



**Napata College**  
**Faculty of Medicine**  
**Department of Community Medicine**



**IMPACT OF SOCIOECONOMIC STATUS  
ON ACADEMIC ACHIEVEMENT AMONG  
NAPATA COLLAGE MEDICAL STUDENTS  
2022-2023**

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# الآية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

(وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ

سورة البقرة: [فليستجيبوا لي وليؤمنوا بي لعلهم يرشدون]

سورة البقرة الآية (186)



## DEDICATION

✚ *My Parents, who made me encourage me to achieve such success.*

✚ *For my colleagues, friends and teachers.*

✚ *For everyone who supported me all the way.*

## **Acknowledgement**

Thank all thanks to god forgive us strong to finish this research to complete journey in university.

I would like to express my great appreciation to my supervisor

**Dr. Muhaned Saad Abdelwahab**

Who guided and encourage us at every stage of my research project. We are grateful to him for extensive and instant support as well.

Thanks Napata collage for their cooperation meaning and provide all information indeed.

## **Abstract**

### **Background:**

This study is about the impact of socio-economic status on academic achievement among Napata college students. The objectives of the study were to determine the factors influenced the student's academic performance and the relationship between the socio-economic status and academic performance.

### **Methodology:**

To achieve this, a sample of 80 answers was given using samples of medical students –Napata college , and questionnaires were given to the students to complete the information. The collected data were analyzed using descriptive and inferential statistics with the program (SPSS). The data was analyzed to establish the relationship between students' socio-economic status and exclusive academic performance of Napata college students. Descriptive analysis, t-test and p-value comparison were used to clarify the relationships.

### **Result:**

The study sample consisted of 80 medical students from Napata College, and the results revealed that 52.5% of the participants were males, and 47.5% were females, and 58.8% of them were in the age group between 21-23 years. Moreover, the socio-economic status of the student's family will affect the academic performance of the students as parent education plays a major role in effect of academic performance of students. Where parents who are more educated have more influence on their children to do well in their studies.

### ملخص الدراسة:

تدور هذه الدراسة حول تأثير الوضع الاجتماعي والاقتصادي على التحصيل الدراسي بين طلاب كلية نبتة، كانت أهداف الدراسة هي تحديد العوامل التي أثرت على الأداء الأكاديمي للطلاب والعلاقة بين الحالة الاجتماعية والاقتصادية والأداء الأكاديمي.

### المنهجية تصميم الدراسة:

لتحقيق ذلك، تم إعطاء عينة من 80 إجابة باستخدام عينات عشوائية من طلاب الطب كلية نبتة، وتم إعطاء استبيانات للطلاب لاستكمال المعلومات. تم تحليل البيانات التي تم جمعها باستخدام الإحصاء الوصفي والاستنتاجي مع برنامج SPSS تم تحليل البيانات لإثبات العلاقة بين الوضع الاجتماعي والاقتصادي للطلاب وحصريّة الأداء الأكاديمي لطلاب الطب كلية نبتة، تم استخدام التحليل الوصفي واختبار (t-test) ومقارنة قيمة (P-Value) لتوضيح العلاقات.

### النتيجة:

تكونت عينة الدراسة من 80 طالب طب من كلية نبتة، وأظهرت النتائج أن 52.5% من المشاركين هم من الذكور، و 47.5% من الإناث، و 58.8% منهم في الفئة العمرية ما بين 21-23 سنة. علاوة على ذلك، سيؤثر الوضع الاجتماعي والاقتصادي لأسرة الطلاب على الأداء الأكاديمي للطلاب حيث يلعب تعليم الوالدين دوراً رئيسياً في تأثير الأداء الأكاديمي للطلاب. حيث يكون للوالدين الأكثر تعليماً تأثير أكبر على أطفالهم ليحققوا نتائج جيدة في دراستهم.

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# **Chapter One**

## **Introduction**

## **Background:**

Socio-economic status (SES) is often measured as a combination of education, income, residential area, medium of schooling, accommodation trend, daily study hours, fees/tuition trend, fathers'/guardian social economic status and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed from the social sense privilege, power and control are emphasized. It can also be examined as a gradient or continuous variables that reveals inequalities in access to and distribution of resources students' academic performance is affected by numerous factors which include gender, age, teaching faculty, students schooling, fathers'/guardian socio-economic status, accommodation, fees, school environment, teachers' experience, daily study hours, tuition trends medium of instructions in school, psychological health, among others which all lies under the socio-economic status. Socio-economic status is an economic and sociological combined total measure of a person's education performance and of an individual's or family's economic and social position relative to others based on income, education and occupation (Marmot, Michael 2004) indicates when analyzing a family social economic status, the household income, education learners and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Larean, Annette (2003) observes that socio-economic status is typically broken into three categories, high, middle and low to the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education and occupation can be assessed. Additionally, how income and little education have shown to be strong predictors of a range of physical and mental health problems due to environmental conditions may be the entire cause of that person's social predicament to begin with.

Socio-economic characteristics play an important role in students' academic performance. The socio-economic factor of an individual is usually measured by education, employment-status and the income of his/her parents, which determine an individual's or a group's standard of living. The earlier studies on this subject investigated the socio-economic factor that impacted students' academic performance at the higher secondary school level of education. The present study examines the impact of socio-economic factors on the academic performance of higher secondary school students. The sample for this study was gathered from 764 higher secondary school students in Salem District of Tamil Nadu, in India. The present study has found that the educational levels of the mothers and their occupation factors considerably impact their children's academic performance.

The influence of Father's education and employment status is on a moderate level. The income of the family has negatively impacted the students' academic performance at 1% level significant. However, the types of schools and mediums of education also have a strong bearing on the students' academic performance at the higher secondary level. This study concludes that there is a direct relationship between socio-economic factors and the academic performance of higher secondary school students.

A person's education is closely linked to their life changes, income, and well-being. Therefore, it's important to own a transparent understanding of what benefits or hinders one's educational attainment. In 2002 federal legislation geared toward increasing student test scores through accountability was passed. Termed the No Child Left Behind act (NCLB), this legislation rewards schools that increase their student test scores with federal funding (Arce et al 2005). Because this legislation is specifically focused on test scores and directly affects schools it's become important to look at what factors influence student test scores. By gaining an improved understanding of student test scores current federal legislation will be critically analysed. This analysis can help determine whether or not current policies are benefiting students or if perhaps other policies would be more beneficial. There are several topical areas that are most typically linked to academic performance including Student Role Performance (SRP) factors, school factors, family factors, and peer factors. Student Role Performance is how well a private fulfils the role of a student in an academic setting. Sex, race, school effort, extra-curricular activities, deviance, and disabilities are all-important influences on SRP and are shown to affect test scores. School environment factors, like school size, neighbourhood, and relationships between teachers and students also influence test scores (Crosnoe, Johnson, and Elder 2004).

One's family background has also been found to influence student test scores. Research has found that socioeconomic status, parental involvement, and family size are particularly important family factors (Majorbanks 1996). Peer influences can even affect student performance. Peer pressure and peer conformity can result in a private participating in risk-taking behaviours which have been found to possess a negative, indirect effect on test scores (Santor, Messervey, and Kusumaker 2000). This study takes a holistic approach to analysing the influence on test scores by creating a four-part model. This model includes many of the factors that have previously been linked to affecting test scores.

## **Justifications:**

More studies were done to check the relationship between the socioeconomic status and academic achievement in different countries. In our research, we want to measure effect and the relationship of socioeconomic status in Napata college Medical Students.

## **Objectives:**

### **General objectives:**

To study Impact of socioeconomic status on academic achievement among Napata college students, 2022.

### **Specific objectives:**

- 1) To study impact of socioeconomic class on academic achievement on different ages students.
- 2) To compare the difference in Academic Achievement of high Socio-economic Status level and middle Socio-economic Status level and low Socio-economic Status level in Napata College Medical Students.
- 3) To clarify the factors that influences the student's academic performance normally.
- 4) To examine the extent to which parents' level of education influences students' academic performance.
- 5) To determine the extent to which parental involvement in education influences students' academic performance.
- 6) To determine the university role in helping the students to raise their academic achievement.

# **Chapter Two**

## **Literature review**

## Literature review

We find that there are many studies that have dealt with the academic achievement of students. A study on the impact of the social and economic situation on students' performance in West Budama, Toronto Province, Uganda. To determine the factors that affect the performance of the academic achievement of students and the relationship between the social and economic situation and academic performance. (Crosnoe, R., Monica, K. J and Glen, H.E). To achieve this as a sample of 186 respondents from 6 secondary schools using simple random samples, the questionnaires were working for the respondents. The collected data is analyzed using descriptive and deductive statistics. The result revealed that the student's social and economic situation affects the academic performance of students. (Crosnoe, R., Monica, K. J and Glen, H.E).

A study was also conducted in the Ganderbal region in Jammu and Kashmir to investigate the relationship between the social and economic situation and the academic achievement of high school students belonging to a different educational field. Using the descriptive analytical study design that was conducted on 120 high school students in 2012-13 through random samples and data using an average SD, MD explains that there is a big difference between the academic achievement of the high social and economic situation that compares with the social and economic decline in students. (LI S, Xu Q and XIA R, 2020).

In this study, the impact of the social and economic situation and the types of schools were verified on the academic achievement of students in Turkey through a different national test based on data from two million students. We have found that students in private schools who were the most powerful economists have a much higher academic achievement level. (LI S, Xu Q and XIA R, 2020).

And knowing the potential role of the self-concept in the relationship between SES and the academic achievement of the school between 345 high school students in China. The results showed that both the family and the self-concept were greatly linked to the performance of Chinese children and mathematics, and that the SES family was largely linked to the concept of self. Mediation analysis showed that the concept of self in part partially mediates the relationship between SES and the academic achievement of the school. These results indicate that the interventions that target the concept of the self may be an effective way to improve the academic achievement of the children's school, although it is widely believed that the social and economic situation is closely related to the measures of academic achievement in this study that uses interpretation techniques is just a weak link to achievement Academic. (LI S, Xu Q and XIA R, 2020).

The CROSNOE, MONICA study dealt with the study of the impact of the social and economic situation on students' performance in West Bodama, Toronto Province, Uganda. To deter the factors that affects the performance of the academic achievement of students and the relationship between the social and economic situation and academic performance. (Crosnoe, R., Monica, K. J and Glen, H.E.). To achieve this as a sample of 186 respondents from 6 secondary schools using simple random samples, the questionnaires were working with the respondents. The collected data is analyzed using descriptive and deductive statistics. The result revealed that the student's social and economic situation affects the academic performance of students. (Crosnoe, R., Monica, K. J and Glen, H.E.).

### **Socio-economic status and students' academic performance**

Children from low SES households and communities develop academic skills more slowly compared to children from higher SES groups. (Morgan, Farkan, Hillemeier and Maczuga 2009). Initially academic skills are correlated with the home environment, where low literacy environment and chronic stress negatively affect a child's pre academic skills.

(Aikens and Barbarin 2008) noted that, the school systems in low SES communities are often under resourced, negatively affecting students' academic progress. Inadequate education and increased dropout rates affect children's academic performance. noticed that identifying as a part of lower class in college has been associated with feeling of not belonging in school and intentions to dropout of school before graduation. In the same vein, perception of family economic stress and personal financial constraints affect emotional distress/depression in students and their academic outcomes. (Mistry, Benner, Tan and Kim 2009).

Research has found that socioeconomic status, parental involvement and family size are particularly important family factors major books . Peer influences can also affect student's performance. Peer pressure and peer conformity can lead to an individual participating in risk-taking behaviours which have been found to have negative, indirect effect on academic performance/test store. (majoribanks 1996).

### **Socio-economic status and psychological health of student in relation to academic performance:**

Various evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic performance. Perception of family economic stress and personal financial constraints affect emotional distress / depression in students and their academic outcomes. (Crosnoe, R., Monica, K. J and Glen, H .E .Jr. (2004)).

### **School environment and student's academic performance:**

It is assumed that children learning outcomes and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes. (Considine and Zappala (2002) quoted Sparkels (1999) showed that schools environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in poor schools or school having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students. (Kweiga , 2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment its students. Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researchers agreed with this principle that schools put strong effect on academic principle that schools put strong effect on academic performance and educational attainment of students.

### **Family factors and students' academic performance:**

Family background is the most important influence on student learning and include factors such as socio-economic status, parents' educational levels, family size, maternal characteristics and others (majoribanks 1996). The environment at home is a primary so socialization agent and influences a child's interest in school and aspirations for the future. Smaller family size has been linked with higher academic achievement (Eamon 2005, Majoribanks 1996) students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance (Earmon 2005, Majoribanks 1996). Maternal characteristics are another key factor that affect academic achievement (Baharudin and Laster 1998, Earmon 2005, Majoribanks 1996). Mothers who are more educated and have higher self-esteem have children who receive high test scores Bahatudin and Laster 1998, Eamon 2005). Also mothers who delay child bearing have been shown to provide more "cognitively stimulating" and supportive environment at home which has a positive effect on school performance (Eamon 2005). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majorbanks 1996, Jeynes 2002). The economic hardships that are caused by low SES lead to disruption in parenting, an increasing amount of family conflicts, and an increased likelihood of depression in parents and single-parent household (Eamon 2005). For these reasons SES is closely tied to home environment and one could argue that SES dictates the quality of home life for children.

# **Chapter Three**

## **Methodology**

**Study design:**

This was a **Cross-sectional** descriptive study.

**Study area:**

The study was conducted at napata College of Medicine, Khartoum bahri.

**Study duration:**

This study was conducted over a period of 6 months.

**Study population:**

This study targeted medical student registered at Napata college.

**Inclusion criteria:**

Must be identified by Napata college Medical Student

**Exclusion Criteria:**

None medical student.

**Data collection method and tools:**

Data was collected through specially designed questionnaire in google form application.

**Study variables:**

1. Dependent:
  - Academic achievement.
2. Independent:
  - Occupation.
  - Income
  - Educational

**Data analysis:**

The data were analysed by a statistician using [SPSS V26] and the data were represented in figures, tables and graphs.

**Ethical clearance:**

Ethical approval to conduct the study and obtain final ethical clarity was obtained from the Community Department of the College of Medicine, Napata college and verbal consent was obtained from all medical student's data confidentiality was ensured.

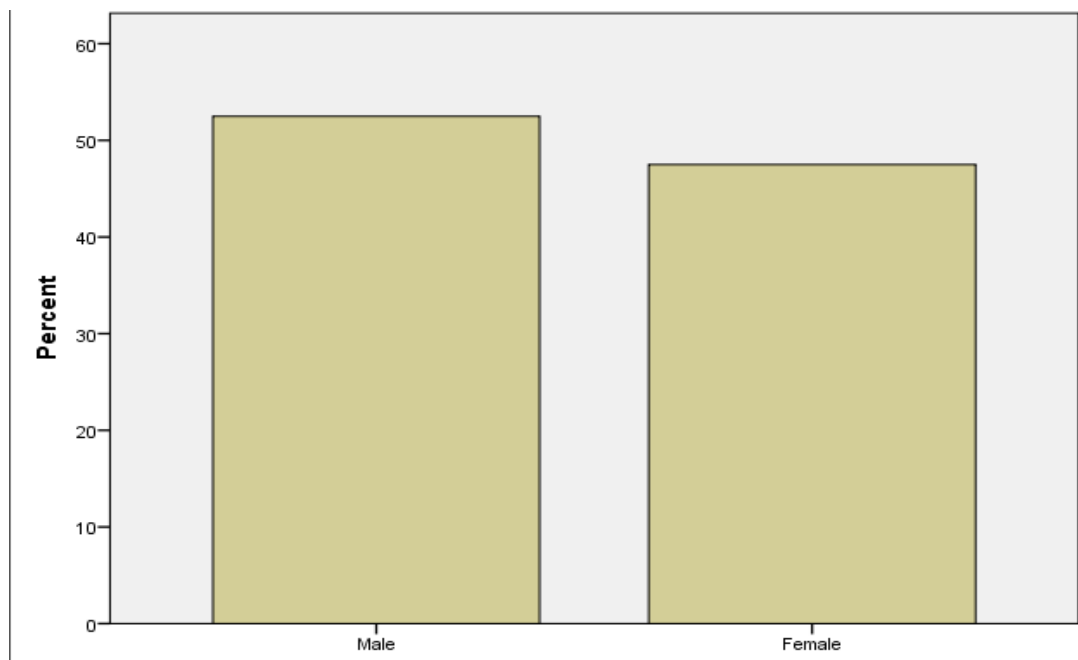
## **Chapter Four**

### **Result**

**Socio-demographic data:**

**Table (1): Gender:**

		Frequency	Percent
	Male	42	52.5
	Female	38	47.5
	Total	80	100.0

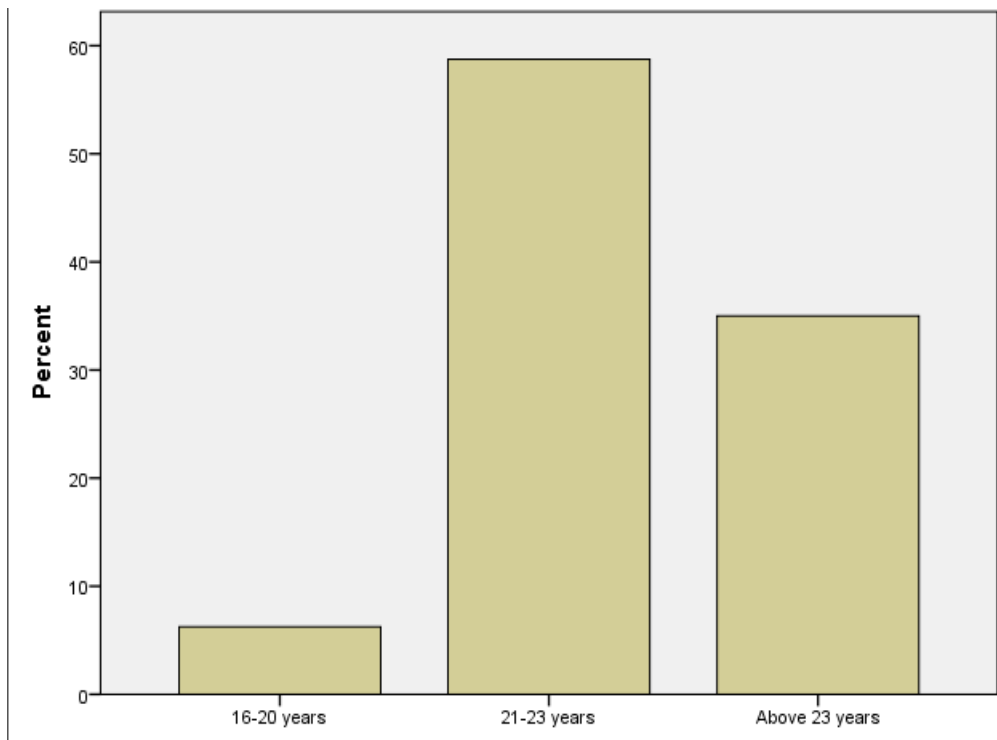


**Figure (1): Gender**

From the above table, It has been found that the majority of the study sample are males at 52.5% and the percentage of females at 47.5%.

**Table (2): Age:**

		Frequency	Percent
	16-20 years	5	6.3
	21-23 years	47	58.8
	Above 23 years	28	35.0
	Total	80	100.0

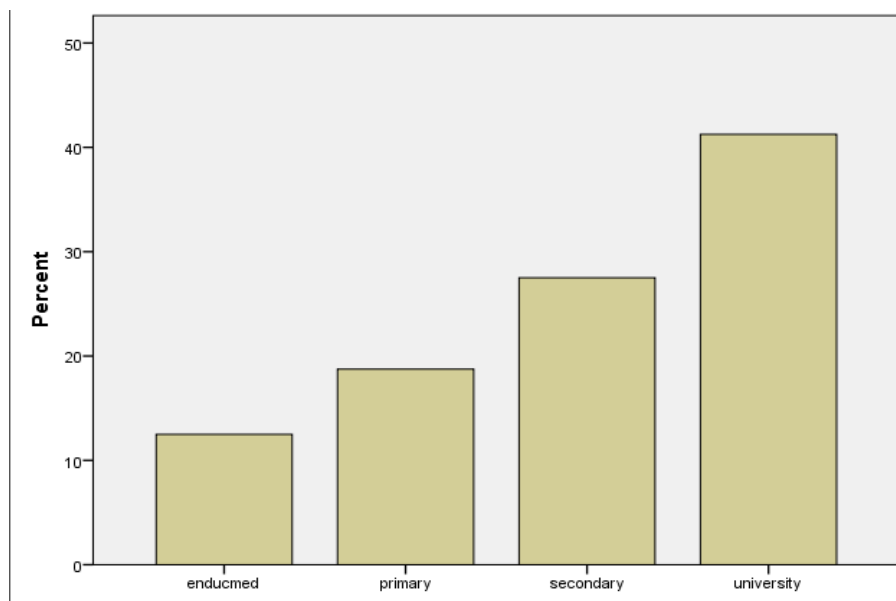


**Figure (2): Age**

From the above table, the age group 16-20 was 6.3%, the age group 21-23 years was 58.8%, and the age group Above 23 years was 35.0%.

**Table (3): Father educational level**

		Frequency	Percent
	Illiteracy	10	12.5
	Primary	15	18.8
	secondary	22	27.5
	university	33	41.3
	Total	80	100.0

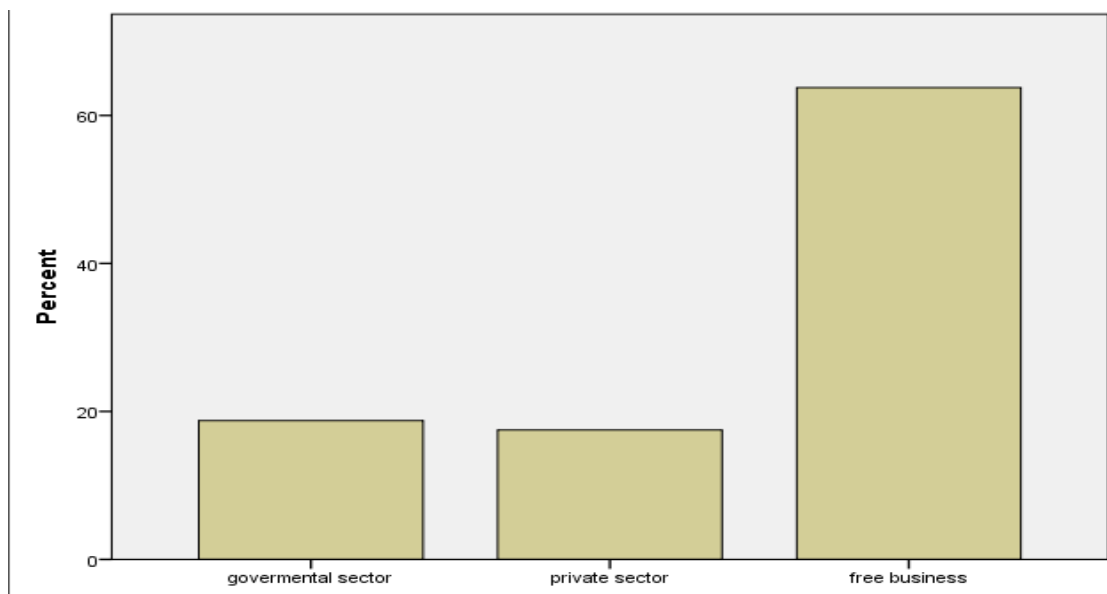


**Figure (3): Father educational level**

As noticed from the above table, that the majority of the study sample had university education at a rate of 41.3%, and a category of the study sample whose parents had secondary education at 27.5%, and a category that did not have an education process at a rate of 12.5%, and basic education at 18.8%.

**Table (4): father occupation**

		Frequency	Percent
	governmental sector	15	18.8
	private sector	14	17.5
	free business	51	63.8
	Total	80	100.0

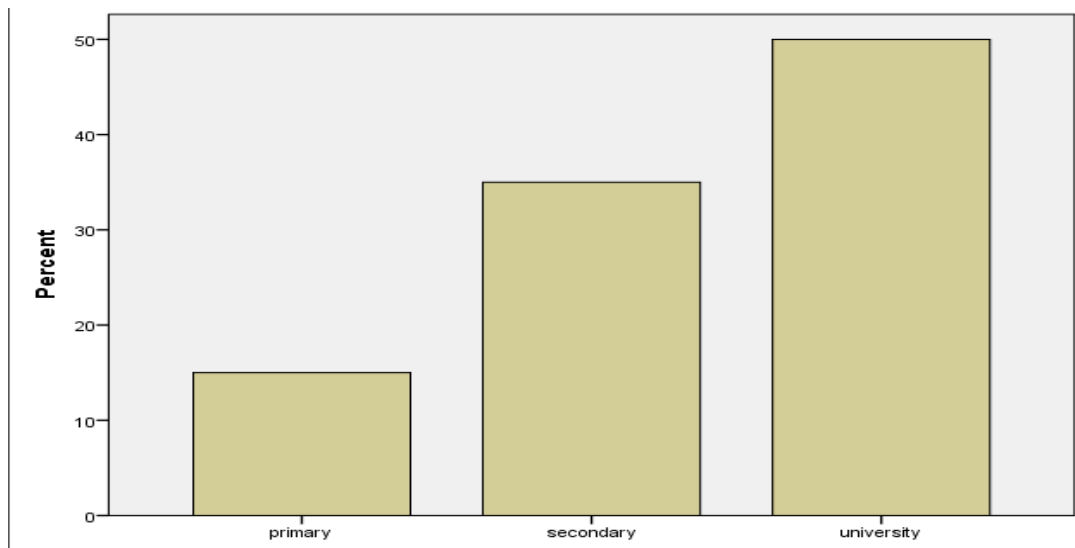


**Figure (4): father occupation**

As showed the majority of the study sample have free business jobs at 63.8%, followed by the government sector at 18.8% and the private sector at 17.5%.

**Table (5): Mothers educational level**

		Frequency	Percent
	primary	12	15.0
	secondary	28	35.0
	university	40	50.0
	Total	80	100.0

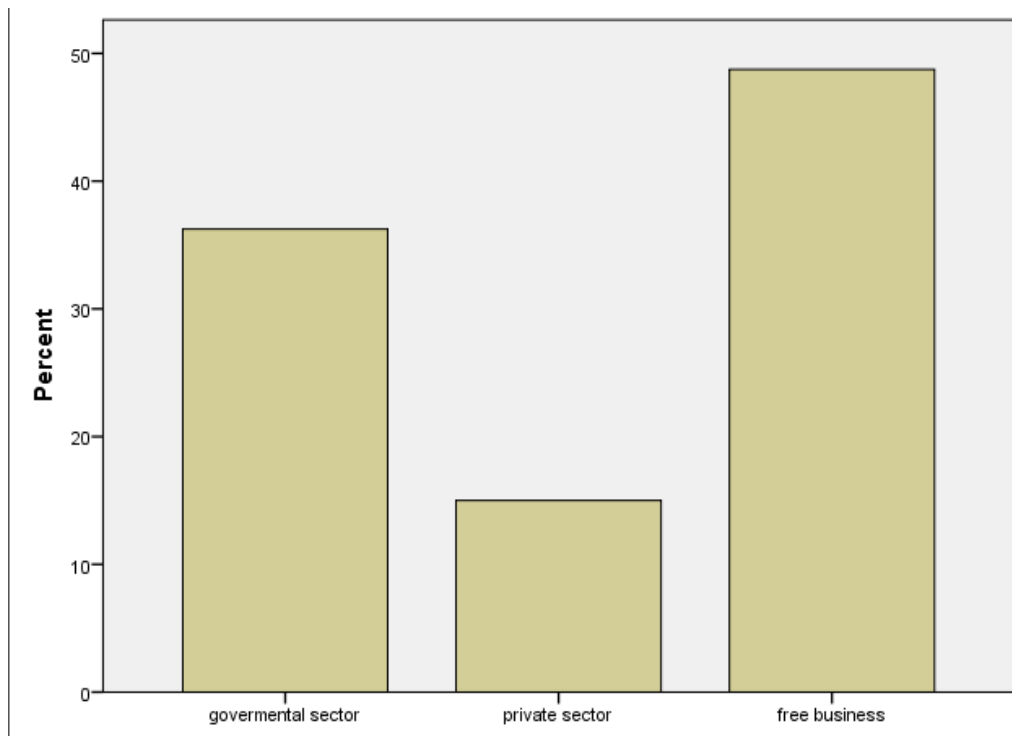


**Figure (5): Mothers educational level**

From the table, we had found that 50% of the study sample have mothers with a university qualification, followed by a category of mothers with a secondary qualification with 35%, and a category with a basic qualification with 15%. This indicates that the study sample has great qualifications.

**Table (6): Mother occupation**

		Frequency	Percent
	governmental sector	29	36.3
	private sector	12	15.0
	housewife	39	48.8
	Total	80	100.0

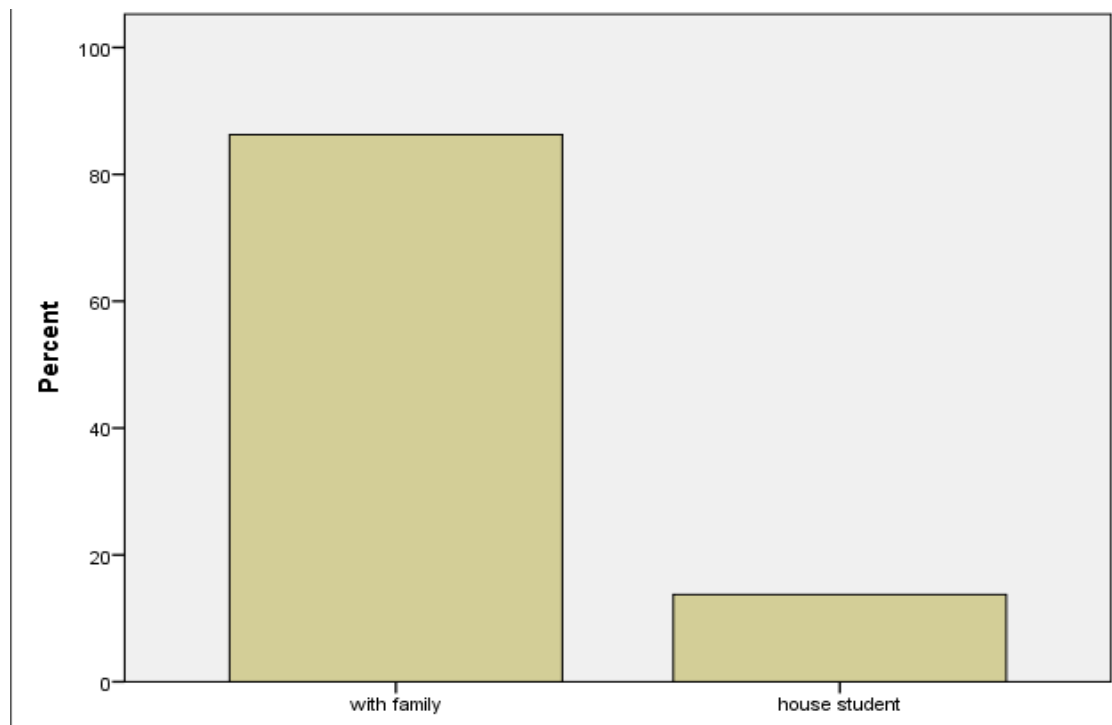


**Figure (6): Mother occupation**

As we seen, it had found that 48.8% of the study sample were housewife, followed by a category of mothers working in the public sector with 36.3%, and a category working in the private sector with 15%. Which means that the study sample most of their mothers do not have jobs.

**Table (7): Place of living**

		Frequency	Percent
	With family	69	86.3
	Hostel	11	13.8
	Total	80	100.0

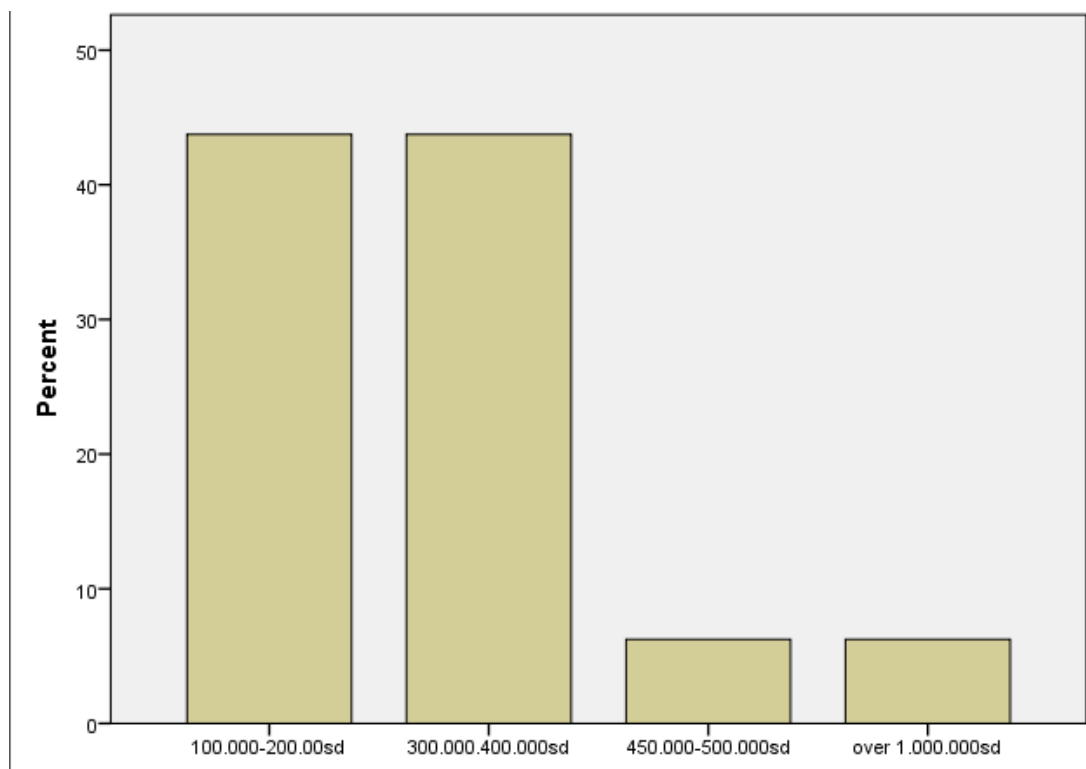


**Figure (7)**

From the table, it had found that 86.3% live with their families, while 13.8% live in hostel. This means that most of the study sample live with their family.

**Table (8): Income**

	Frequency	Percent
100.000-200.00sd	35	43.8
300.000.400.000sd	35	43.8
450.000-500.000sd	5	6.3
over 1.000.000sd	5	6.3
Total	80	100.0

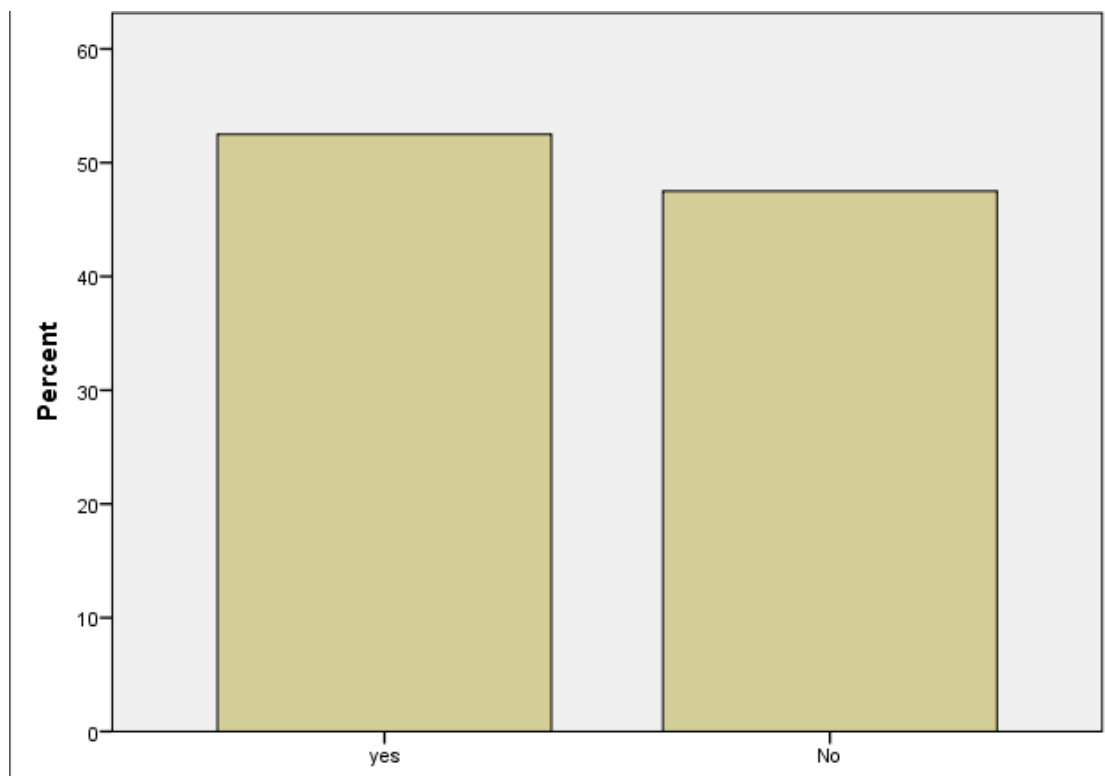


**Figure (8)**

As we seen 43.8% had monthly income about 100,000-200,00sd. 43.8% 300,000,400,000sd and 6.3% their income is over 1,000,000sd.

**Table (9): Students result satisfaction**

		Frequency	Percent
	Yes	42	52.5
	No	38	47.5
	Total	80	100.0

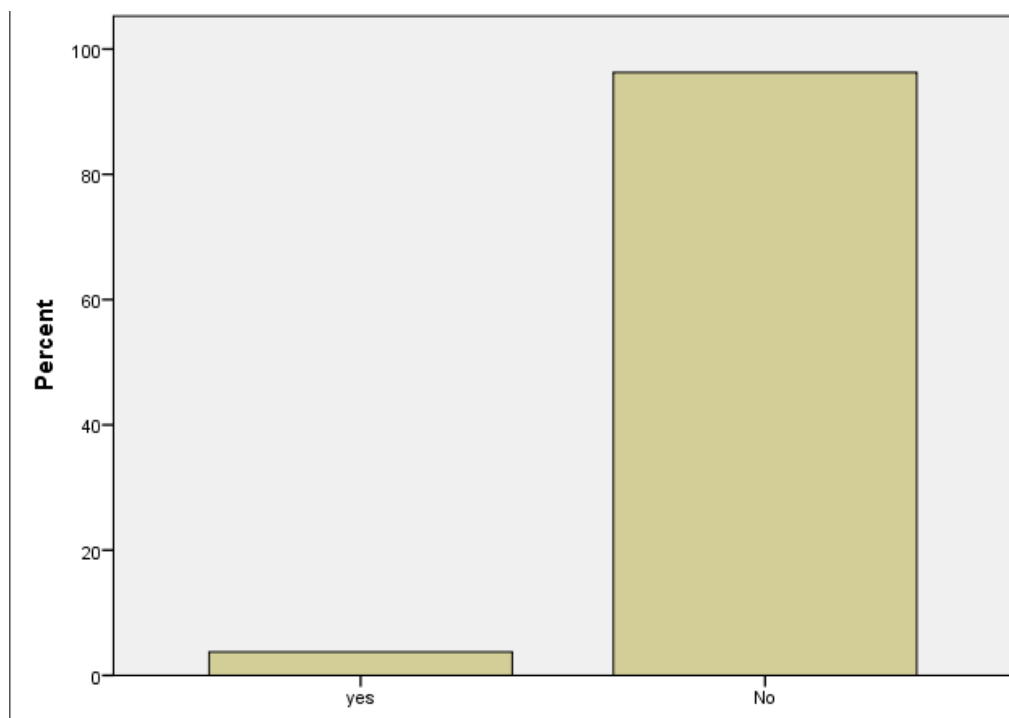


**Figure (9)**

From the table the Students result satisfaction was by 52.5% [yeas] and [No] by 47.5% in the question.

**Table (10): Have you Gotten F score before?**

		Frequency	Percent
	Yes	3	3.8
	No	77	96.3
	Total	80	100.0

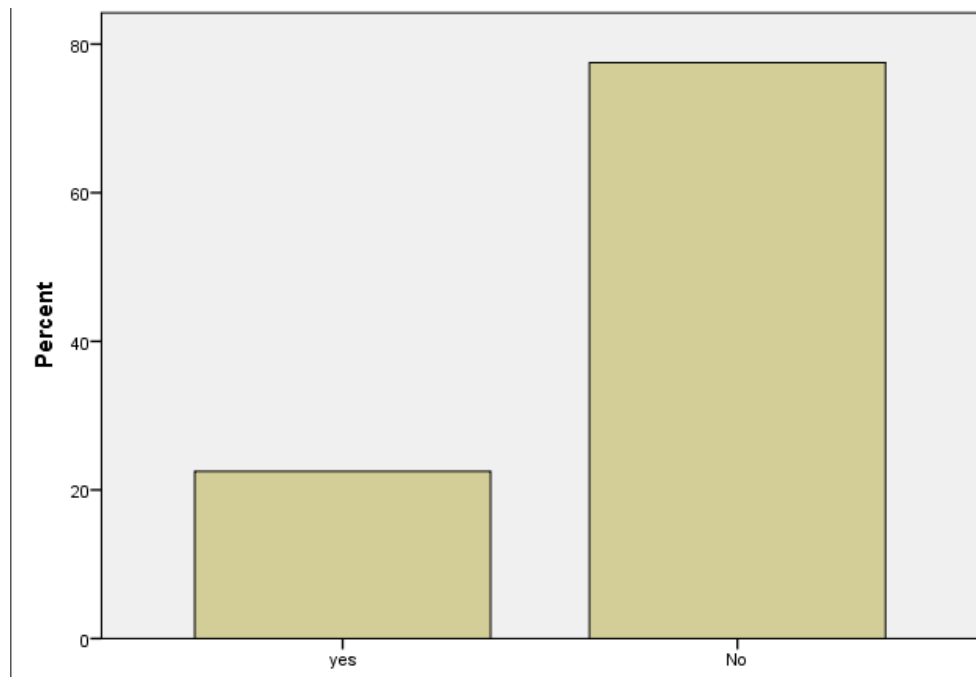


**Figure (10)**

As it showed it had found that (No) percentage is the highest, and the Yes percentage was represented by 3.8%.

**Table (11): Exam entry denial.**

		Frequency	Percent
	Yes	18	22.5
	No	62	77.5
	Total	80	100.0

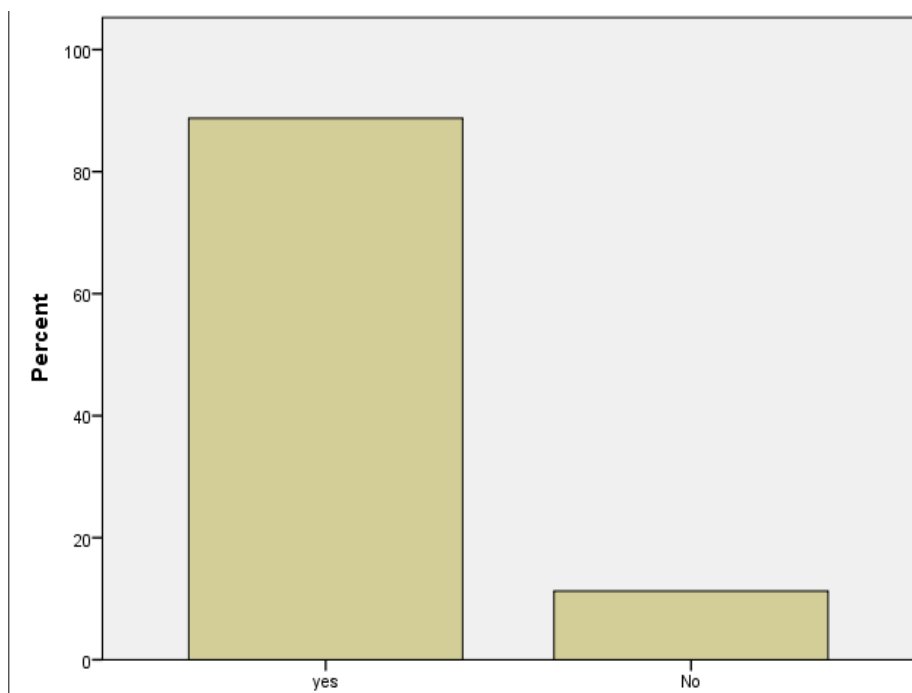


**Figure (11)**

The table had confirmed that [yes] answers was by, 22.5%, and [No] answers by 77.5%.

**Table (12): Do you think that your parents' level of education affects your attitude towards education?**

		Frequency	Percent
	Yes	71	88.8
	No	9	11.3
	Total	80	100.0



**Figure (12)**

The table had confirmed that [yes] answers was by 88.8%, and 11.3% answered no.

**Table (13): Research hypothesis: There is a statistically significant relationship between economic and social conditions on academic achievement.**

variables	p value	T Test	The coefficient of determination
academic achievement	.03	34291	04.62
social and economic conditions	.04	34036	04396

From the above table we had found that the level of significance is (.03), it is greater than the level of significance (.04). this means that the social and economic condition have a direct impact on academic achievement.

**Table (14): The relationship between academic achievement and qualifications of father:**

		Qualifications of father	Academic achievement			
<b>Qualifications of father</b>	Pearson Correlation	1	.810**	.372**	.787**	-.671**
	Sig. (2-tailed)		.000	.001	.000	.000
	N	80	80	80	80	80
<b>Academic achievement</b>	Pearson Correlation	.810**	1	.188	.513**	-.339**
	Sig. (2-tailed)	.000		.095	.000	.002
	N	80	80	80	80	80
	Pearson Correlation	.372**	.188	1	.366**	-.554**

	Sig. (2-tailed)	.001	.095		.001	.000
	N	80	80	80	80	80
	Pearson Correlation	.787**	.513**	.366**	1	-.661**
	Sig. (2-tailed)	.000	.000	.001		.000
	N	80	80	80	80	80
	Pearson Correlation	-.671**	-.339**	-.554**	-.661**	1
	Sig. (2-tailed)	.000	.002	.000	.000	
	N	80	80	80	80	80

From the table above, we had find that there is a statistically significant relationship between the academic qualification of the parents and the academic achievement of the students with the p value (.000), and this indicates that there is a strong correlation between the qualification variable and academic achievement. The reason is that the education of parents has direct impact on the education of students, because their parents who work in trade and their financial situation is very good.

**Table (15): The relationship between academic achievement and father's job:**

Correlations						
		Academic achievement				father's job
Academic achievement	Pearson Correlation	1	.188	.513**	-.339**	.663**
	Sig. (2-tailed)		.095	.000	.002	.000
	N	80	80	80	80	80
	Pearson Correlation	.188	1	.366**	-.554**	.363**

	Sig. (2-tailed)	.095		.001	.000	.001
	N	80	80	80	80	80
	Pearson Correlation	.513**	.366**	1	-.661**	.876**
	Sig. (2-tailed)	.000	.001		.000	.000
	N	80	80	80	80	80
	Pearson Correlation	-.339**	-.554**	-.661**	1	-.654**
	Sig. (2-tailed)	.002	.000	.000		.000
	N	80	80	80	80	80
father's job	Pearson Correlation	.663**	.363**	.876**	-.654**	1
	Sig. (2-tailed)	.000	.001	.000	.000	
	N	80	80	80	80	80

From the table above as mentioned, the impact of the fathers' job on the study sample was measured and we had find that there is a relationship between the fathers' job and the students' academic achievement, but the correlation is weak and the reason is that the job variance has a direct income by educating students, because their fathers who work in commerce and fathers who work in government jobs with high incomes, and this affects the achievement in terms of the level of the university or school.

**Table (16): The relationship between academic achievement and the educational level of the mother.**

		<b>educatio nal level of the mother</b>	<b>Academic achievement</b>
<b>Education level- of-mother.</b>	Pearson Correlation	1	.488**
	Sig. (2-tailed)		.000
	N	300	300
<b>Academic achievement</b>	Pearson Correlation	.488**	1
	Sig. (2-tailed)	.000	
	N	300	300
<b>*Correlation is significant at the 0.01 level (2-tailed).</b>			

From the previous results, the following can be concluded:

The value of the correlation coefficient between (the mother's educational level) and (academic achievement) is equal to (88400), and this indicates that the correlation between them is direct, which indicates the existence of a significant correlation between the two variables.

**Table (17) :**

		mother's job	<b>academic achievement</b>
The educational level of the Mother	Pearson Correlation	1	.655
	Sig. (1-tailed)		.000
	N	300	300
<b>academic achievement</b>	Pearson Correlation	.655	1
	Sig. (1-tailed)	.000	
	N	08	08

From the previous results, the following can be concluded:

From the previous results, the value of the correlation coefficient between the two contained in the coefficient matrix, this indicates that there is a strong correlation between the mother's job and academic achievement and is equal to ( $r = 0.655$ ). That is, the profession has an impact on the academic achievement of students.

**Table (18):**

		Inco me	<b>academic achievement</b>
<b>Income</b>	Pearson Correlation	1	.488**
	Sig. (2-tailed)		.000
	N	08	08
<b>academic achievem ent</b>	Pearson Correlation	.488**	1
	Sig. (2-tailed)	.000	
	N	08	08

**\*Correlation is significant at the 0.01 level (2-tailed).**

From the previous results the following can be concluded the value of the correlation coefficient between (income) and (academic achievement) is equal to (0.000), and this indicates that the correlation between them is direct, which indicates the existence of a significant correlation between the two variables.

## **Chapter Five**

### **Discussion, Recommendations, limitations & Conclusion**

## Discussion

The discussion is based on the main findings of this research, which was agreed with the study (Majorbanks, 1996). the wealthy parents would not mind organizing more lessons and hiring home tutors for their children after school hours and what increases their academic achievement. Also our result agreed with 1996 regarding economic status of the family will affect student achievement and the knowledge of the parents' monthly income is relied upon. as noted in table 18, there is a strong significant correlation with p value (0.000).

This study is consistent with the study (Crosnoe, Johnson, Elder 2004) in the effect of the monthly income of the parents on the academic performance of the students, as we find in the results of this study that the monthly income of the parents had a significant impact on the academic performance of the students. These results are consistent with the study, and differ with it in that it dealt with the variable of the school environment in knowing its impact on the academic performance of students as noted in table [18], there is a strong significant correlation with p value (0.000).

In this study it was found that there is an effect of educational level of parents on the academic performance of students. Where parents who are more educated have more influence on their children to do well in their studies. This is because well-educated parents usually show interest in their children's academic performance or achievement and in their choice of subject and occupation while they are in school by providing their children with all necessary learning materials. This undoubtedly leads to better performance and achievement in their studies, as we mentioned in table [14] there is a significant correlation between the two variables with the p value [.000]

It was also found in this study that parents' income rates are similar to their academic grades to a moderate degree, and that the relationship between income and student achievement has a clear effect.

## **Recommendations:**

Those results should be disseminated to university managers to let them care of their students' socioeconomic status. Grants and scholarships should be provided for disadvantaged and underprivileged students. Also these results should be shared with relative governmental sectors (eg. Ministry of higher education, ministry of finance). Those sectors are expected to construct programs to financially support poor people.

## **Limitations**

1. Unfortunately, not many studies were conducted regarding this topic of the impact of socioeconomic status on academic achievement.
2. Many of the studies done on the topic were conducted among school student rather than college student.

## **Conclusion**

Factors found to be affecting GPA significantly were age, father's level of education, and participants who agreed that their parents' level of education affects their educational attitude. This study provided the community with data regarding socioeconomic status and academic achievement which can make a good base for others researches and a good quality of academic life. The primary goal of education is to provide students with the knowledge, cognitive abilities, and career skills they will need to participate in society. Therefore, it is crucial to understand the elements influencing pupils' academic success.

## **From the research results, the researchers concluded the following:**

1. The proportion of students living in a lower socio-economic status is high in most universities.
2. The nature of the challenges faced by students who live in difficult conditions are mostly socio-economic status and socio-cultural factors.
3. The factors leading to the deterioration of social and economic conditions are many and varied, including ignorance, natural disasters and cultural issues.
4. Managing students requires a total change in heights, proper use of available resources, good communication, and parental involvement.

## Chapter Six

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## APPENDICS

### QUESTIONNAIRE

#### IMPACT OF SOCIOECONOMIC STATUS ON ACADEMIC ACHIEVEMENT A MONGE NAPATA COLLAGE MEDICAL STUDENTS

##### **SECTION [A]: DEMOGRAPHIC INFORMATION**

- 1) What is your gender ? Male ( ) Female ( )
- 2) How old are you ? 16–20 years ( ) 21–23 years ( ) Above 23 years ( )
- 3) What is your BATCH ? 2 ( ) 3 ( ) 4 ( )
- 4) What is your father educational level ? Illiteracy ( ) Primarily ( ) secondary ( ) university ( )
- 5) What is your father occupation ? Governmental sector ( ) private sector ( ) free business ( ) jobless ( )
- 6) What is your mother educational level ? Illiteracy ( ) Primarily ( ) secondary ( ) university ( )
- 7) What is your mother occupation ? Governmental sector ( ) private sector ( ) free business ( ) jobless ( )
- 8) current residents ? With family ( ) hostel ( ) .

##### **SECTION [B]: PARENTS' INCOME AND STUDENTS' ACADEMIC PERFORMANCE :-**

- 9) How was your result in Sudanese secondary schools certificate ? excellent ( ) good ( ) accept ( )
- 10) What is the approximate monthly income of your parents?

100.000–200.000SDG

300.000–400.000SDG

450.000–500.000SDG

Over 1.000000SDG

11) What was your (GPA) in the last semester?

4–3.5

3.4–3

2.9–2.5

2.4–2

Below 2

12) Have you Get [F] score before? Yes or No

13) How often have you been denied entry to the exam ? Yes or no

#### SECTION [C]: PARENTS' LEVEL OF EDUCATION

14) Do you think that your parents' level of education affects your attitude towards education?

Yes  No  .

## **INFORMED CONSENT**

### **Certificates**

I/we confirm that I/we shall control and be actively engaged in the day to day management and conduct of the study and be responsible for all occurrences including safety of persons engaged in the project and the proper use of laboratory animals.

Signature of Project Supervisor

Date

I confirm that the project outline above has not already been or is currently being submitted for any other qualifications in this or other University of Institution.

Signature of NCMS Research Committee Coordinator

Date

***THANK YOU FOR YOUR COOPERATION***