An Inquiry To Evaluate The Academic Performance Of University Students In Relation To Their Parents' Socioeconomic Status In China

Wang Yuanyuan [1], Chandra Mohan Vadudeva Panicker [2]

Abstract-

This study aims to investigate the relationship between parents' socioeconomic status (SES) and their children's college achievement. The primary purpose of this research is to analyse the relationship between college students' academic performance and their socioeconomic situation, level of education, employment, and family history. Data was collected from a cross-section of parents and students at various Chinese colleges using a mixed-methods methodology. While variables such as household income, parental education level, and job type were used as markers of socioeconomic status, grade point averages were used to quantify 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. The findings demonstrate that parental education level and family income are significant determinants of student achievement, with students from wealthier homes generally outperforming their peers. The study also highlights the significance of parental support, both monetary and emotional, influencing academic achievement. In addition to socioeconomic status, these results show that other characteristics, such intrinsic motivation and institutional support, are important in deciding academic success. The study contributes to researchers understanding of the relationship between one's family's socioeconomic status and their academic achievement, and it offers policy recommendations for reducing educational inequality and supporting students from low-income backgrounds in China's higher education system.

Keywords: *Income Level, Parental Achievement, Academic Performance, Structural Equation Modelling and Children's Academic Success.*

1. INTRODUCTION

There has long been acknowledgement of a robust correlation between social class and intellectual accomplishment. In the context of China, this relationship will be investigated in this paper. This study aims to shed light on the impact of socioeconomic inequalities on educational achievements in emerging nations by investigating the correlation between parents' socioeconomic status and their children's performance in higher education. The findings provide light on the causes of educational disparity in China and provide direction for initiatives to increase enrolment in postsecondary institutions. College students' academic success is affected by a number of important variables, including their parents' socioeconomic level (SES). Academic achievement in China, like in many other countries, is influenced by a combination of natural talent, one's family's financial situation, and cultural standards. A child's access to the support they need to succeed in school may depend on factors such as their parents' income, degree of education, and profession. With China's higher education sector growing at such a fast pace, the government needs policies and procedures to support education that are based on a thorough knowledge of what influences students' ability to succeed in school. The emphasis of this research is on how the socioeconomic position of parents affects

their children's success in higher education. Higher education reform, the eradication of educational inequalities, and the promotion of fair access to educational opportunities might all benefit from a better understanding of the correlation between socioeconomic status (SES) and academic achievement. Examining the connections between students' academic performance and variables such family income, parental education, and occupational type, this research aims to provide a thorough grasp of how students' socioeconomic background impacts their success in higher education. Also examined are students' perceptions of their parents' academic impact and the ways in which students' access to emotional and financial support at home affects their success in college. Policymakers, university presidents, and instructors in China will find this study's conclusions very important, since more and more initiatives are aiming to provide excellent education to all students (Eidum et al., 2020).

2. BACKGROUND OF THE STUDY

The wealth disparity has grown in tandem with China's booming economy. Educational attainment gaps persist even when public monies are allocated to schools. A child's socioeconomic situation positively correlates with their intellectual success, according to much research. Yet, there is a dearth of research into this connection from Chinese universities. In an attempt to fill a knowledge gap and uncover solutions to educational inequality, this research examines the relationship between the socioeconomic status of Chinese college students and their academic performance. The educational system in China, and its institutions in particular, have seen remarkable change during the last several decades. As a result of the ever-increasing enrolment in Chinese institutions, the government has made it a priority to raise educational standards and encourage students to achieve academic excellence. However, disparities in the academic performance of college students persist despite these improvements. Families' socioeconomic status (SES) is a major factor in these differences since it affects a student's access to resources, the strength of their support systems, and the opportunities for learning. Three measures of a parent's socioeconomic status (SES) are their income, degree of education, and profession. Research suggests that kids from wealthier families may benefit academically because they are more likely to take part in extracurricular activities, have access to private tutors, and use higher-quality course materials. Also, when it comes to academic advising and making the house a good place to study, children of parents with advanced degrees often have it easier (Erdem & Kaya, 2023). Unfortunately, financial difficulties and restricted educational resources may befall children from lower income homes whose parents are less likely to be actively engaged in their schooling owing to job obligations or an absence of knowledge about educational opportunities. Taking collectively, these problems could have a detrimental effect on their academic achievement. Disparities in opportunities and resources faced by pupils in China's rural and urban areas amplify the correlation between socioeconomic status and academic achievement. Even among college students, there are large socioeconomic gaps in academic achievement. In light of China's recent educational reforms and the fierce rivalry for university spaces, there is a lack of study on how socioeconomic status affects educational achievements in the country's higher education system. Quite the opposite is true of the mountain of writing that covers the same ground in Western settings. This research is to investigate the particular connection between children's academic achievement and their parents' socioeconomic level in Chinese classrooms since it is crucial to comprehend the effects of socioeconomic status (SES) on academic achievement. School districts and policymakers may be able to do more to level the playing field for students from all socioeconomic backgrounds if they take the time to investigate this correlation and shed light on the ways in which students' family income affects their academic performance (Gui et al., 2023).

3. PURPOSE OF THE RESEARCH

The purpose of this study is to look at how the socioeconomic level of Chinese parents relate to their children's academic performance in college. Examining variables such as parental education level, occupation type, and

household income level, this study aims to uncover the manner in which socio-economic factors influence the performance of Chinese university students. Further, the study's main objective is to find out if and how children from diverse socioeconomic backgrounds vary in their academic performance.

4. LITERATURE REVIEW

Among the many variables that influence educational outcomes, there is a great deal of study on the association between the socioeconomic status of parents and the academic achievement of Chinese college students. Socioeconomic status (SES), which includes parental education, work, and financial means, is a strong predictor of adolescents' academic success, according to several research. Private tutors, enrichment programs, and other forms of individualised academic help are more common among the economically privileged. Students from low-income families often may not have the resources necessary to succeed academically. Researchers have shown that children's socioeconomic status (SES) significantly affects their academic success when looking at the correlation between the two. In most cases, the academic performance of students varies greatly depending on their family's socioeconomic status (Davis, 2019). This is due to the fact that pupils hailing from more affluent families usually have a more conducive home environment, greater financial means, and the opportunity to pursue private tutoring. Research shows that parents with greater levels of education are more likely to support their children academically and set higher standards for them, making parental education a significant determinant. Success in school is correlated with parental income because more affluent households can afford to buy books and pay for extracurricular activities for their children. Parents' professional networks, as well as the advice and support they provide their children, are forms of social capital that might have a significant impact on how well those children do in school (Backer & Cairns, 2021). Students from lower-income rural areas or families face more obstacles when applying to universities, according to studies conducted in China. And it's possible they aren't as efficient as those in cities. Students from lower socioeconomic backgrounds still have challenges, even though the government is taking steps to close the achievement gap. Also, studies have shown that when parents are emotionally and financially involved, their children do better in school. Having a supportive family environment increases a child's resilience and intrinsic motivation to succeed. Given the ever-changing educational environment in China, it is clear from the current literature that further study is needed to understand the intricate connection between socioeconomic status and academic achievement (Poon, 2020).

5. RESEARCH QUESTION

- What is the impact of extracurricular activities in academic performance of university students?

6. METHODOLOGY

Researchers executed a cross-sectional research at Chinese institutions during a four-month period, using a quantitative methodology owing to constraints in resources and time. A cumulative sample size of 406. Participants were restricted to wheelchairs or unable of reading and writing, and their replies were documented. The researcher handled enquiries and sometimes requested the concurrent completion of questionnaires.

6.1 Sampling: Research participants completed questionnaires to provide data for the study. Employing the Rao-soft software, researchers identified a study population of 378 individuals, prompting the distribution of 460 questionnaires. The researchers received 437 completed questionnaires, excluding 31 owing to incompleteness, resulting in a final sample size of 406.
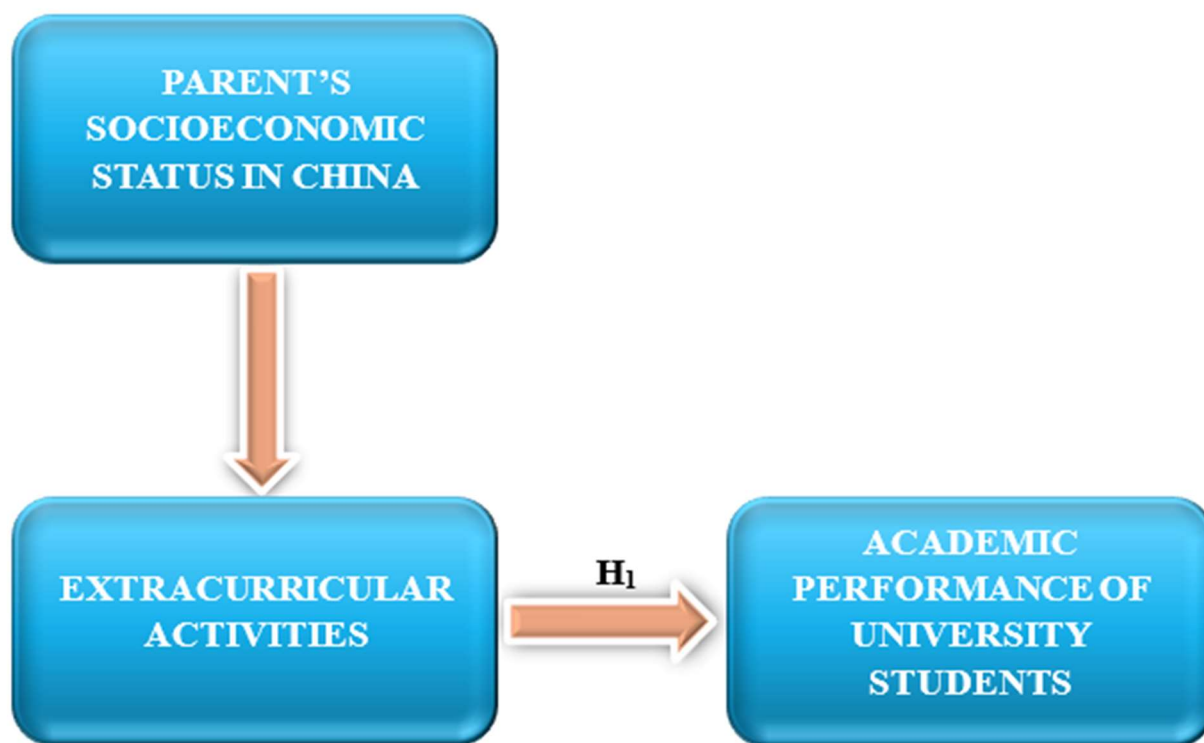
6.2 Data and Measurement: A questionnaire survey served as the primary information source for the research (one-to-one correspondence or Google Form survey). The questionnaire had two independent sections: (a) demographic information and (b) responses to the characteristics measured on a 5-point Likert scale, conducted via both online

and offline means. Secondary data was collected from several sources, mostly accessed online.

6.3 Statistical Software: Statistical analysis was conducted using SPSS version 25.

6.4 Statistical Tools: A descriptive analysis was conducted to understand the fundamental structure of the data. A descriptive analysis was performed to understand the essential properties of the data. Validity was assessed using factor analysis and ANOVA.

7. CONCEPTUAL FRAMEWORK

```
┌──────────────────────┐
│    PARENT'S          │
│  SOCIOECONOMIC       │
│  STATUS IN CHINA     │
└──────────────────────┘
           │
           ▼
┌──────────────────────┐        H₁      ┌──────────────────────┐
│   EXTRACURRICULAR    │  ─────────▶    │     ACADEMIC         │
│     ACTIVITIES       │                │  PERFORMANCE OF      │
│                      │                │   UNIVERSITY         │
└──────────────────────┘                │    STUDENTS          │
                                        └──────────────────────┘
```

8. 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: .967 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 0.967 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 10: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.967
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 0.967 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**

In China, the socioeconomic status of a family is determined by a number of factors, including the parents' income, education level, occupation, and the extent to which they are influenced by others. In China, children's socioeconomic status (SES) greatly affects their educational prospects and outcomes since it determines their access to resources, support networks, and opportunities. Parents with more disposable income can usually afford to send their children to private schools, enrol them in extracurricular activities, and provide them with supplemental learning resources.

Parents with higher levels of education also tend to be more engaged in their children's schools, which is good for their kids' academic performance. In China, urban families often have more access to high-quality educational resources than rural ones, and this disparity is exacerbated by geographical disparities, which make socioeconomic status even more of a factor. Parents' socioeconomic level is a strong predictor of their children's academic achievement and educational success in China because it influences the educational system's monetary resources as well as social and cultural capital (Jiang et al., 2019).

❖ **FACTOR**
➢ **Extracurricular Activities**

In addition to their formal education, many students find that engaging in extracurricular activities helps them grow as individuals and strengthens their social and communication skills. A few examples of such pursuits include academic contests, debating groups, athletics, the arts, and music. Participating in extracurricular activities enables students to delve into their passions, develop abilities in leadership and collaboration, and enhance their general health. Participation in such activities may help improve college applications and job chances in China's educational system, since it shows that the student is committed to more than just academics (Alam, 2022).

❖ **DEPENDENT VARIABLE**
➢ **Academic Performance of University Students**

College students' academic success may be described as the measurable outcomes of their educational achievements while attending college. Included in it are things like GPA, test scores, curriculum completed, and overall academic accomplishment. A student's cognitive aptitude, study habits, attendance, level of interest, social support, and financial stability are all potential factors that affect academic accomplishment. It reveals how well a student meets the requirements of their academic program and how well they can apply what they have acquired in class. One frequent approach to measure a student's fitness for college or industry is by looking at their academic accomplishment. This is because internships, promotions, and scholarships are all based on academic performance (Ware, 2019).

❖ **Relationship Between Extracurricular Activities and Academic Performance of University Students**

Participation in extracurricular activities may improve students' cognitive abilities, time management skills, and general well-being, which in turn improves their academic success at university. Students may improve their concentration and efficiency in academics by participating in extracurricular activities such as athletics, arts, or student organisations. These activities help students acquire important skills like discipline, cooperation, and problem-solving. Also, participating in these activities may help alleviate stress, which in turn improves mental health and motivation, all of which have a knock-on effect on academic performance. Time limits and distractions caused by over-involvement, however, might have an impact on academic performance. So, to get the most out of extracurriculars and how they affect grades, it's important to strike a balance (Dahl et al., 2020).

In light of the above discussion, the researcher developed the following hypothesis to examine the correlation between Extracurricular Activities and the Academic Performance of University Students.

"H$_{01}$: There is no significant relationship between Extracurricular Activities and Academic Performance of University Students."

"H$_1$: There is a significant relationship between Extracurricular Activities 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	103	7532.122	2307.635	.000
Within Groups	492.770	302	3.264		
Total	40081.390	405			

The outcome of this investigation is noteworthy. The F value is 2307.635, achieving significance with a p-value of 0.000, which is below the alpha threshold. This signifies the *"H₁ There is a significant relationship between Extracurricular Activities and Academic Performance of University Students."* is accepted and the null hypothesis is rejected.

9. DISCUSSION

The study concludes that among Chinese college students, higher socioeconomic standing is linked to better academic performance. This reinforces the value of being able to access educational opportunities and resources. Discrepancies do arise across distinct SES levels, further emphasizing the necessity for personalised therapies. Cultural standards and parental expectations are two of many factors that influence students' motivation and resolve.

10. CONCLUSION

College students in China are significantly impacted by their parents' socioeconomic standing, according to this study's results. 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. Tackling socio-economic imbalances via targeted policies and activities is crucial for promoting educational equity and improving overall student success in China's higher education institutions. This research found that parents' socioeconomic status (SES) significantly correlates with their children's academic achievement in Chinese institutions. Generally speaking, children from higher socioeconomic level families tend to perform better in school. This is likely due to the fact that these children grow up in homes with greater financial support, more educated parents, and access to more resources. There was a strong correlation between parental income and education level and their children's academic achievement. More academic support and a more conducive home environment for learning were available to children of parents with more financial resources and educational attainment. Financial and educational resources are few for students from lower socioeconomic backgrounds, adding another layer of difficulty that might affect their academic achievement. The achievement gap, which researchers study reveals continues even at the university level, may be reduced if policies were to provide more tailored support to students from low-income households. 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.

REFERENCES

Eidum J, Lomicka L, Chiang W, Endick G, Stratton J. Thriving in residential learning communities. Learng Commu

Open Access

Res Prac. 2020;8(1):7.

Gui PP, Alam GM, Hassan AB. Does the concept of residential college offset the effects of socioeconomic status on university students' academic performance? J Appli Res High Educ. 2023.

Erdem C, Kaya M. Socioeconomic status and wellbeing as predictors of students' academic achievement: evidence from a developing country. J Psyc Couns Sch. 2023;33:202–20.

Davis LD. Common core and the continued socioeconomic achievement gap: how can we better prepare future teachers? J Educ Learn. 2019;8(6):1–14.

Poon K. The impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children. Int J Educ Dev. 2020;75:2–9.

Jiang M, Jong M, Lau WWF, Luk ET. Does ICT use matter between socioeconomic status and academic performance? 2019 International Symposium on Educational Technology (ISET), Hradec Kralove; 2019.

Alam GM, Forhad MAR. What makes a difference for further advancement of engineers: socioeconomic background or education programs? High Educ. 2022;83(6):1259–78.

Ware JK. Property value as a proxy of socioeconomic status in education. Educ Urb Soc. 2019;51(1):99–119.

Dahl LS, Duran A, Hooten ZJ, Stipeck CJ, Youngerman E, Mayhew MJ. Investigating the influence of residential learning communities on student experiences. Learn Commu Res Prac. 2020;8:6.

Backer DI, Cairns K. Social reproduction theory revisited. British J Socio Educ. 2021;42(7):1086–104.