

IMPACT OF SOCIOECONOMIC STATUS ON ACADEMIC ACHIEVEMENT AMONG STUDENTS OF POLYTECHNICS IN SELANGOR, MALAYSIA AREA.

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ABSTRACT

Education is the essential weapon to bring changes in the society by making people wise and rational. Education is also considered imperative not only for the progress of individuals but also for the development of the community and nation. On the other hand, the term of Socioeconomic status is the combination of social status and economic status of an individual or family on the basis of income, education, profession, and material possessed, etc. in relation to others in society. This conceptual paper aims to discuss the impact of socioeconomic status on academic achievement among students of Polytechnics Institutions, specifically in Selangor, Malaysia. Research conducted examines the existence as well as the correlations between those two. Questionnaires will be used as instruments to collect primary data and will be distributed to students from three polytechnics which are Politeknik Sultan Salahuddin Abdul Aziz Shah (PSA), Politeknik Sultan Idris Shah (PSIS) and Politeknik Banting Selangor (PBS) using Stratified Random Sampling method. Findings of this research will provide information about the socioeconomic impacts on the student's academic achievement, which is crucial for the management to formulate programs, especially for the low-density group (B40).

Keywords: Impact, Socioeconomic Status, Academic Achie

1. INTRODUCTION

Many studies have been conducted by researchers to investigate factors that influence student's performance on various education levels, including at school, college, and university. The quality of student's achievement remains at top priority for educators. Their performance plays a significant role in producing high-quality graduates. They are the backbone of the country [1]. The term of socioeconomic status (SES) is the combination of the social and economic status of individuals or families based on their income, education, profession, and material possessions and others related to others in society [2]. SES is one of the most researched and debated issues among educational professionals contributing to academic performance. The most common argument is that the socioeconomic status of students influences the quality of their academic achievement [3]. Most experts argue that the low socioeconomic status negatively affects the students' academic success as their basic needs remain unfulfilled, resulting in them not performing well academically.

According to some studies, poverty significantly affects the resources available to students. Due to lack of funds, many students struggle to achieve the same level of academic achievement that students do not live in poverty [4]. Studies in AMU schools also found that a positive and significant correlation between SES and academic performance of primary school students [5].

There are three sections of income class in Malaysia, namely 20 percent of the highest class (T20), 40 percent of the middle class (M40) and 40 percent of the lowest level (B40). This study aims to identify the impact of socioeconomic status on academic achievement among students of Polytechnics Institution in Selangor. This research focuses on the three Polytechnics students who are Politeknik Sultan Salahuddin Abdul Aziz Shah (PSA), Politeknik Sultan Idris Shah (PSIS) and Politeknik Banting Selangor (PBS). Researchers measure the students' academic achievement through CGPA and GPA of the current academic year, where the GPA is used to measure the students' performance [6].

2. LITERATURE REVIEW

Recent research by Faaz and Khan [7] which conducted a study of Academic Achievement of upper primary school students in relation to their socioeconomic status noticed the existence of a significant positive correlation between SES and Academic Achievement. Pearson's coefficient of correlation and t-test are the statistical techniques used to analyze the results. They selected 121 students from AMU school by using Simple Random Sampling Technique, and the score obtained by the students in the last examination was considered as Academic Achievement.

The students with a high level of SES perform better than the middle-class students and the middle-class students perform better than those with a low level of SES [8]. A study by M. Eaamon also confirms [9] that usually students who came from low socioeconomic status or area performed lower in their studies hence obtaining lower scores in comparison to other students. Another study found out that economic disadvantage potentially reduces the parent's ability to provide warm and sensitive parenting. This then most likely minimize their children's chance to have access for cognitively stimulating materials such as toys and books. Additionally, these children may also have lesser opportunities in gaining socially enriching experiences like involving in cultural activities [10]. Lower-income families tend to invest more in basic family needs like sufficient food and shelter rather than investing in child development, such as providing adequate learning materials. In contrast, families with high income can spend more resources for their children progress, therefore prominent to the success of their children academically as well as socially. Henceforth, this proves that SES does affect child academic achievement [11].

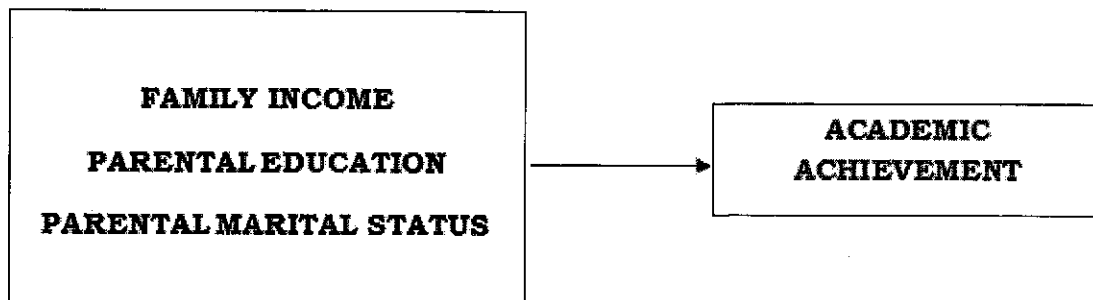
Apart from the financial stability of a family, children's academic achievement can also be linked to SES, which is a parent education issue [12] [13]. Parents' socioeconomic status, which includes their educational and professional qualification, revenue, and professional affiliation, is also associated with academic gain of students [14]. For example, lower-educated parents are less focused on education than parents with higher education, parents with higher education will invest some resources, both psychologically and financially, for their children's education compared to low-income parents. Low levels of parental education will also tend to provide a home environment that is not conducive to the learning process such as maintaining a quiet learning environment. These non-conducive conditions are likely to affect the child, leading to internal problems such as aggression, opposition, and hyperactivity [15]. A study conducted by A. Raychaundhari, M. Debnath, S. Sen, and B. Majumder [16], found out that the education of both parents is positively related to students' achievement. Educated parents can provide a better learning environment and facilities at home for their children to improve their study. It is also supported in other research stated that gender, ethnicity, and father's occupation are significant contributors to student achievement [17].

In another study indicated there is also the impact of low SES on academic achievement can be initiated among single parents or parents who are divorced [18]. This statement is true when associated with families who are experiencing stress due to insecurity also can increase the chance of family breakdown, divorce, so the cause of the child's development and thus affected their ability to learn declines. It is found that families with low parenting styles are composed of single parents with low SES that may be associated with their social and emotional well-being and affect the development of children's cognitive skills [19]. A study by Carlson and Corcoran [20] shows that children raised in single-parent families will have lower scores on cognitive tests and school achievement.

3. METHODOLOGY

This study will focus on socioeconomic status, taking into account, family characteristics of income, parental education, and parental marital status, either a single parent or both parent towards academic achievement. A study conducted by Mpho Priscilla Jama, Adriana Albertus Beyelefeld and Mabokang Monnapula-Mapesela [21] found Spady's sociological theory, which was the first study of student retention in 1970, this study has linked the variables as is a family background and academic potential, normative congruence, grade performance, intellectual development and peer support. This conceptual framework is adapted from previous studies [22] [23] is, as shown in Figure 1 below.

Figure 1 : Conceptual framework



The simple hypotheses can be stated as follows;

H0-1: Students whose parents have higher incomes will achieve higher academic achievement.

H0-2: Students whose parents obtain higher education will earn the higher academic achievement.

H0-3: Students who have both parents will have higher academic achievement than students from single-parent homes.

This research will be using questionnaire method as a research instrument, and the questionnaire will be adapted from a journal written by Md Rofikul Islam and Zebun Nisa Khan [24]. The respondents for this research will consist of a student from the three Polytechnics which are Politeknik Sultan Salahuddin Abdul Aziz Shah (4492 students), Politeknik Sultan Idris Shah (3350 students) and Politeknik Banting Selangor (1061 students). In total, 8902 students from the three polytechnics became the respondents for this research purpose. According to Krejcie and Morgan's table, the nearest figure for 8903 is 9000 and the sample size that researcher should select is 367 which that will pick randomly from all the three Polytechnics using Stratified Random Sampling Procedure and the configuration for this sample size is seen in Table 1.

Table 1 : Stratified Random Sampling Procedure

Polytechnics	Population	Sample size
PSA	4492	185
PSIS	3350	138
PBS	1061	44
Total	8903	367

The subsample rates for students from Politeknik Sultan Salahuddin Abdul Aziz Shah, Politeknik Sultan Idris Shah, and Politeknik Banting Selangor are 185, 138 and 44 respectively.

Data collected will be analyzed using the Statistical Package for the Social Sciences for Windows (SPSS). The distributional characteristics of independent and dependent variables will be described by using descriptive statistics, and the relationship between independent variables with the dependent variable will be analyzed using linear regression analysis.

4. CONCLUSION

In the past, not many new studies have been done on this topic. Therefore, our contribution to this study is to provide new insights, and researchers can explore the socioeconomic impact of academic achievement and identify whether there is a relationship between socioeconomic status and academic achievement. This study will focus on socioeconomic status, taking into account family characteristics of income, parental education, and parental marital status. This research will be helpful for the management to formulate a suitable program that can help students, particularly those in category B40 to improve their academic achievement.

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