether parents provide their children with the necessary things that they need in their lives, especially for their education

Table 2.5.8 The Importance of Parents' Income

	yes	No	Total
Number of students	9	21	30
Percentage %	30%	70%	100%
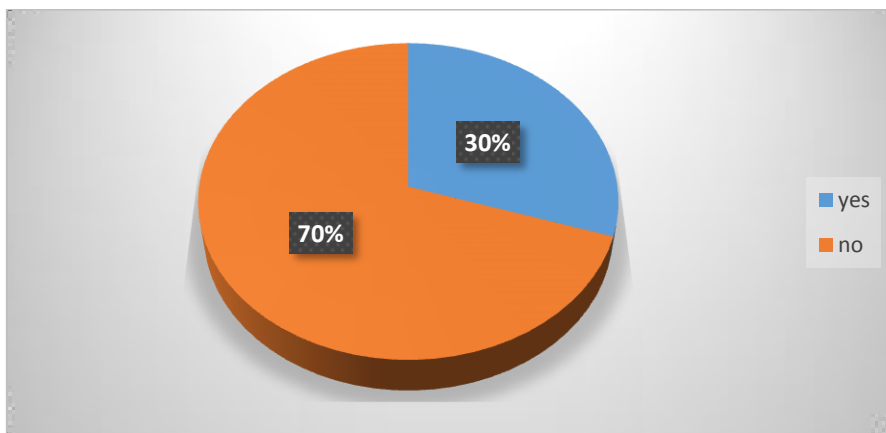
Figure 2.5.8 Students' Opinions toward their Parents' Income

The gist that has been drawn from the students' answers is that the income of their parents is not enough for their needs. (70%) indicates that the income of their parents is not sufficient, while (30%) of them regard it as sufficient.

Question Nine: Do you submit your school requirements on time?

The aim behind this question is to see the socioeconomic background students live in.

Table 2.5.9 Students Economic Background

	yes	No	Total
Number of students	3	27	30

Percentage %	10%	90%	100%
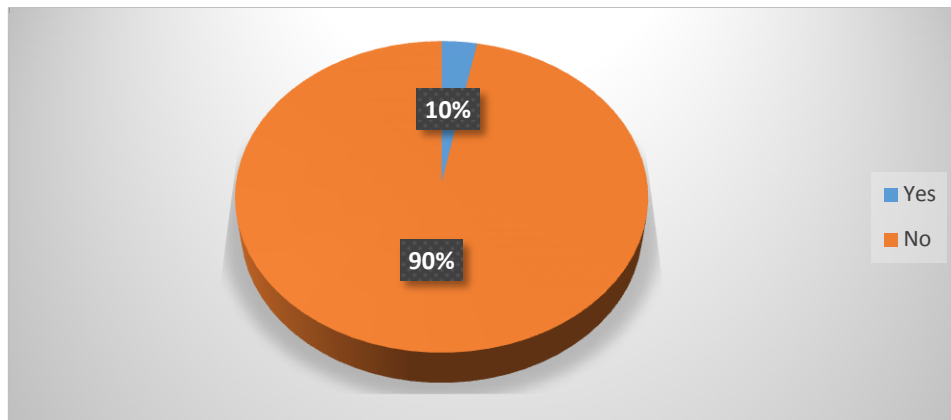
Figure 2.5.9 Students Economic Background

(90%) declares that they do not submit their school requirements on time. Except (10%) who said that they do not do so at time.

Question ten: Do you agree that children from high socioeconomic status achieve better academically than those from low one?

Table 2.5.10. Students' Opinions toward High and Low Socioeconomic Status

	disagree	Agree	total
Number of students	3	27	30
Percentage %	10%	90%	100%
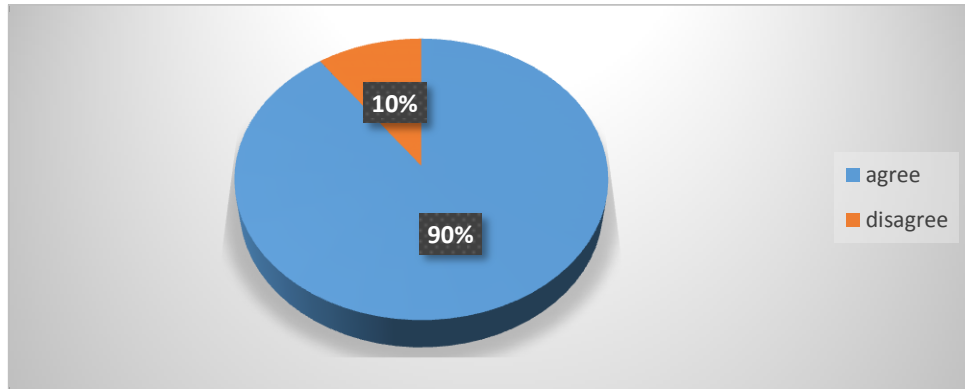
Figure 2.5.10. Students 'opinions toward Socioeconomic Status and Academic Achievement

(90%) of the participants argued that pupils from high socioeconomic status achieve better academically. While (10%) of them disagree on that.

2.7. Conclusion

As hypothesized in the introduction of this research, the above investigation and data found after analyzing the students' questionnaire. Regarding both quantitative and qualitative analyses have found that parents' education, occupation and financial status are significantly related and determined the students the students' academic achievement at the secondary level, the aim is not only to highlight the socioeconomic factor, but also to activate appropriate procedures that may encourage students to achieve better with this in mind, the next chapter deals with some practical suggestions related to academic success and parents socioeconomic status.

Chapter Three   Recommendations to Improve Students' Academic Achievement

3.1. Introduction

The socioeconomic status of students' parents is in fact among the important factors that need to be considered to achieve successful learning. Parental socioeconomic status basically recognized as a factor that has a strong association with the academic achievement of students. In this respect, the study is tackled to shed more light on the parental socioeconomic status as a determiner for students' academic achievement. The findings of the study showed a significant relationship between parental socioeconomic conditions and academic success of the children. This chapter discusses the obtained data result with providing some suggestions that can be helped to take students away from academic failure, the end of the chapter also exhibits the limitations of the present study.

3.2. Discussion of the Findings

The primary purpose of the study is to explore the relationship between parents' socioeconomic status and its impact on the students 'academic achievement. Findings of this survey show a strong relationship of socioeconomic status and academic achievement of students. The way parents' socioeconomic status level influence the achievement level of students which is further a proof amount of responsibility that parents are shouldered with, in terms of not only upbringing their children. By potentially educating them but also guaranteeing to send their children in schools offer them with basic as well as with other life facilities that contribute shaping their position in society.

The survey results that parents' occupation, income and educational level relate to their children academic accomplishments, (90%) of students do not submit their school requirements on time because their parents do not have jobs or their income is not sufficient to provide their children with school provisions. The analysis of the results of pupil's

questionnaire have clarified that despite the fact that pupils do not have sufficient awareness about the essence value of their parents' socioeconomic status and that sets actually the road map of their academic achievement. The analysis also aimed to diagnose the importance of learning resources.

All in all, the survey has reflected that the majority of students of the second year in the secondary school (Zaghloul Youcef) in Oued liii in Tiaret suffer from the lack of learning provisions and they belong to low socioeconomic status. This proves that parental socioeconomic status matter in the educational attainment of their children. Through the obtained data, it is also concluded that parents have generally an important role in school and particularly in the pupils' academic success.

Based on the findings obtained from the pupils' questionnaire, the researcher found that the socioeconomic status of parents is very important in students' academic achievement, parents background is a key to students' life and outside of school is the most important influence on the students' standard. Thus, to examine the hypothesis from different angles, pupils results of the questionnaire have mirrored approximately the same answer in which (90%) have agreed that pupils from high socioeconomic status achieve better from those of a low socioeconomic status. In respect to that parents' socioeconomic status relates and influence the academic achievements of students in many ways whether positively or negatively.

3.3. Recommendations

On the basis of a deep concern with the above situation, the remarkable thing is that the majority of pupils belong to a low socioeconomic status. In regard to that, certain procedures should be taken in order to improve the academic achievement of students from a

low socioeconomic status, teachers especially must develop cardinal and caring relationship between them and the students. This high excellence teacher students 'relationship promote the academic motivation, school engagement, academic success and more general social emotional wellbeing. Teachers who trust about care about and are respectful of students provide the social emotional well-being which contribute in promoting the academic achievement of their children.

Additionally, supportive relationship between teachers and students within the classroom can impact the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process.

3.3.1. Teacher-students Relationships

Teaching is more than giving lessons and making information available or interacting with mental and with an experienced in the domain, however is more likely to encourage students learning. Thus, relationships are considered as being the crucial way toward success, often the effectiveness of interaction with others plays a key role in the success or the failure of the individual.

According to (Juchniewicz, 2008. P. 1) state that "teaching is considered a demanding and challenging social activity in our society with the ultimate goal of training students to acquire the ability, knowledge, social values and skills in order to apply and integrate them in the community". It is generally accepted that a good teaching depends communication among the teacher and the students. In addition, the best output in the classroom comes from effective collaboration between the teacher and the student. Therefore, effective teaching and mentoring helps students discover their world with a sense of trust and independence toward

the ultimate goal to improve the academic attainment and success. it is crucial for teachers to provide guidance and help when the social emotional or academic problems emerge.

This is especially significant for promoting developmental competence, when conditions in the family cannot or do not provide such kind of support, so teachers need to be supportive, warmer and more encouraging are more successful with students of a low academic ability. Undoubtedly a good teaching go through stages including the ability to cultivate and promote relationships; it is caring for and supporting the student not only transferring knowledge to them, it is very important to have a teacher who cares for students needs and strengths and who holds a supportive relationship with their students giving the opportunities and chances to achieve well.

Normally, teachers have a prominent role and effect on students as Hamre and Pianta (2005) reported that the students of mothers with lower education levels seem to be at risk of academic failure, students would achieve better when they have a positive student-teacher relationship support them when they did not have such support from their parents. As well as a good relationship with teachers are especially important and can be a protective factor for students who are at risk of academic failure, such as students with behavioral learning difficulties, or students from a low socioeconomic background, it is very beneficial for teachers to obtain knowledge of home situation of students as Tauber's (2007) warning teachers, in his book about classroom management, that teachers need to be careful to the problems that encounter students and accompany them to the classroom. It is paramount to note that teachers need to understand and appreciate all the differences and the environment that the students come from.

With all this in mind, teachers need to be supportive by creating efficiency a positive and safe environment that encourage students behave appropriately in the classroom and be

engaged to accomplish their own goals. Students will feel safe by having positive and supportive relationships with their teachers, this sense of security and friendship will create an empathy which is important to get students interested and eager to succeed.

In addition to that, when preparing and planning the lessons teachers and to pay attention the needs of the diverse students' population in their classroom and to the different cultural values of the students they teach. Thus, to take students away from academic failure, they must receive a good education. For that, Payne (2008) suggests these practices that can be helped to increase learning. teachers in classroom will need to concentrate on teaching and having the kids learn, through:

➢ Creating a safe learning atmosphere and respectful relationship with the students for instance: the teachers calls the students by their names, answers their question, talk to them in a respectful way, as well as teachers should help their students whenever they need help.

➢ Teachers should create a supportive learning context.

➢ Students need to use formal language within the classroom (Marin Joost, 1972 adapted by Payne).

➢ Teach children guidelines and survival skills that work in different environments.

➢ Teachers have to move smoothly from the concrete to abstract when teaching.

➢ Teach the students and give them the opportunity to ask questions and do not prevent them to share what they have in mind about the topic under discussion, since teaching is matter of sharing and caring.

These are some useful practical suggestions to help students from low socioeconomic status, most of them are good also for those students from high socioeconomic backgrounds, but not as necessary. Adding up that the school must make a priority to open a line of

communication between them and parents by increasing parental involvement, since it has a positive impact on the students' achievement regardless of parental backgrounds.

Administrators and teacher need to empower parents that despite their socioeconomic level, educational or occupational status, they have the opportunity to help their children achieve their full potential to some degree by participating and spending time engaged in activities that are supposed to have positive result in increasing the educational success.

It is important for teachers to understand that children are not equivalent in regard to education failure as it was mentioned above that the child from low socioeconomic status are more likely to have inferior school result and to drop out of school more frequently than the children that come from well-heeled families that is why teachers need to put in mind that teaching is a job of conscience. It is preferable for teachers to handle the student as their own children, they try by all means to meet the students' academic, social and psychological needs.

They need to be motivational in their teaching and implement different teaching method so as to go along with all categories of students, this would beneficial for students from a low socioeconomic status to improve their academic achievement because the relationship that teachers develop with their students have a great encouragement in students' academic process. Halliman (2008) writes "learning is a process involves cognitive and social psychological dimensions and both processes should be considered, if academic achievement is to be maximized" (p. 217).

According to Mayer and Tuner (2002) also discussed their findings clarifying the importance of both teachers and students 'emotions during instructional interactions. They stated that "through studying students-teachers' interactions, our conceptualizing of what

constitutes motivation to learn increasingly has involved emotions as essential to learn and teaching" (p. 107). Their results conclude with providing support for conducting further study of the presence of interpersonal relationship in the instructional setting and to what extent those relationships influence the students learning environment. Downey (2008) reported that the quality of teacher student relationship will result a greater degree of learning in classroom.

Strong teacher student relationship may be considered as the most crucial environment factors in modifying a child's education path. Additionally, Cazden (2001) asserts the formation of social relationships can seriously influence teaching and accurate evaluation in the classroom.

3.3.2. Parents and Family Involvement

The family seems to have an important role toward a child's academic achievement. Talking and playing with kids and helping them doing their homework, and building appropriate relationships with them are the basics for success in school.

When parents and family are involved with schools, all the children will benefit, by parents' participation and contributions, they convey the message that school is very important and it is the place where may children achieve their wants. Many people have the idea that they are not welcome at school, they may want to participate, but they encounter difficulties on how to start.

They may believe that both the school and children do not want them there. Hence, school would find these situations beneficial and provides ways that can be useful for family members and parents to provide support. In regard to that there are numerous solutions for producing a complete plan to get parents and family members get involved in the education of the children whether the family is struggling economically or is affluent.

Chapter Three   Recommendations to Improve Students' Academic Achievement

Joyce Epstein (1995) provides a six of types of partnerships framework that deals with general partnership that exists between schools and families. They are summarized as follow:

- > **Parenting:** helping families create suitable home environment to encourage children as learners.

- > **Communication:** the implementation of successful forms from school to home and home to school communications.

- > **Volunteering:** recruitment and organization of the school's volunteer program.

- > **Learning at Home:** rising the families' awareness about the importance of helping their children with homework and recognizing other learning at home opportunities.

- > **Decision Making:** including students and community members in the school decision making process.

- > **Collaborating with Community:** the identification and integration of resources and services from the community.

The six types of partnership framework is an essential tool that schools rely on to diagnose the practices and decide which plan to follow in order to use it for future activities., moreover it helps schools check their strength and form upon them to create a wide-ranging approach both to family and community involvement that raises the students success.

Having a comprehensive approach to create communication between schools, families as well as communities allows schools to build their strengths and to increase involvement, thus students will achieve more regardless of socioeconomic status, cultural and rational background of parents' educational level.

Therefore, those students from disadvantage backgrounds, their achievement will improve and reach high levels. Also, students from different backgrounds perform better when their parents and schools collaborate to bridge the gap between the situation at home and the learning institution.

Students will keep pace with the academic achievement if their parents' participation in school events, develop a working relationship with educators and keep up with what is happening with their child's school. By involved parents, they will equip their children with positive attitudes and understanding that will make them good students at schools and good children at home. Since socioeconomic status of parents relates to students' achievement, parents should actively support the learning of their children in such ways as mentoring children's progress and communicating with school personnel tutor or acting as volunteer in schools as supports or in others roles.

3.4. Further Suggestions to Improve Students' Academic Achievement

- ✓ Efforts should be made by students not allows their parents socioeconomic including, educational background, income and occupation influence their academic pursuits, this would assist to improve on their level of academic achievement.
- ✓ Parents should work to control the size of their families to a manageable one, this will enable them make good use of the available resources to care about the education of their children, and could lead to the high level of academic achievement of such students.
- ✓ The management of secondary school should safeguard that every school has functional guidance and counseling services to counsel students with coping ability problems.

Chapter Three   Recommendations to Improve Students' Academic Achievement

- ✓ Principles of secondary schools should use the parents' teachers' association opportunity to discuss the progress of their children in school.

- ✓ The parents should provide greater strength to their children in the form of knowledge, wealth and to be highly involved in their education to foster academic achievement.

- ✓ Offering books and scholarships to students to encourage them promoting their levels.

- ✓ The parents should re-examine its financial support to students since such support is viewed as the main contributor toward students' academic achievement.

- ✓ Providing enjoyable home environment which is inspiring, such as having enough good books for the child as well as study books, magazines and dictionaries, toys will have a promoting effect on the development of the academic achievement.

- ✓ Providing supportive educational environment at school for those whose financial status is low. This could be done by supplying specific needed materials and by offering academic as well as social and counselling services.

- ✓ Parents teachers' organization should be activated in order to have more communication between both the school and parents by organizing consultation to keep parents updated about their children achievement. PTO can offer various services such as offering financial support for the needy students and solve some problems through the school.

- ✓ Increasing students' awareness of the importance of teamwork, so that those with poor achievement may get the support and help of their classmate's though collaboration.

- ✓ Help parents and communities to better appreciate the value and the importance of schooling. One of the factors that can result in a low achievement of students at school is the ignorance of parents, who have not been to schools, they do not have enough awareness about the advantages that schools can bring to their children.

✓ Media should be exploited in a positive way such as television, so as to increase parents 'awareness of the importance of following up their children's success and attending regular meeting for the sake of educational promotion.

✓ Teachers should keep their doors open to parents, they come and take a look at what goes in the classroom.

3.5. Limitations of the Study

In the most of its stages, our research went in good conditions except that for some periods in which we felt unable to deal with it because of sickness. As result, we were obliged to council some important sections, especially that of interviewing parents' students' basics to carry on their studies. On the basis of the analysis above, the main limitations in this research are:

✓ Choosing the topic of this study. The impossibility to generalize our findings because of the small number of the respondents and time factor; these were the biggest issue s of research.

✓ The last limitation which is seen the most hindering is the lack of sources targeted to the main concern of our study, i.e. parents socioeconomic and the academic achievement of their children, whether in our university or the local universities, this made it hardly available on the web.

3.6. Conclusion

The third chapter is devoted to further suggestions and recommendations which are given based on the data obtained in the previous chapter. These suggestions were underlined to shed light in general on the importance of teachers and parents as well as schools to take students away from academic failure by involving both home and school in the learning process of the children. In addition, different strategies are oriented to help the needy students achieve better.

General Conclusion

The success and failure of students mostly depends on parents' occupation, income and educational level, etc. After carrying out this research theoretically and practically in an attempt to investigate the relationship between the parent's socioeconomic status and its impact on the students' academic achievement. Researchers found that parents' SES is of a paramount important and essential ingredient in both children's success or failure.

The present study involves a relative effect of parents' socioeconomic status on their children academic achievement. The literature review has reported an overview about parents' socioeconomic status as an effective motive in determining the students' academic success. As to the results of the analysis are concerned, it is obvious from the findings of the present study that the hypotheses which have been suggested are totally confirmed that parents' SES and students' achievement level are moderately associated with each other.

The data gathered from the students' questionnaire served our research to provide several implications. The current study is a total of three chapters. The first represent the theoretical part to review a related literature. The second chapter provides the practical part. It is concerned with the analysis of the obtained data gathered from pupils. The third chapter is devoted to provide suggestions and further recommendations which listed strategies that may be useful to a better achievement, it also give teachers and parents as well as school ideas to help the students overcome different problems which may encounter them both inside and outside school. However, dealing research has not been an easy task.

The latter has been faced with some obstacles there should be some obstacles. In the present survey, the main difficulties that has encountered the researcher were time and lack of sources especially subjects dealing with parents' socioeconomic status. In addition, being a novice and an unexperienced researcher weighted against me, and this may decrease the efficacy

of my research. The sample size is small, the overall thrust of the finding here is specific only to a given group of participants in a given context; second year at secondary school in Tiaret in Oued lili. However, a future research could extend the focus to other places in Algeria.

After dealing with the situation of parent's socioeconomic status, Tiaret (Oued Lili) secondary school, the researcher concludes that parent's SES contribute for the quality of the academic achievement of students. As final point, the present project has shed some light on the influence of parent's SES on their children academic success, that is may be supported by further research to sort out this problem with large sample including some other factors that may hamper the quality of any academic achievement.

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PUPILS'QUESTIONAIRE

In conducting a survey on ''parent's socioeconomic status as predictor to students' academic achievement, kindly spare some of your valuable time to fill up the questionnaire. The   collected information shall be used for academic purposes only. Looking forward to your kind help.

1) Male ☐   Female ☐   Age ☐ years old.

2) Does going to school make you feel depressed?

Yes ☐   No ☐

If yes, say why? ………………………………………………………………………………

3) Does your father or mother work now?

   A-Full time ☐   B- Part time ☐   C -Looking for work ☐   D) They do not work ☐

4) How often were you sent back home for the lack of learning provisions and school fees?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

5) What is the highest level of education that your father, mother or the responsible for your education has completed? (Please tick one box only):

A) Never went to school ☐

B) Completed some primary school ☐

C) Completed all of primary school ☐

D) Some of secondary school ☐

E) Don't know ☐

F) Completed some education after secondary school ☐

6) How many books are there in your home?

A- None ☐

B- 1 till 5 ☐

C- 5 till 10 ☐

D- More than 10 ☐

7) Do you have any personal computer at home?

Yes ☐   No ☐

8) Do you think that the income of your parents is sufficient of your daily needs?

Yes ☐   No ☐

9) Do you submit your school requirements on time?

Yes ☐   No ☐

10) Do you agree that children from high income achieve better academically that those from a low-income status parents?

Agree ☐   disagree ☐

Thank you for your cooperation.

X