

Academic Performance of Undergraduates in Universities of Pakistan

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Abstract: Aim of the study is to see the connection of family income, financial support from family, parent's qualification and working during term time with students' academic performance in higher education institutions of Lahore, Pakistan. Convenience sampling was used to amass the data from business students. Descriptive statistic, 2-independent sample t-test and ANOVA (analysis of variance) was utilized to bear out the data. Results showed that family income and family financial support had a constructive and considerable upshot on student's academic performance in higher education institutions of Pakistan. Further, parent's qualification was not significantly related to the academic performance of university's students but student's working during term time was negatively and significantly related to the performance of university students.

Key words: Family Income % Financial Support % Parent's Qualification % Student's working

INTRODUCTION

This paper is focused on the students from management sciences in public and private sector universities of Lahore, Pakistan. This study was aimed to see the Students with low income classes and their academic performance. It was focused to see the probability of low income class students to work for the elimination of the financial pressure and to see the effect of the paid employment or salary on their academic performance. Further aspect of this study was to explore the relationship of low family income, financial support for studies and parent's education (1. who attended college. 2. Who did not attended college) with the student performance in higher education institutions of Lahore, Pakistan.

The Higher Education Commission (HEC), which is formerly called as the University Grant Commission, is the basic supervisor of higher education in Pakistan. Universities were recognized by the university grant commission up till 2002, in Pakistan which was replaced in 2002 and was named as Higher Education Commission of Pakistan. It has given facilitation for the development of the higher education institutes in Pakistan which increased the new number of institutes and students for higher education. Due to this increase in number has generated the financial pressure on the parents and

students. According to "Task force Report on Improvement of Higher Education in Pakistan: 2003" for socioeconomic development in Pakistan a well-planned education system is vital. The state of the contact represented by Dr. Virk is stressed by the assessment of our literacy level, allocation of funds for education out of the GDP and population level, which imitates lesser precedence to education at our policy making podium. Students from low income ranges need to work for meeting financial needs related to studies.

According to different researches e.g. [1,2] academic achievements are positively influenced by family income. Further studies [3-5] indicated that academic achievement is also influenced by the education level of parents. Qaiser [6] conducted a study to check the relationship of parental socioeconomic status on student's achievements of higher secondary school.

All afore mentioned discussion shows that students form low family income ranges, may need to work for overcoming their financial pressure which is exerted due to the expenses (tuition fee and other expenses) required for the studies in universities of Pakistan. Now, the purpose of the study is to see the relationship of family monthly income ranges on their grades and also the effect of working students on their academic performance. Different studies e.g. [7] has seen the relationship of income classes, working students and academic

performance and analyzed that low-income undergraduates are disadvantaged, because they need to merge college learning with paid employment in order to alleviate their financial pressure, which negatively influences their academic performance.

The total literature contains the researches other than Pakistan except one study conducted by Qaiser [6], which was conducted on secondary school students. It would be worth testing in Pakistani scenario to see whether related conditions also prevail to low-income undergraduates in higher education institutions in this country.

Therefore, this study aspires to see the relationship of same variables in public universities of Pakistan. On the basis of frame work of given reference, this study aimed to see relationship of family monthly income, parental education level (who attended college and who did not attended college), family support and students' working on the academic performance of the students from management sciences in the higher education institutions of Pakistan.

Statement of the Problem: This study was intended to see "The Effects of family monthly income, working of student during term time, family support and parents' education level (i.e. who attended college/who did not attended college or university) on the Academic Achievement of students in higher education institutions of Lahore, Pakistan".

Objective of the Study:

- C To see the relationship of monthly family income on the academic performance of higher education institutions' students.
- C To see the effect of parental educational level on the academic performance of higher education institutions' students in Lahore, Pakistan.
- C To find out the relationship of family support for the studies with the student's performance in higher education institutions.
- C To look into the relationship of working students on the academic performance of higher education institutions' students.

Literature Review:

High and Low Family Income Students and Their Working for Financial Support to Studies: It is obvious that Poverty is a critical and unhelpful factor that influences student's with academic achievement unenthusiastically. It has been clearly seen through

different studies that parents' low income and student's academic achievements are inversely related. As per Jeynes [8], students' with low income class perform poor and with higher income class perform higher. Moreover, Parents' Education level, occupation and income level decides about the child's socioeconomic status. Another study [9] established that low socioeconomic status unconsciously and miserably manipulated students' academic accomplishment and this is because of the rationale that a student cannot access momentous resources obligatory for academic attainment.

Increase in the cost of higher education and tuition hikes mostly affects the low-income students and it inferior the opportunities for poor and low-income undergraduates and increases the likelihood for the paid employment for the poor and low-income class undergraduate students [10]. Metcalf [11] narrated that undergraduates devoid of financial support from their family are principally probable to work.

High tuition fee can wield a financial pressure on the low-income students which escorts them to work during term and vacation times. A study [12] revealed that, in current years, more and more students low-income families work during term time and long vacations especially. Study [12] narrated that higher education cost and debt is compensated by the employment during the term time, which is in agreement with Winn and Stevenson (1997) study which found that undergraduates construct exercise of paid employment to evade loans. So, it can be concluded that students work to liberate their financial pressures and this hoist the question about the academic performance of the student; nevertheless, some studies like [12,11] corroborate that term-time employment has downbeat effects on students' academic results since they must build time for working and is possibility to miss lectures and may have less time for studies. This may cause them to overlook what they have learnt and may cause them to remain absent from institutes. This is also evaluated by a study [13] that Low socioeconomic status students are not simply extra probable to take term-time jobs but they were also less expected to concentrate on classes in their graduate school and showed less aspiration for graduate school than their high-SES counterpart.

While conducting the interview with undergraduate students in England and Spain, Rosado and David found that working class undergraduates were not at ease with their financial reliance on their parents or families while studying in universities and that they favored economic independence straight away after graduation over graduate studies [14]. So, it can be accomplished from

the aforementioned literature that low income students have limited monetary support from their families and that is why they need to have paid employment to support their tuition and living expenses, which may be likely to guide to absenteeism in university and further it may be the reason that they usually do not choose to carry on to graduate studies.

Parents Education and Student Performance: Parents' involvement regarding students studies may play an important role in the academic success, according to researchers [15], who gave the conclusion in their study that child's learning and development is dependent on parental involvement as the level of support. This includes school functions while engaging in, learning inside of the classroom as well as outside of the classroom setting, helping on committees, continuing contact with teachers and contributing in home-based support. Student's expectations and goals are communicated and clarified by the parents by practicing home-based support through learning actions such as discussions, reading etc. As per Durand, [16], students' experiences outside the class room and within their home are the factors by which students' preparedness and academic performance is influenced. Further [15] found that students' home environments and their parents' participation in their education is assorted due to mother's psychological health, sex, age and mothers' education level.

It has been seen by different researchers that students' educational achievements are positively influenced by the parental involvement. For implementing and maintaining socialization, beliefs and values, [16] Durand (2011) highlighted mothers as the main cause of learning. Student's chance of graduation is positively influenced by the high academic and career goals and the support of parents [17]. Further, he indicated that children feel higher level of psychological support through enriched atmosphere that is necessary for the promotion of skills requisite for achievement in an institution.

Ahmed [18] conducted a study in Pakistan and found that most of the employees having prestigious jobs in public sectors were those whose parents were with Bachelor and above education.

Further, it is also evident from another study which clarified that socioeconomic status of a child is generally resolute by parental educational level, parental occupational status and income level [8]. According to Tinto's [19], incoming college students already obsessed

characters that establish their promise to learning. Less educated parents are less able to effect their childrens' academic performance and career goals positively [20].

By the end of this discussion, the importance of parent's education is clear. This study was conducted to know the relationship of parent's education (who attended college and who did not) with the academic performance of undergraduate students in universities of Pakistan. Further, this study also inspected the consequence of working on students' class attendance. The purpose of this study is to explore how financial status figures the college lives of low-income Pakistani undergraduates and the final but most important purpose was to suggest Pakistani government in formulating higher education policies, particularly for those undergraduates who are from low-income class.

Hypotheses: Following hypothesis were formulated to achieve the objective of the study.

- C Student's performance increases with the increase in the family income.
- C Student's performance depends on the level of parent's education (who attended college/university and who did not attend college/university).
- C Students who have financial support from their family perform better than those who do not.
- C Student's performance has an influence of working to earn during term time.

MATERIALS AND METHODS

Type of Study and Time Setting: This was a primary and cross sectional study because data was collected in one point of time by using survey method.

Study Population and Sampling: The population of the study was the students from University of Punjab Lahore, Government College University Lahore, University of Central Punjab Lahore and COMSATS Institute of Information Technology, Lahore Pakistan.

Sample Size Data Collection: Data collection from 267 management sciences students of higher education institutions present in Lahore, Pakistan for the variables under study was done through survey method by using the questionnaire which was adopted from [7] Chin Chun Wu (2009) study within the available time and available resources. Convenience sampling method was used to gather the data due to short span of time and cost

constraints. Sample size was calculated by using the online sampling calculator named as “RaoSoft”. Calculator suggested a sample size of 267 at 5% margin of error and at 95% confidence interval when population size was unknown. Students who has been enrolled from more than 6 months were selected for the study because information regarding GPA/CGPA was only possible from those students who have completed their at least one semester. The entire span of the study was clarified to the respondents.

Unit of Analysis: Students studying under Higher Education Sector of Pakistan are the unit of analysis because this sector is considered as the central section of any country.

Software Used: Statistical package for social sciences (SPSS) was used to perform the statistical tests on the primary data collected from the population under study.

Research Instrumentation

Work and Family Support and Monthly Income Ranges: Questionnaire items related to work and family support were adopted from the study conducted by [7]. Further, monthly income was divided into six categories and ranges can be enlisted according to monthly income as under.

- C Less than Rs. 10,000
- C Rs. 10,000
- C Rs. 10,000-20,000
- C Rs. 21,000-30,000
- C Rs. 31,000-40,000
- C Rs. 41,000-50,000
- C Above Rs. 50,000

The above categories were coded in SPSS as 1, 2, 3,4,5,6 and 7 respectively.

Parents’ Education Level: Parent’s education level was divided into two main categories.

- C Who attend college/university
- C Who did not attended college/university.

Above mentioned Categories were coded as 1 and 2 respectively in SPSS.

Student’s Performance: Students’ performance was measured through GPA/CGPA and was categorized as under:

- C Less than 2
- C 2-2.5
- C 2.51-3
- C 3.1-3.5
- C 3.51-4

The above categories were coded in SPSS as 1, 2, 3, 4 and 5 respectively.

RESULTS

After the data collection from 267 students of management sciences through the questionnaire, it was organized, tabulated and analyzed. Descriptive statistics was performed through SPSS to analyze the hypothesis under study. It can be explained as under:

Relationship of Family Income and Students Performance:

Table 01 gives the income effect on the student’s achievement in university, it has six income ranges. To see the effect of income on performance, ANOVA was performed. There was a significant effect of income on student performance at $P < .05$, [$F = 13.799$, $p = 0.000$]. So, First income range as per table 01 has a mean of 3.04 (GPA/CGPA range = (2.51-3) and 2nd, 3rd, 4th, 5th and 6th ranges have means as 3.55, 3.73, 4, 4.20 and 4.33 respectively. This trend showed that with the increase in the family monthly income, students performed gradually high. As the income range was increased the performance also increased. So the results supported the hypothesis “Student performance increases with the increase in the family income”.

Parents’ Qualification: Two independent sample t-test was applied to compare the effect of father’s qualification level on student’s performance. Results given in table 02 “ $P > .05$, [$t = 1.038$, $p = 3.000$]” did not support the hypothesis “Student’s performance depends on the level of parent’s education”. Table 02 demonstrates the mean 4.0180 for the students whose parents attended college/university was slightly higher and mean for students whose father did not attend college/university were 3.90 but these results were found insignificant which means that students with father who attended college/university and the students whose father did not attend college or university are not significantly performed different. Although the difference was not too high, students having father who attended college/university fall averagely in the range of 3.51-4 GPA/CGPA and other group fall under the range of 3.1-3.5 averagely.

Table 1: Family Income and Student's Academic performance

INCOME in RS.	N	Mean	F Value	P Value
Less than RS.10,000	22	3.0455	13.799	.000
Rs.10,000	43	3.5581		
Rs. 10,000-20,000	42	3.7381		
Rs. 21,000-30,000	15	4.0000		
Rs.31,000-40,000	34	4.2059		
Rs.41,000 and above	111	4.3333		

GPA/CGPA less than 2=1, GPA/CGPA 2-2.5=2, GPA/CGPA 2.51-3=3, GPA/CGPA 3.1-3.5=4, GPA/CGPA 3.51-4=5

Table 2: Father's Qualification and Student's Academic Performance

Father Qualification	N	Mean	t- value	P value
Attended college/university	167	4.0180	1.038	.300
Did not attended college/ university	100	3.90		

GPA/CGPA less than 2=1, GPA/CGPA 2-2.5=2, GPA/CGPA 2.51-3=3, GPA/CGPA 3.1-3.5=4, GPA/CGPA 3.51-4=5

Table 3: Mother's Qualification and student's Academic Performance

Mother Qualification	N	Mean	t- value	P value
Attended college/university	122	4.0083	.635	.526
Did not attended college/ university	145	3.9379		

GPA/CGPA less than 2=1, GPA/CGPA 2-2.5=2, GPA/CGPA 2.51-3=3, GPA/CGPA 3.1-3.5=4, GPA/CGPA 3.51-4=5

Table 4: %age Study Expense Paid by Family and Student's Academic Performance

%age study expense paid by family	N	Mean	F value	P value
0%-less than 30%	9	3.00	6.336	.002
31%-60%	31	3.8387		
61%-100%	227	4.0308		

GPA/CGPA less than 2=1, GPA/CGPA 2-2.5=2, GPA/CGPA 2.51-3=3, GPA/CGPA 3.1-3.5=4, GPA/CGPA 3.51-4=5

Table 5: Working during term time and Student's Academic performance.

Work during term time	N	Mean	t- value	P value
Yes	54	3.7222	-2.322	.042
NO	213	4.0376		

GPA/CGPA less than 2=1, GPA/CGPA 2-2.5=2, GPA/CGPA 2.51-3=3, GPA/CGPA 3.1-3.5=4, GPA/CGPA 3.51-4=5

When the effect of mother education level was seen by applying two independent sample t-test, results $P > .05$, $[t = .635, p = .526]$ as per table 03 also showed the same results as given for father's education level. Here, students' having mothers who attended college/university have means 4.0083 and those whose mothers did not attend college/university were having mean 3.9379. Students having mother who attended college/university fall averagely in the range of 3.51-4 GPA/CGPA and other group fall under the range of 3.1-3.5 averagely. But the given means were not found significantly different.

Family Support with Respect to the Living Expense:

To see the effect of family support with respect to study expenses paid by family on the student's performance analysis of variance was performed. Results "[$P < .05$, $F = 6.336$, $p = .002$]" in Table 04 supported the hypothesis "Students who have financial support from their family perform better than those who do not". It shows the percentage of the living expense received by the students and their academic performance. Three categories were formed and used to gather data. Students receiving "0%-Less than 30%" expense were having mean 3.0, hence, having GPA/CGPA in the range of "2.51-3". It showed that those students who received less or no amount for their living expenses performed less than all categories. Students falling under the category, who receive "30%-60%" of their living expenses, were found with the mean "3.8387" and students who received "61%-100%" found to have the mean 4.0308 which means these students were having GPA/CGPA within the range of "3.51-4" which is the highest amongst all categories.

Working During Term Time and Student Performance:

Table 05 shows the information regarding academic performance of students who work during term time and who do not work during term time. As per t-test findings "[$P < .05$, $t = -2.322$, $p = .042$]" students who work during term time to support their studies were found to be less academic performers with the mean of 3.7222 than those who do not work during term time and they are having mean 4.0376. So, results supported the hypothesis "Student's performance has an influence of working to earn during term time."

DISCUSSION

After performing the statistical analysis, discussion and conclusions can be made. Findings showed different results. Most of the findings of this study found in accordance with the previous studies and some results were found in contradiction to previous studies. This study shows that the family income plays an important role in describing the academic performance of the university students. It was seen that with the increase in the income levels the students' performance was found to be getting higher which is same as discussed by Aturupane [21]. Further, this study enables to clarify that parents who attended the college/university has no significant influence on their children to perform well in universities as compare to those parents who did not attended college/university. This might be because of the

reason that students who study under semester system can get better guidelines from their teachers and might not have need for assistance from their parents. Moreover, students getting their tuition charges from their parents could perform well than those who do not.

Study also surprisingly clarified that students receiving less financial support for their studies could not perform high than those who received greater living expenses from their parents. This shows that students who have to bear their living expense by their own cannot give proper time to their studies and that is why they are unable to perform in academics also. A study conducted in Brazil [22] also found same results in his study and narrated that students getting financial support from their families could perform well. As discussed by Salamonsen [23], that the mean hours spent in paid work during term-time had a negative impact on nursing students' GPA.

Supplementary, students working during term time cannot perform higher than those who do not work during term time. This may also be linked with the reason that students who receive higher part of their living expense can give sufficient time to their studies.

Overall, it can be concluded that students with higher family monthly income can perform good but with low family income, students need to work to support their study and living or day to day expenses which play a role in declining of their academic performance which is also authenticated by another study conducted by Mittal and Stephens [24,25]. Important thing to notice is that high family income enhances students' performance and working during term time to meet study, living and day to day expenses hinders students' performance which is may be due to less time spent on studies. Moreover, parent's college/university experience is very important to enhance student's performance.

CONCLUSION

This study is a descriptive study on the students' performance in universities of Lahore, Pakistan. Same study can be conducted by considering all HEC institutions in Pakistan. Furthermore, relationship of monthly family income with employee's performance can also be testified by using correlation analysis in corporate sector, for example, banking sector etc. Relationship of parents' working experience can also be checked with employee performance in any sector. This study also provides guidelines to HEC of Pakistan that it should device some policies to give financial support to students for their tuition and their living expenses so that they can

properly manage their time according to the requirements of their studies and can perform well. On the other hand, measures should also be made by HEC to reduce the tuition charges in HEC institutions, so that students from humble backgrounds can properly dedicate their time to studies.

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