

## A STUDY TO EVALUATE THE ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS AND THEIR PARENT'S SOCIOECONOMIC STATUS IN CHINA.

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### ABSTRACT

This quantitative study looks at how kids' academic performance is correlated with their parents' socioeconomic level (SES). A greater parental socioeconomic status is positively associated with their children's academic success. As a whole, 406. More resources, better classroom settings, and more family support are available to students from higher socioeconomic backgrounds. Parents' degree of education has a major influence; children of more educated parents tend to do better in school. Studying the relationship between parents' socioeconomic status (SES) and their children's college success is the driving force behind this study project in China. The primary objective of this research is to determine how factors such as students' socioeconomic situation, level of education, employment, and family history impact their academic success in college. Researchers in China surveyed parents and kids at several schools using a mixed-methods strategy. While indices of socioeconomic status included factors like family income, parental education level, and employment type, grade point averages quantified academic success. Qualitative interviews were conducted with students to get a deeper understanding of their perceptions on the impact of their parents' socioeconomic status on their academic success. Parents' degree of education and family income are significant indicators of their children's academic achievement, and students from wealthier backgrounds often outperform their less fortunate peers. Parents' emotional and financial support has a significant impact on their children's academic achievement, according to the study. These results suggest that socioeconomic status is not the only factor influencing academic success; other important factors include personal motivation and institutional support.

**Keywords:** Socio-Economics Status, Academic Performance, Parental Achievement, Structural Equation Model.

### INTRODUCTION

The correlation between SES and academic performance is well-established. This association is going to be looked at in the Chinese setting in this research. This study aims to get a better understanding of the impact of socioeconomic inequalities on educational achievements in a developing country by studying the correlation between

parents' socioeconomic status and their children's academic performance in higher education. The study adds to what is already known about educational inequality in China and helps shape policies that try to make college more accessible to everyone. Numerous variables affect college students' academic performance, but parental socioeconomic status (SES) is among the most important. In China, like in many other countries, a student's social, economic, and cultural background, in addition to their own personal talents, determines their educational accomplishments. When it comes to giving kids the tools they need to succeed in school, factors like parental income, education level, and profession may make a big difference. Educational policy and institutional support systems in China must be based on a thorough knowledge of the elements that influence academic achievement due to the country's fast-growing higher education sector. This research delves at the correlation between the socioeconomic position of Chinese parents and their children's academic achievement in higher education. To better understand how to grow and improve the country's higher education system while also reducing educational inequities and promoting fair access to educational opportunities, it is important to understand how socioeconomic status (SES) affects academic achievements. This study aims to provide a thorough knowledge of the influence of socioeconomic background on higher education performance by researching the correlations between students' academic accomplishment and characteristics such as family income, parental education, and profession type. Also explored are the ways in which students feel their parents impact their grades and the ways in which students' access to emotional and financial support from home affects their success in college. The results of this research will have significant ramifications for Chinese educators, politicians, and university administrators in light of the rising tide of initiatives aimed at expanding educational opportunities to all students (Naserpour et al., 2022)

## **BACKGROUND OF THE STUDY**

Increases in economic inequality have accompanied China's fast economic development. Disparities in educational attainment remain despite public funding for schools. The academic success of a kid is positively correlated with their parents' SES, according to several studies. But there isn't a tonne of research that looks at this connection at Chinese universities. To fill this knowledge vacuum and provide solutions to educational inequality, this research examines the relationship between parental socioeconomic status and the academic success of Chinese university students. Much of China's educational infrastructure, especially its universities, has undergone radical change in the last few decades. As the number of students enrolled in Chinese institutions continues to rise, the government has made it a priority to raise the bar for education and encourage students to thrive academically. Disparities in academic performance

among college students continue, nonetheless, notwithstanding these improvements. The socioeconomic status (SES) of students' families is a major component of these inequalities since it affects many parts of a student's educational journey, such as support networks, learning opportunities, and resource accessibility. A parent's socioeconomic status (SES) may be defined in a number of ways, including their income, education, and employment position. Students from more privileged socioeconomic origins are more likely to have access to academic support services, including private tutors, course materials, and extracurricular activities, which may improve their grades, according to research. In addition, children whose parents have completed more years of schooling often benefit from their parents' greater ability to guide them academically and provide a positive atmosphere at home for learning. On the other side, kids from lower socioeconomic status households may have financial difficulties, restricted educational resources, and less parental participation as a result of job obligations or a lack of knowledge in education. Collectively, these factors may have a detrimental effect on their academic performance. Disparities in access to resources and opportunities between urban and rural pupils in China amplify the correlation between socioeconomic status and academic achievement. Even among college students, there are large socioeconomic gaps in educational attainment as a result of this. There is a dearth of research that focusses on China's higher education system, especially in light of recent educational reforms and fierce competition for university spots, in relation to the effect of socioeconomic status on educational outcomes, despite the abundance of literature on this topic in Western contexts. This research is to investigate the particular connection between students' academic success and their parents' socioeconomic status in Chinese institutions, as it is crucial to comprehend how SES affects academic accomplishment. Educational institutions and legislators can address these disparities to promote more equitable educational opportunities for all students, regardless of their family background, by examining this relationship and contributing valuable insights into how socioeconomic status affects academic success (Gabrielli et al., 2022).

### **PURPOSE OF THE RESEARCH**

The purpose of this study is to analyze and evaluate the relationship between the academic performance of university students and their parents' SES in China. By investigating variables such as parental education levels, occupation types, and household income levels, the study aims to uncover how these socio-economic factors influence students' academic achievements in Chinese universities. Additionally, the research seeks to identify any disparities in academic outcomes among students from diverse socio-economic backgrounds, and to explore the underlying mechanisms through which SES impacts educational success.

## LITERATURE REVIEW

Several variables impact educational results, and there is a substantial amount of work on the topic of Chinese university students' academic achievement in connection to their parents' socioeconomic status. SES, which includes parental education, employment, and money, is a major factor in determining adolescents' academic performance, according to several studies (Yuan et al., 2021). Individuals from higher socioeconomic backgrounds often have more opportunities to participate in enrichment programs, individual tutoring, and nurturing family circumstances that promote learning. On the other side, students from lower socioeconomic status families are more likely to have restricted access to these resources, which might get in the way of their academic performance. Parents' socioeconomic position (SES) has a substantial impact on their children's educational success, according to research on the correlation between SES and scholastic performance. Because they have more financial means to invest in their education, more opportunities for private tutoring, and a more encouraging family environment, kids from higher socioeconomic backgrounds often outperform their lower-SES counterparts in academics. Research shows that parents with higher levels of education are more likely to provide academic assistance and set greater expectations for their children, making parental education a crucial determinant. Academic achievement is also correlated with parental income, as more affluent households can afford more resources for their children's education, such as books and extracurricular activities. A parent's social capital, in the form of their professional networks and the advice and support they can provide their children, may have a significant impact on their children's academic success. According to studies conducted in China, students hailing from lower-income rural areas or families have more obstacles when it comes to gaining admission to higher education. Additionally, they may encounter performance gaps when compared to their urban counterparts. Academic attainment remains a challenge for pupils from poorer socioeconomic backgrounds, despite government initiatives aimed at addressing these disparities. Furthermore, studies have shown a strong correlation between financial and emotional parental participation and academic achievement. This is because students who come from supportive households tend to be more motivated and resilient. In view of China's changing educational scene, further study is needed to fully understand the intricate link between socioeconomic status and academic achievement, as shown by the literature (Zhang et al., 2021).

## RESEARCH QUESTION

How much does the socioeconomic condition of parents impact the academic achievement of Chinese university students?

## METHODOLOGY

Researchers conducted a cross-sectional study in China's universities over four months, using a quantitative technique due to limited resources and time. A total sample size of 406. Participants were confined to wheelchairs or unable to read and write, and their responses were recorded. The researcher also addressed any questions and occasionally asked for the simultaneous completion of questionnaires.

### SAMPLING

Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programe, researchers determined that there were 378 people in the research population, so researchers sent out 460 questionnaires. The researchers got 437 questionnaires back, and the researcher excluded 31 questionnaires due to incompleteness, so the researchers ended up with a sample size of 406.

### DATA AND MEASUREMENT

A questionnaire survey was used as the main source of information for the study (one-to-correspondence or Google-form survey). Two distinct sections of the questionnaire were administered: Both online and offline channels (a) demographic information, and (b) replies to the factors on a 5-point Likert scale. Secondary data was gathered from a variety of sites, the majority of which were found online.

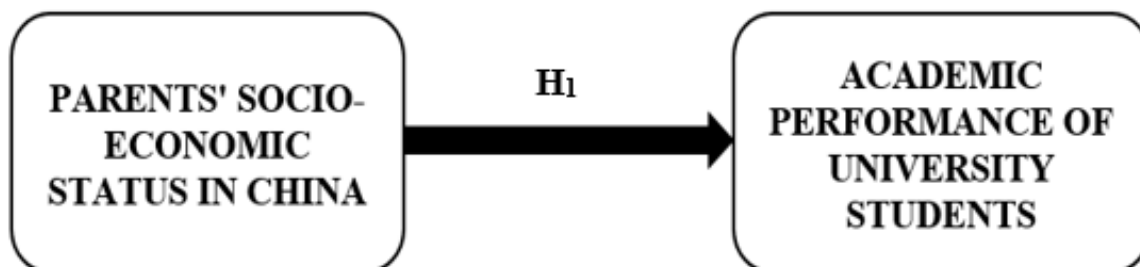
### STATISTICAL SOFTWARE

SPSS 25 was used for statistical analysis.

### STATISTICAL TOOLS

To get a feel for the data's foundational structure, a descriptive analysis was performed. A descriptive analysis was conducted to comprehend the fundamental characteristics of the data. Validity was tested through factor analysis and ANOVA.

### CONCEPTUAL FRAMEWORK



## RESULTS

**Factor Analysis:** Factor analysis (FA) is used to validate the foundation of a measurement battery, aiming to identify latent characteristics and measurement inaccuracies. The Kaiser-Meyer-Olkin (KMO) Test is used to determine data suitability for factor analysis, ensuring sufficient data for all model variables and the whole model. KMO values range from 0 to 1, with an adequate sample size between 0.8 and 1.0. Large-scale correlations pose a significant challenge for component analysis. Kaiser's minimum and maximum requirements range from 0.050 to 0.059.

**Table 1: KMO and Bartlett's Test.**

<b>KMO and Bartlett's Test<sup>a</sup></b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.945
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	4790.175
	<b>df</b>	190
	<b>Sig.</b>	.000
<b>a. Based on correlations</b>		

The study used the KMO test for sample adequacy, resulting in a KMO value of .945, and a significance level of 0.00, indicating the data is suitable for exploratory factor analysis.

## TEST FOR HYPOTHESIS

### DEPENDENT VARIABLE

**Academic Performance of University Students:** Academic performance of university students refers to their overall achievement in university courses, measured by grades, GPAs, and completion rates. It reflects their knowledge acquisition and application of learned skills.

### INDEPENDENT VARIABLE

**Parents' Socioeconomic Status in China:** Parents' socioeconomic status in China reflects their combined income, occupation, education level, and social standing, which can significantly influence access to resources and opportunities for their children.

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyse the relationship between Parents' Socio-Economic Status in China and the Academic Performance of University Students.

**Table 2: ANOVA Test.**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	74506.280	246	4372.824	249.913	.000
<b>Within Groups</b>	1382.430	159	16.767		
<b>Total</b>	75888.890	405			

In this study, the result is significant. The value of F is 249.913, which reaches significance with a p-value of .000 (which is less than the alpha level). This means the “**H<sub>1</sub>: There is a significant relationship between Parents' Socio-Economic Status in China and Academic Performance of University Students**” is accepted and the null hypothesis is rejected.

## DISCUSSION

The study reveals a clear link between higher SES and better academic performance among university students in China. This highlights the importance of access to educational resources and opportunities. However, disparities exist across different SES groups, highlighting the need for targeted interventions. Cultural factors and parental expectations also influence students' motivation and persistence.

## CONCLUSION

This study's results show that college students' academic performance in China is significantly affected by their parents' socioeconomic level. Students from higher socioeconomic status (SES) backgrounds are more likely to excel academically because they are better equipped to take advantage of educational opportunities and thrive in supportive classroom environments. Targeted policies and activities must be implemented to address socio-economic imbalances if Chinese higher education institutions are to promote educational equality and improve overall student success. Parents' socioeconomic status (SES) is significantly associated with their children's academic achievement at Chinese institutions, according to this research. The findings show that children from higher socioeconomic level homes often have superior academic performance. This is likely due to the fact that these children come from households where there are more financial supports, more educated parents, and other

resources available to them. A child's academic success was significantly impacted by his or her parents' income and education level. More academic support and a more conducive home environment for learning were available to children of parents with more financial resources and educational attainment. Poor academic performance is not the only problem faced by students from lower socioeconomic origins; they also face issues including a lack of educational and financial resources. This study reveals that the achievement difference continues even at the university level. One solution that can help decrease this gap is providing more focused support for students from impoverished backgrounds. The research highlights the importance of considering the broader social and economic context when assessing academic performance and the need for continuous efforts to improve educational equity in China's colleges.

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