



The Influence of Parents' Socio-Economic Status on Student Academic Achievement at Vocational Schools

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Abstract. This study addresses whether parents' socioeconomic status influences their children's academic achievement in a specific context: 10th graders at a vocational high school in Makassar City. The study employs the ex-post facto research method and a quantitative strategy, employing multiple linear regression analysis to test the hypotheses. The population of the study is the 132 10th-grade students at the vocational high school, and a sample of 62 students is selected at random using a systematic sampling method. Documentation and questionnaires are used to collect data, with the questionnaire used to collect information about parents' socioeconomic status and student achievement. This study is expected to contribute to understanding the factors influencing student achievement, particularly socioeconomic status. By examining the relationship between parents' socioeconomic status and student achievement, the study may identify potential intervention areas to improve student academic outcomes. In addition, the study's use of multiple linear regression analysis to examine the effect of parents' socioeconomic status on student achievement contributes to the literature on this topic and makes a methodological contribution to education research. This study can potentially inform educational policies and interventions to improve students' academic performance from diverse socioeconomic backgrounds. It also demonstrates the importance of contextual factors when examining the relationship between parental socioeconomic status and student achievement.

Keywords: Socioeconomic Status · Academic Performance · Academic Outcomes · Student Achievement

1 Introduction

For humans, education is an effort to improve the quality of life and to overcome ignorance, poverty, and underdevelopment [1]. Through education, humans can unveil the curtain of life and position themselves as subjects of cultural and structural change. From this, it can be concluded that education is a lifelong learning process and an effort toward self-satisfaction, self-esteem, and self-actualization [2, 3]. In order to improve one's status in terms of skills and understanding of knowledge acquired, school is expected to be a means to fulfill these demands because the school's unique character is intentionally

providing conditions that aid the desired type of learning. By attending school, the possibility of an individual's success in learning leads to recognition from their environment for their abilities [4]. However, the success of an individual's learning process is not solely dependent on the school. As one of the three centers of education, the family also plays a significant role in determining the success of learning.

The family is the first environment for a child where they first receive conscious influence. The role of the family is to lay the foundation for the child's development so that the child can develop well. In the family environment, a child receives education and guidance and learns about everything, including knowledge and conversation. Therefore, parents must be able to guide and help develop their children's interests and talents to achieve good results [5].

One of an individual's goals in seeking knowledge is to achieve maximum learning achievement according to their abilities. Their learning outcomes can measure the improvement of an individual's learning achievement. The learning outcomes obtained by an individual in a particular level of education can be used as an indicator to measure the individual's ability to master the material at the previous level [6]. On a smaller scale, for example, a group of individuals as learning subjects plays a vital role in the success of education measured by scores or grades. Thus, education is implemented through three educational pathways: formal, informal, and non-formal. Formal education is structured and hierarchical, including essential, secondary, and higher education. Informal education is family and environmental education.

In addition to the harmonious relationships among family members and parents' methods of educating their children, the family's socioeconomic status also determines their academic achievement [7]. Families with a higher socioeconomic status can provide a better environment for their children's educational development. The stimuli children from high-status family members can imitate differ from those of low-status families [8]. This leads to differences in educational development for children living in educated and uneducated families.

Parents with higher socioeconomic status have a broader opportunity to meet all their children's educational needs, which makes it easier to develop their talents and abilities. In such a situation, individuals with parents of higher socioeconomic status have a more significant opportunity to improve their academic achievements. Several indicators influence parents' socioeconomic status, such as education level, occupation, income level, and position or social class. A parent's socioeconomic status significantly impacts meeting the family's living needs. Parents with a relatively adequate socioeconomic status tend to be able to meet their family's living needs more efficiently. Regarding education, meeting these needs optimally is an effort to gain knowledge, respect, and self-actualization [7].

In the process of education, the family factor is essential. The family is the first social institution known to the child and the instilling of attitudes that can influence the child's development. The family must provide all needs related to education. The assumption is that families with a high socioeconomic status of parents will not have many difficulties meeting their children's educational needs, while families with low socioeconomic status will have difficulties meeting their educational needs [9]. For example, a child can learn if there are learning facilities or support tools. Parents with low socioeconomic status may

not necessarily be highly educated. If these needs are not met, learning will be hindered for the child. The role of the family as a driver of individual knowledge development is influenced by its dynamic social interaction and socioeconomic status [10]. If the economy is sufficient, the material environment individuals face in their families is more expansive, so they can also have a vast opportunity to develop their capabilities. This includes good health food menus and a dynamic and reasonable relationship with family and siblings.

The learning process is not separate from the need for facilities, infrastructure, or learning equipment and supplies. Children's learning equipment and supplies needs can be met well if the parents' economic condition is also good. With complete and modern learning equipment and supplies, it is expected that the learning process for students or children can run well, thus directly impacting their learning achievements [11]. Therefore, the author assumes that the family has a close relationship in creating a situation that can encourage student learning achievements. From the above explanation, it will be examined how much influence the socioeconomic condition of the family has on student learning achievements.

2 Method

2.1 Research Design

The ex-post facto research method examines the relationship between two or more variables by studying events that have occurred and then exploring the factors that influence these events [12]. In this study, researchers will collect data from 10th-grade students at a vocational high school in Makassar City to determine the relationship between the socioeconomic conditions of families and student achievement. Thus, using ex-post facto and quantitative approaches in this study is expected to provide accurate and valid research results.

2.2 Population and Sample

The population is the subject of research. Based on this understanding of the population, the population in this study were 10th-grade students at a vocational high school in Makassar City, in the 2022/2023 school year, with a total of 132 students. In this study, researchers used a random sampling technique with the number of samples taken determined from the total population. Sampling is done evenly to each class, so each respondent has the same opportunity as a research sample. To determine the number of samples to be taken in this study, researchers used the Slovin formula. From the calculation of sampling, it was found that the number of samples to be studied was 62 students, with an available sample size.

2.3 Research Variables

Independent variables are the variables that are manipulated or changed in a study in order to observe their effect on the dependent variable [13]. In this study, the two independent

variables are parents' socioeconomic status, and student achievement is the dependent variable. The study aims to investigate the relationship between these two variables and whether parents' socioeconomic status impacts their students' academic achievement.

2.4 Data Collection Techniques

Appropriate data collection techniques are needed to obtain data that can be accounted for and follow the research objectives to be achieved. In this study, the data collection technique used was a questionnaire or questionnaire in this study used to reveal information about the socioeconomic status of parents and student achievement and documentation.

2.5 Data Analysis Techniques

Statistical analysis is used in research to test the truth of hypotheses and draw conclusions based on the data collected. In this study, the data collected was quantitative, so the Multiple Linear Regression analysis technique was used with the help of the SPSS Program to examine the effect of parents' socioeconomic conditions on student achievement. This data analysis was carried out regarding the previously proposed hypotheses so that the analysis results can answer whether the hypothesis is true or not. Using appropriate statistical analysis techniques, research results can be interpreted and used to draw more accurate conclusions regarding the relationship between the variables studied.

3 Results and Discussion

3.1 Parent's Socioeconomic Status

Figure 1 is a diagram that shows the distribution of respondents based on their parent's socioeconomic status. There are four categories in the diagram, namely very high (> 3.5 million), high (2.5–3.5 million), low (1–2.5 million), and very low (<1 million) rupiahs per month. The diagram also shows the percentage of each category.

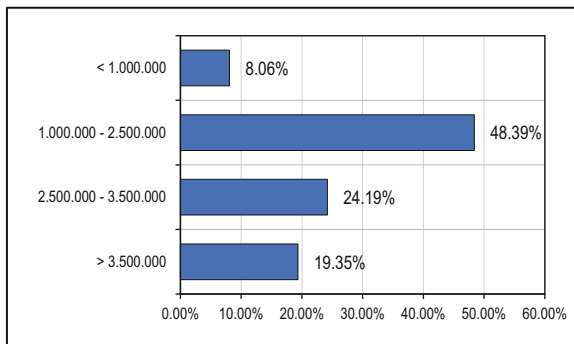


Fig. 1. Distribution of respondents based on their parent's socioeconomic status

From the figure, it can be concluded that the majority of respondents, 48.39%, come from families with a low socioeconomic status. Meanwhile, 24.19% of respondents come from families with a high socioeconomic status, 19.35% come from families with a very high socioeconomic status, and 8.06% come from families with a very low socioeconomic status. This explanation shows that most respondents come from families with low socioeconomic status, impacting their access to resources and opportunities that can affect their academic performance. This can be essential in understanding research results or surveys on academic performance or student success.

3.2 Learning Achievement

Figure 2 is a diagram that shows the distribution of respondents based on their learning achievement scores. There are five categories of scores in the diagram, namely very good (90–100), good (80–89), fair (70–79), less (60–69), and very less (<59). The diagram also shows the percentage of each category.

The figure shows that respondents' most common category of learning achievement scores is "enough/fair", with a percentage of 59.68%. This suggests that most respondents have an average level of learning achievement. The second most common category is "good," with a percentage of 33.87%, indicating that many respondents have above-average learning achievement. The category of "very good" is the third most common, with a percentage of 4.84%, indicating that a small percentage of respondents have exceptional learning achievement.

A respondent with a "less" value category indicates poor learning achievement, and no respondents with a "very less" value category indicate very poor learning achievement. This suggests that overall, the learning achievement of the respondents in this study is relatively good, with only a few outliers having poor performance. This information can be helpful for educators and policymakers in understanding the distribution of learning achievement scores among students and developing targeted interventions to help students struggling academically.

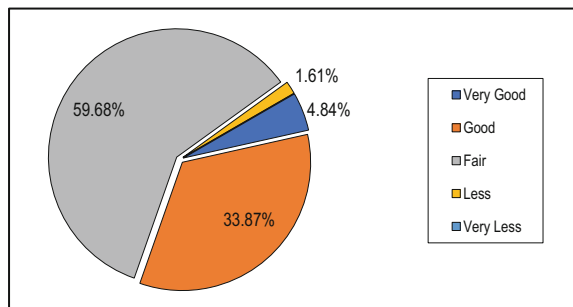


Fig. 2. Distribution of respondents based on learning achievement scores

Table 1. Coefficient of determination (R2) and Regression

R	R-Squared	t-value	Sig.
0.691	0.438	3.105	0.003

3.3 The Relationship Between Variables

Table 1 shows the results of a regression analysis that investigates the relationship between socioeconomic status and learning achievement. The coefficient of determination (R2) is 0.438, which indicates that 43.8% of the variance in learning achievement can be explained by socioeconomic status. The remaining 56.2% of the variance in learning achievement is due to other factors not included in the model.

The regression coefficient (R) is 0.691, which indicates a positive relationship between socioeconomic status and learning achievement. The t-value is 3.105, and the corresponding p-value (Sig.) is 0.003, less than the significance level of 0.05. Therefore, we can conclude that socioeconomic status and learning achievement are statistically significant.

The results suggest that students from higher socioeconomic backgrounds have higher learning achievement scores than those from lower socioeconomic backgrounds. However, it is essential to note that other factors not included in the model also significantly determine learning achievement.

The achievement level students possess influenced by several factors, including parents' socioeconomic status. Several studies have found a correlation between parental income and their children's academic success. Students from wealthier families often have more opportunities to learn and grow through exposure to better schools, more books, and more educational activities. However, challenges to academic achievement may be present for children from lower socioeconomic backgrounds due to factors such as poverty-related stress, poor nutrition, and lack of access to educational resources [10, 14–16].

Students learn it will receive influence from the family through how parents educate, relations between family members, household atmosphere, and family economic conditions [17, 18]. Even though the income earned by parents is sufficient to meet the needs of daily life and parents' education is also low, parents' awareness of fulfilling their children's learning facilities is quite good.

4 Conclusion

A parent's socioeconomic status is one factor that can affect student achievement. Socio-economic status is the level of employment, level of education, and the amount of income received by parents each month. If the socio-economic status of the student's parents is good, the opportunity for students to obtain complete home learning facilities is even more excellent. In contrast to the poor socioeconomic status of students' parents, most students with poor socioeconomic status have fewer complete learning facilities at home. The conclusion is that the higher the socio-economic status of parents, the more children's

learning facilities at home will be fulfilled, and students will be more motivated in the learning process to increase student achievement.

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