

AN INVESTIGATION TO ASSESS THE ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS AND THEIR PARENTS' SOCIOECONOMIC STATUS IN CHINA.

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ABSTRACT

The purpose of this research is to examine how the socioeconomic status (SES) of Chinese parents affects their children's academic performance in college. Examining the effects of socioeconomic status, educational attainment, occupational status, and family history on college students' performance is the overarching goal of this study. A mixed-methods approach was used to gather data from a sample of parents and students at several Chinese institutions. Grade point averages collected quantitative data on academic performance, whereas indicators of socioeconomic position included things like family income, parental education level, and occupational type. To better understand how students feel their parents' socioeconomic status affects their academic performance, qualitative interviews were carried out. Students from more affluent families tend to do better in school, and the results show that parental education level and family wealth are strong predictors of student success. The research also emphasizes the importance of financial and emotional support from parents in affecting academic performance. These findings point to the importance of other variables, such as intrinsic drive and institutional support, in addition to socioeconomic position, in determining academic achievement. Offering policy implications for tackling educational inequality and aiding students from disadvantaged families in China's higher education system, the research adds to the knowledge of the junction between family background and educational success.

Keywords: Socio-Economic Status, Academic Success, Parental Accomplishment, Structural Equation Modelling, Children's Academic Performance.

INTRODUCTION

A strong association between socioeconomic status and intellectual achievement has long been recognized. This study will examine this connection within the context of China. By examining the relationship between parents' socioeconomic position and their children's academic success in higher education, this research seeks to get a better understanding of how socioeconomic disparities affect educational accomplishments in a developing nation. The research contributes to understanding of educational inequality in China and informs efforts to expand access to higher education. Parental

socioeconomic status (SES) is one of several critical factors that influence college kids' academic achievement. A student's academic success in China, like in many other nations, is dependent on their innate abilities as well as their family's socioeconomic status and cultural norms. Parental income, education level, and occupation may play a significant role in providing children with the resources they need to thrive academically. Given the rapid expansion of China's higher education sector, the country's educational policies and systems of institutional support must be grounded on a comprehensive understanding of the factors that impact academic accomplishment (Alam, 2023). The relationship between parents' socioeconomic status and their children's performance in higher education is the focus of this study. Gaining insight into the relationship between socioeconomic status (SES) and academic performance may help in the development and improvement of the nation's higher education system, the elimination of educational disparities, and the promotion of equitable access to educational opportunities. This study seeks to provide a comprehensive understanding of how students' socioeconomic background affects their success in higher education by investigating the relationships between students' academic achievement and factors such as family income, parental education, and occupation type. The researcher also looks at how students perceive their parents' influence on their academics and how college achievement is influenced by the availability of emotional and financial support from home. With more and more programs in China trying to ensure that all kids have access to quality education, this study's findings will be very relevant to policymakers, university presidents, and teachers (Leal et al., 2023).

BACKGROUND OF THE STUDY

Along with China's rapid economic expansion has come a widening gap in wealth. Even if public funds are going into schools, there are still disparities in educational achievement. Several studies have shown a favorable correlation between a child's academic achievement and their parents' socioeconomic status. On the other hand, academic institutions in China have not conducted an abundance of studies investigating this link. This study investigates the correlation between Chinese college students' socioeconomic position and their academic performance in an effort to address the current lack of information on the topic and find ways to reduce educational inequality. The previous few decades have seen tremendous transformation in China's educational system, particularly in its institutions (Sonetti et al., 2021). The Chinese government has prioritized raising educational standards and encouraging students to excel academically in response to the ever-increasing number of students enrolled in Chinese universities. Still, even with these advancements, there are still gaps in how well college students do academically. A significant element of these disparities is the socioeconomic status (SES) of students' families, which impacts several aspects of a

student's educational experience, including the availability of resources, the quality of support networks, and the possibilities for learning. The income, level of education, and occupation of a parent are three indicators of their socioeconomic status (SES). Some studies have shown that students from higher socioeconomic backgrounds are more likely to participate in extracurricular activities, have access to private tutors, and have better course materials, all of which may have a positive impact on academic performance. On top of that, kids whose parents have higher degrees often have it easier when it comes to academic guidance and creating a conducive home environment for learning. However, parents from lower-income families may be less involved in their children's education due to work responsibilities or a lack of education-related information, and these factors might lead to financial hardships and limited educational resources for their children. Their academic performance might be negatively impacted by all of these issues together. The association between socioeconomic position and academic success is further amplified by the disparities in access to resources and opportunities between rural and urban students in China. This explains why there are huge social disparities in educational performance even among college students. There is a paucity of research on the impact of socioeconomic status on educational outcomes in China's higher education system, particularly in regard to the country's recent educational reforms and the intense competition for university spots. This is in contrast to the vast amount of literature on the subject in Western contexts. It is critical to understand how socioeconomic status (SES) impacts academic attainment, hence this study aims to examine the specific relationship between kids' academic performance and their parents' socioeconomic position in Chinese classrooms. Examining this link and giving significant insights into how socioeconomic status influences academic achievement may help educational institutions and politicians address these discrepancies and create more equitable educational opportunities for all kids, regardless of their family background (Tomaszewski et al., 2022).

PURPOSE OF THE RESEARCH

This research aims to examine the correlation between Chinese college students' grades and their parents' socioeconomic status. The purpose of this research is to identify the ways in which socio-economic factors impact university students' performance in China by looking at variables including parental education level, profession type, and household income level. If only that, but the study's overarching goal is to determine whether or if children from different socioeconomic backgrounds have different academic results, and if so, how.

LITERATURE REVIEW

There is a lot of research on the correlation between the socioeconomic position of parents and the academic success of Chinese university students, which is one of many factors that affect educational outcomes. Many studies have shown that adolescent academic performance is significantly impacted by socioeconomic status (SES), which encompasses parental education, employment, and financial resources. People from wealthier families are more likely to have access to enrichment programs, private tutors, and other supportive learning environments. However, pupils from lower-income backgrounds are more likely to struggle academically because they lack access to these tools. Studies examining the link between socioeconomic status (SES) and academic achievement have shown that children's SES has a significant impact on their academic achievement. Students from higher socioeconomic backgrounds often do better in school than those from lower socioeconomic backgrounds. This is because students from higher socioeconomic backgrounds typically have more access to private tutoring, a more supportive family environment, and the financial resources to engage in their education. An important factor is parental education level since studies suggest that parents with more education are more inclined to help their children with schoolwork and have higher expectations for them. Because more well-off families can afford to invest in their children's education via means like books and extracurricular activities, there is a correlation between parental income and academic success (Farooqi, 2019). The professional networks of parents and the guidance and encouragement they may provide their children are examples of social capital that might greatly influence their children's academic performance. There are greater barriers to higher education admissions for students from lower-income rural regions or households, according to Chinese research. On top of that, they may not be as efficient as their metropolitan counterparts. Despite efforts by the government to reduce the achievement gap, students from lower socioeconomic backgrounds continue to face obstacles. In addition, research has shown a robust relationship between parental involvement (both financially and emotionally) and academic success. Students who grow up in nurturing homes are more likely to be self-motivated and able to overcome adversity. Given the dynamic nature of China's educational landscape, it is evident from the existing literature that further research is necessary to clarify the complex relationship between socioeconomic position and academic performance (Tompsett & Knoester, 2023).

RESEARCH QUESTION

How does Social Support influences on Academic Performance of 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 program, 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.

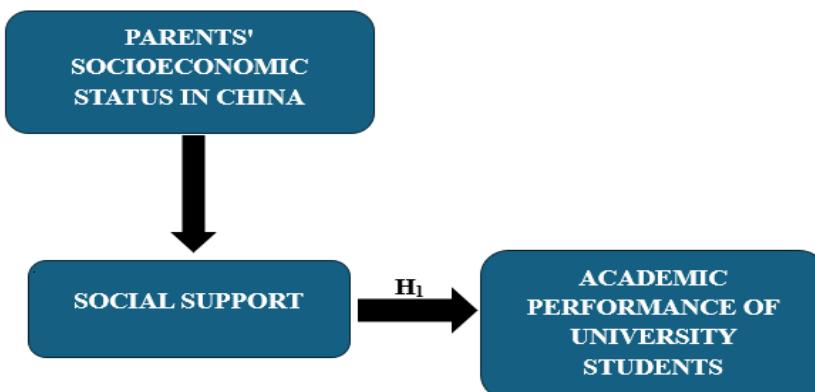
STATISTICAL SOFTWARE

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



RESULT

Factor analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilize regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser: A dismal 0.050 to 0.059, subpar 0.60 to 0.69

Middle grades often range from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are astonished by the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measurement: .836

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square degrees of freedom = 190 significance = 0.000

This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. A Kaiser-Meyer-Olkin value of 0.836 indicates that the sample is sufficient. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.836 was the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix was not a correlation matrix.

INDEPENDENT VARIABLE

Parents' Socioeconomic Status in China: Factors such as parental income, education level, employment, and social influence combine to produce a family's economic and social standing in China, which is referred to as Parents' Socioeconomic Status (SES). Because it influences their access to resources, support networks, and opportunities, socioeconomic status (SES) has a substantial impact on children's educational possibilities and results in the Chinese environment. Private tutoring, extracurricular activities, and supplementary learning materials are often afforded by parents with better socioeconomic status. In addition, parents who have completed more years of schooling are more likely to be actively involved in their children's schooling, which benefits their children academically. In China, geographical inequities amplify the impact of socioeconomic status; households in metropolitan areas often have better access to high-quality educational resources than those in rural areas. Because it affects not only monetary resources but also social and cultural capital within the educational system, the socioeconomic status of parents has a significant role in predicting their children's academic performance and overall educational success in China (Alam, 2021).

FACTOR

Social Support: People and organizations provide social support when they lend one other emotional, informational, and practical resources to help one another deal with difficult situations. It covers a wide range of support, from emotional support (empathy, understanding, encouragement) to instrumental support (direction, counsel, and practical help, such as financial aid or caregiving) and everything in between. In addition, providing feedback that aids in self-evaluation is an important part of assessment assistance. Because it builds a network of care and connection, social support decreases stress, encourages resilience, and improves general health, it is crucial for mental and physical well-being. As a vital component, it aids people in dealing with life's challenges and developing resilience (Alam et al., 2020).

DEPENDENT VARIABLE

Academic Performance of University Students: The academic performance of college students is defined as the quantifiable results of a student's educational

accomplishments while enrolled in college. Things like general academic achievement, test scores, coursework completion, and grade point average (GPA) are usually part of it. Factors such as social support and financial stability, in addition to the student's cognitive capacity, study habits, attendance, and degree of interest, may impact academic achievement. It is a measure of a student's capacity to apply what they have learnt in a classroom setting and a reflection of how effectively they fulfil the demands of their academic program. Scholarships, internships, and promotions are all influenced by a student's academic achievement, which is a common way to gauge their preparedness for college or the workforce (Baker & Murtazina-Allen, 2021).

Relationship Between Social Support and Academic Performance of University Students: Because social support may greatly improve students' chances of succeeding academically, understanding the connection between the two is vital for university students. A student's ability to deal with stress and maintain motivation and concentration on their academics is greatly enhanced when they get emotional support from loved ones and classmates. Students' academic performance is improved when they get informational assistance, such as advice and direction from teachers, mentors, or classmates, which helps them make better choices and solve difficulties. Students can focus better on their academics when they get instrumental support, such as financial aid or assistance with everyday duties. Students are more likely to work together to solve problems and achieve common goals when they have strong social networks that support them. Better mental health and less stress are associated with higher levels of academic achievement, and social support plays an important role in this. In general, students' capacity to handle academic difficulties, maintain engagement, and achieve higher academic outcomes is enhanced when they have a strong support system (Hurtado et al., 2020).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyze the relationship between Social Support and Academic Performance of University Students.

“ H_0 : There is no significant relationship between Social Support and Academic Performance of University Students.”

“ H_1 : There is a significant relationship between Social Support and Academic Performance of University Students.”

Table 2: H₁ ANOVA Test.

ANOVA					
Sum	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	203	5655.517	539.115	.000
Within Groups	492.770	202	5.356		
Total	40081.390	405			

In this study, the result is significant. The value of F is 539.115, which reaches significance with a p-value of .000 (which is less than the alpha level). This means the **“H₁ There is a significant relationship between Social Support and Academic Performance of University Students.”** is accepted and the null hypothesis is rejected.

DISCUSSION

Among Chinese college students, the research finds that greater socioeconomic status is associated with higher academic achievement. The significance of having access to educational opportunities and resources is emphasized by this. The need for tailored treatments is further underscored by the fact that discrepancies do occur across various SES levels. Students' drive and determination are impacted by a variety of elements, including cultural norms and parental expectations.

CONCLUSION

The findings of this research highlight the substantial impact of parental socioeconomic status on the academic achievement of Chinese college students. Academic success is more common among students from higher socioeconomic status (SES) families because these students have more opportunities to succeed in school and enjoy more positive school climates. To promote educational equality and enhance overall student achievement in Chinese higher education institutions, it is necessary to address socio-economic inequities via targeted policies and actions. The results of this study show that there is a strong correlation between parents' socioeconomic level (SES) and their children's academic performance in Chinese universities. Because they have more resources at their fingertips, parents who are more educated, and more financial support, children from higher socioeconomic status households often do better in school, according to the results. Key variables influencing kids' academic performance were the parents' level of education and income. Parents with higher levels of education and money were able to provide their children with more academic assistance and create a more favorable home atmosphere for learning. Students from lower socioeconomic status backgrounds also have obstacles, such as a lack of financial

resources and educational resources, which may have a detrimental impact on their academic performance. Providing more targeted assistance for students from underprivileged backgrounds is one policy that might help close the success gap that this research shows persists even at the university level. The study stresses the need for ongoing initiatives to increase educational fairness in China's universities and stresses the need of taking into account the larger social and economic environment when evaluating academic achievement.

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