

## Impact of Parents' Income Level on Students' Self-Concept at Secondary Level in Khyber Pakhtunkhwa

Irfan Ullah Khan<sup>1</sup> Dr. Muhammad Ayaz<sup>2</sup> Dr. S.R. Ghazi<sup>1</sup> Satar khan<sup>1</sup> Nasir khan<sup>1</sup>

1. Institute of Education & Research University of Science & Technology Bannu Khyber Pakhtunkhwa, Pakistan

2. Institute of Education & Research Sub-Campus Lakki Marwat University of Science & Technology Bannu Khyber Pakhtunkhwa, Pakistan

### Abstract

It is a fact that there are different situations which directly or indirectly affect the students' self-concept therefore; the present study was designed to investigate the impact of parents' income level on 10 grade public schools students' self-concept at secondary level in southern districts of Khyber Pakhtunkhwa. The objectives of this study were (a) to find out parents income level in the six southern districts of Khyber Pakhtunkhwa, (b) to find out the level of self-concept of students in the six southern districts of Khyber Pakhtunkhwa, and (c) to determine whether the parents' income level has any impact on the self-concept of students. The data were collected from a sample (N =400) of 10<sup>th</sup> grade students in the urban and rural secondary public schools. A partially adapted questionnaire was used for measuring the parents' level of education and the students' self-concept. The data collected were analyzed through SPSS 20. Regression and  $\beta$  (coefficient of impact) were used as statistical techniques. The findings of the study revealed that parents' education had a consistent and positive impact on students' self-concept.

**Keywords:** parents' income level, Students' self-concept, academic competence

### Introduction

Probing into the traits of personality of people has always been the focus of researchers and scholars. The study of self-concept is also an effort in the same context. A multitude of definitions and explanations have been propounded about self-concept and the way it works through human's activities. As a matter of fact, it is the positive or healthy self-concept which brings a person success in his work (Branden, 1994). He also maintains that the way we think or the way we behave to others is all controlled by our self-concept. It is the root cause of all psychological problems, for example anxiety, depression, low achievement, reservedness, drug addiction, and chronic diseases. Similarly molesting children, beating wife, committing suicide and almost all social deviances are the manifestation of self-concept in one way or the other, he contends. Self-concept of a person can be torn apart into a number of domains such as physical outlook, athletic abilities, academic competence, autonomy, independence, goal setting and family relationship, and so on. The self-concept of an adolescent may be positive or negative, differing from domain to domain. For instance, an adolescent is a star athlete in long jump, his self-concept will be positive in that domain, and he has low academic achievement at school, his academic self-concept will be negative. Self-concept is one's perception of one's own abilities and peculiarities. With the growing age of an individual, his self-concept changes from general to the specific, disorganized form to the organized one (Pastrorino and Portillo, 2013).

Self-concept is synonymous to self-perception and it refers to all those beliefs of an individual, which he has about his own tendencies, peculiar qualities and specific behavior; it is your bent of mind (Weiten, Dunn and Hammer, 2012). It is a multidimensional construct and is influenced by a number of factors such as peers support, teachers' reinforcement at school, a student's previous academic achievement, parental involvement in the student's school affairs and the socioeconomic status of the family. A student's self-concept is deeply related with the socio economic status of a family (Fan, 2001). Resources including materials, money, power, social networks, acquaintances, health facilities, leisure time, or access to educational opportunities make the socioeconomic status of a family (Oakes and Rossi, 2003). Socioeconomic status is the position of a family as compared to others in terms of its income, power and prestige and represents a person's access to self and power and to control them (Gouc, 2007). Family socio-economic background includes family income, standard of house occupied or rented, family size, parental education and level of family stability among other factors (Ovute, 2009). Socio-economic status measures a family's position in society with special reference to income, education, and occupation (Marmot & Michael, 2004). Caste is also associated with SES because it is also one of the indicators of one's social class or status but unlike SES, or social class, caste is not set by effort but by birth (Arrow, Bowles & Durlauf, 2000). As indicated by the review cited above, SES entails a number of variables but in this study only education, income and occupation are focused.

Income is the second dimension and a simple indicator of SES and show the purchasing power of an individual. It refers to all of an individual's earnings like wages, profits, rents, salaries etc. The compensatory amount given to the unemployed or to the working citizens, social security payments, interest on loans, pensions or dividends of a business deal, royalties, alimony or any other government, public financial assistance are the

various form of income. The income of an individual can be easily accessed and assessed; therefore, it is frequently used to measure the socioeconomic status of an individual. The correlation between income and education is not as strong as that between education and occupation because examples are common of highly educated but relatively poor individuals, and totally illiterate but financial icons. Income ensures access to goods and services. The most noticeable service of income is access to health facility. On the other hand scarce income creates problems and challenges in a family which land the household in tension and conflict and consequently, the physical and mental health of the family folk is adversely affected. Though income and education are the variables of the same construct but they differ from one another in that the educational attainment is a permanent change, while income may undergo ups and downs in the course of time. For example, G. J. Duncan, (1988) found in the “ Panel Study of Income Dynamics” that about in 11- years period, the income of one third of the United States total population fell by more than 50% in the income to needs ratio. Income also relates to family functioning. The wealthier the family is, the more will be its recreational activities and the happier and healthier will be the family members. Those parents who have more money enjoy more excursions with their kids than the poorer parents. On the other hand, lack of money creates stress and conflict inside a family (McLeod et al., 1994). This impact is more serious for boys than the girls. This is probably because boys are expected more than the girls by the parents to contribute to the family income and for the same reason, the parents become more rejecting of boys during financial crises. Such a situation sometimes compels fathers to leave homes because of the economic pressure they experience (Wilson, 1979).

### **Statement of the Problem**

The problem of the study was to find out the impact of socioeconomic status of the family on students’ self-concept. SES of a family consists of three variables named education, income and occupation. The impact of each of the aforementioned variables was separately studied against the seven domains of self-concept named academic competence, autonomy and independence, financial capacity, goal setting, family relationship, social competence and friendship and affiliation.

### **Objectives of the Study**

The following were the objectives of the study:

1. To find out the level of self-concept of students at secondary level in the Southern Districts of Khyber Pakhtunkhwa, Pakistan.
2. To find out the impact of parents’ income level on self-concept of the students at secondary level.
3. To put suggestions for the improvement of self-concept of the students at secondary level.

### **Research Questions**

Following were the research questions:

1. What was the self-concept of students at secondary level in southern districts of Khyber Pakhtunkhwa?
2. What was the impact of parents’ economic level on students’ self-concept at secondary level in southern districts of Khyber Pakhtunkhwa?

### **Significance of the Study**

This study will show the educators, educationists, policy makers and the parents, the right direction for improving the teaching learning process in schools by providing a base for new teaching methods. This study will be helpful in diverting the attention of the teachers towards the self-concept of the students. This study will necessitate a good working relationship between school and community which, if procured, will procreate a conducive environment in schools. This study will also make the parents sensible for self-concept of their children which will ultimately improve their academic progress. This study will motivate other researchers to further investigate in this regard.

### **Methodology**

This study was carried in the form of a descriptive survey focusing on finding out the impact of the family socioeconomic status on the self-concept of the students. This was a survey type study in which a self-developed questionnaire for measuring the impact of parents income level on students self-concept at secondary level. Population is the group of interest to the researcher to which she or he would like the results of the study to be generalizable. The population of this study was all 10<sup>th</sup> –grade students in the six southern districts, Bannu, Karak, D.I.Khan, Lakki ,Kohat and Tank. The target population of this study was all the 10<sup>th</sup>-grade students of Khyber Pakhtunkhwa.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals selected comprise a sample and the larger group is referred to as a population. For the purpose of selecting a sample for this study

from the above population, stratified random sampling technique was used. Stratified sampling is the process of selecting a sample in such a way that the identified sub groups in the population are represented in the sample in the same proportion that they exist in the population. The population was divided into two strata i.e. Urban and rural. To select different secondary schools from each stratum, proportional allocation was used and different schools were selected by simple random sampling technique.

### Results

The data collected was analyzed through SPSS 20. Different statistical tools such as Mean, Median, Standard Deviation and Regression were used.

**Table 4.4: Views of Students about Pocket Money**

	Less than Rs. 50	Rs. 50 to 100	Rs. 101 to 150	Rs. 151 to 200	Rs.200 or above
Frequency	100	150	70	50	30

Total respondents = 400

Table 4.4 shows that out of 400 respondents, 100 students get less than Rs.50 as pocket money, 150 get Rs. 50 to 100; 70 students received Rs. 101 to 150; 50 acquire Rs. 151 to 200 while 30 students get Rs. 200 or above for school.

**Table 4.6: Views of the Students about Their Parents' Source of Income**

Statements	Frequencies					
	Employment	Pension	Land Return	Rent on Property	Any Other	No Source
Parents' Income	76	30	80	17	140	57

Total respondents = 400

Table 4.6 indicates that the total respondents are 400. The above table shows that income of the students' parents' comes from divergent sources: 76 from employment, 30 from pension, 80 from land, 17 from rent on property, 140 of parents are such that their income comes from other than these sources. While 57 parents have no source of income.

**Table 4.7: Views of Students about the Income of Other Family Members.**

Frequencies				
Zero income	5000 to 15000	16000 to 25000	26000 to 35000	36000 and above
221	113	31	14	21

Total respondents = 400

Table 4.7 indicates that the total respondents are 400, in which 221 families has no earning members other than their parents and among the earning ones, 113 families earn from Rs. 5000 to 15000, similarly 31 families earn from Rs.16000 to 25000, 14 families from Rs. 26000 to 35000 and 21 families from Rs. 36000 and above.

**Table 4.8: Views of the Students about Their Family Income from All Sources**

Frequencies					
Less than 10000	10000 to less than 20000	20000 to less than 30000	30000 to less than 40000	40000 to less than 50000	50000 and above
164	110	13	37	38	38

Total respondents = 400

Table 4.8 shows that out of 400 respondents, 164 families have less than Rs. 10000 income, similarly 110 families have Rs. 10000 to less than 20000, 13 have Rs.20000 to less than 30000, 37 have Rs.30000 to less than 40000, 38 have Rs. 40000 to less than 50000 and 38 have Rs. 50000 and above.

**Table 4.18: Views of the Students about Their Financial Capacity**

S.No	Statements	Mean	S.D
1	I can buy the things I need.	3.86	1.316
2	I always have to worry about money.	3.20	1.534
3	I want to do something to be financially stable.	4.32	.914
4	I budget my own money	4.00	1.315
5	I always get what I want.	3.35	1.483

Table 4.18 reflects that the Mean vales for the financial capacity- representing statements, that I can buy the things I need and I budget my own money are 3.86 and 4.00 respectively which stand for true under the Mean category 3.41---- 4.20. Similarly the statement, I want to do something to be financially stable, carries the Mean value 4.32, falling in the range 4.21---- 5.00 represents very true, The statements I always have to worry about money and I always get what I want, take the Mean value 3.20 and 3.35 respectively falling in the range 2.61---- 3.40, represented unsure.

## Discussion & Results

Marmot and Michael (2004) reflect that socio-economic status is a family's position in society with special reference to income, education, and occupation. Ovute (2009) observes that a family socio-economic background includes family income, standard of house occupied or rented, family size, parental education and level of family stability among other factors. Income is another of the three variables of socioeconomic status. Income stands for ones earnings from all sources such as profits, salaries; rent on property, dividends etc. Income makes possible the procurement of goods and services of which health services are the most outstanding. On the other hand; poor income causes conflict and tension which in turn causes a number of mental and physical ailments (Duncan, 1988).

Parents' income from all sources was highly effective in developing their children's self-concept about Autonomy and independence, financial capacity, Family relationship, Social competence and Friendship and affiliation while its impact was not significantly observable in formation of the concept of Academic Competence and Goal setting (See Table 4.32). House own or rented had a positive impact on students self-concept about Financial capacity, Family relationship and Friendship and affiliation while the same had no effect on students' Academic Competence, Autonomy and Independence, Goal setting and Social competence (See Table 4.33). Area of the living house positively impacted the academic competence and financial capacity, family relationship and social competence of the students while their concept of Autonomy and independence, Goal setting, and Friendship and Affiliation had not been affected by the area of the living house (See Table 4.34). Academic Competence, Autonomy and independence, Goal setting and Social competence of the students were not affected by the area of the cultivable land possessed by their family while it had a positive impact on the concept of financial capacity, family relationship and friendship and affiliation ( See Table 4.35)

## References

- Arrow, K.J., S. Bowles, and S.N. Durlauf. 2000. "Meritocracy and economic inequality."
- Branden, N. (1994). *Six pillars of self-esteem*. NY: Bantam Books
- Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. *The Journal of Experimental Education*, 70(1), pp. 27-61
- Gouc, G. (2007). The mechanisms mediating the effects of poverty on children's' intellectual development. *Demography*, 37, 431-447.
- McLeod, J. Kruttschnitt, C, & Dornfeld, M. (1994). Does parenting explain the effects of structural conditions on children's antisocial behavior? A comparison of Blacks and Whites. *Social Forces*, 73, 575-604.
- Oakes, J. M., and P. H. Rossi. 2003. "The measurement of SES in health research: current practice and steps toward a new approach." *Soc Sci Med* 56(4):769-84.
- Ovute, A.O. (2009). The influence of family socioeconomic status on basic science attainment of junior secondary school students. *The Science Teacher Today*, 3(1), 6-14.
- Pastorino, E. E. & Doyle-Portillo, S. M. (2013). *What Is Psychology?: Essentials*. Belmont, CA: Wadsworth.
- Weiten, W, Dunn, D. S., & Hammer, E. Y. (2012) *Psychology Applied to Modern Life: Adjustments in the 21st Century*. Belmont, CA: Wadsworth.
- Wilson, A. N. (1979). *The developmental psychology of the Black child*. New York: Africana Research Publications.