Relationship between Family Factors and High School Achievement among Working Students in Dhaka City

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Abstract

    Students' academic achievement is greatly influenced by socio-economic and cultural factors of the family. The main objective of the study was to seek socio-economic background of the family of enrolled working students at UCEP School, Mirpur, Dhaka with a view to assessing individual academic achievement compare to non-working students. The assessment covers comparative achievements of working and non-working students of grade VIII. Data have been collected through interview schedule, questionnaire and document review. The researchers have collected data from 41 working students and their father/mother and respective teachers. Since academic achievement of the students mainly depend on parent/guardian's educational qualification, income, occupation and engagement in outside of the home, accommodation arrangement and others socio-economic and cultural status of the family. About 53.66% working students spend 4-5 hours in their working place for earning money. Hundred percent parents are unable to prepare their children academically. This study tries to evaluate comparative importance of factors behind the academic achievement of the working students. Findings of the study disclose that different disadvantaged family factors affect the

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academic achievement of the working students. The results show that low income and educational level of parents', engagement in much time outside of home have negative influence on academic achievement of a student. Findings of the study may help to take appropriate policy for the better future of the working students.

Keywords: Academic achievement, socio-economic background, working students

INTRODUCTION

Some research reports have shown that urban slum population[2], including working children has increased from 2.57 million in 1986 to 7.8 million in 2014. Among the eight divisions of Bangladesh, the worst situation of the children is seen in Dhaka where 4.28 million (55%) of the total people live in slum area.[2] Several descriptive research studies also show that most of the working children enter their non-formal primary and high schools in early adolescence and cannot attend classes especially Mathematics and English classes. Some recent literature shows that most of the working children compared to the non-working children in primary schools have achieved lower GPA in Mathematics, Science and English subject than in Bangla and other subjects in class 5 final exam in urban Bangladesh.[3] Compared to non-working students, the working students with poor GPA achieved at primary school level admit at class six have poor performance at high school. Many of them admitted drop out from high school. Family cumulative advantage/disadvantage approach suggests that family disadvantage statuses, compared to family advantage statuses have more pervasive negative effects on children's educational achievement across the societies. Based on family advantage/disadvantage approach some empirical studies have

found that poor educational achievement at secondary school levels are significantly associated with family cumulative disadvantage status. The assumptions of family status and its related findings are implicative to examine and interpret findings on how family advantage/disadvantage status are linked to parental investment in children's education, homework, and class attendance that in turn affect lower achievement of non-formal primary education among working children than the non-working children in Dhaka city. Evidence in some periodical research shows that although Dhaka is an educational city, thousands of children in the Dhaka city are engaged in risky jobs because of their parental family disadvantage situations that may lead them to achieve poor GPA at high school level. Despite the family drawback situations have been affecting working student's poor high school achievement in Dhaka city. There is no single analytical study on the problem issue. Purpose of the study therefore is to analyze how family factors influence low parental investment in working student's education, children's low homework and class attendance in three basic subjects that in turn affect lower achievement of high school education among working children than the non-working children in Dhaka.

METHODS

The study was focused on the relationship between and family factors and high school academic achievement of the working students. The study was limited to working students at UCEP School Mirpur in Dhaka city. The working students in different schools in Dhaka city were treated in this study as population. Data have been collected from UCEP School. The reason behind selection of UCEP School is availability of working students. The data have been collected using the interview schedule, document review and questionnaire keeping in view with the

objectives of the study. The interview schedule have been administered with the father/mother of the working students document review that means result sheet for collecting obtaining number of the working and non-working students and questionnaire for the relevant teachers. Non-experimental research design followed for this study. In order to achieve this purpose a survey method had administered. This method was deemed appropriate as it involved the collection of extensive and cross-sectional data for the purpose of describing and interpreting an existing situation under the study. Data have been collected from primary and secondary sources. Students, parents and teachers were the primary sources. Obtaining academic score of Bangla, English and Mathematics had been collected from annual examination result sheet. Students attendance status was collected from attendance register of the working and non-working students as secondary source. All the working students at secondary level in Dhaka city are treated here as population. The number of the total working students i.e. universe was unknown. In some cases the researchers have followed simple random sampling. In simple random sampling every member of the population has an equal and independent chance of being selected for the sample. The purpose of simple random sampling was to obtain a group of subjects who represented the population and provided specific information needed. The goal was to select a sample that adequately represented the population. The sample size was truly representative; the information obtained would be similar to the information that would be obtained from the entire population. Total 41 working students of class VIII had been selected based on random sampling and 39 father/mother had been selected following the working students purposively and parents of 2 students were not available. Same number of non-working students of same class (i.e. 41 and VIII) had been selected randomly for acquired number of three subjects

(Bangla, English and Mathematics) and class attendance. Quantitative analysis had been done using proper statistical tools such as SPSS. Besides, descriptive statistics had been followed in quantitative analysis to describe the general characteristics of the data. Descriptive statistics include frequencies, counts, averages and percentages. Quantitative method had been used to generalize and identify prevalence from the data provided by the respondents. To achieve reliability, the study had included different ranks and positions of working students at UCEP School, Mirpur in Dhaka.

RESULTS

Table-1 reveals that there is a difference in acquiring academic score between working and non-working students. Working students are lagging behind than their fellow friends who are non-working students. Working students on average acquired 63% in Bangla 1st paper, 66.12% in Bangla 2nd Paper, 65% in English 1st paper, 58.44% in English 2nd Paper and 65.61% in Mathematics on the other side non-working students on average acquired 68.85% in Bangla 1st paper, 70.02% in Bangla 2nd Paper, 69.27% in English 1st paper, 62.29% in English 2nd Paper and 69.17% in Mathematics

Table 1: Subject based acquired marks by working and non-working students

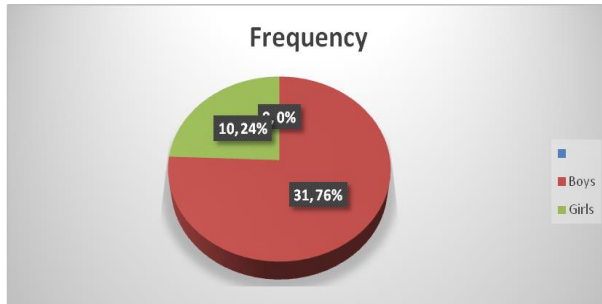| Students status	Subject based acquired mark				
	Bangla 1st	Bangla 2nd	English 1st	English 2nd	Mathematics
Working	63	66.12	65	58.44	65.61
Non-working	68.85	70.02	69.27	62.29	69.17

Result expressed as %

Table-2 reveals that 23.08% respondents study less than 2 hours and 76.92% respondents study 2-3 hours and 10.26% parents never inquired about their children in school and 89.74% parents go to school to enquire about their children 1-3

times. All parents are unable to prepare their children academically.

Table 2: Time duration of study of the children and ability of academic preparation by parents

Duration of study (Hour)	Percentage	Enquired about schooling (Times)	Percentage	Academic preparation by parents	Percentage
<2	23.08	Never	10.26	Yes	0
2-3	76.92	1-3 times	89.74	No	100
4-5	0	4-6 times	0	0	0
≥6	0	7 times+	0	0	0

Figure 1 discloses that 24% students are girls and 76% boys.

Figure 1: Gender distribution of students

Table-3 discloses that Bangla is the most liking subject (5 out of 5) among the respondents English is worse (2.27 out of 5) and Mathematics is the worst choosing subject (1.8 out of 5) among the among the students.

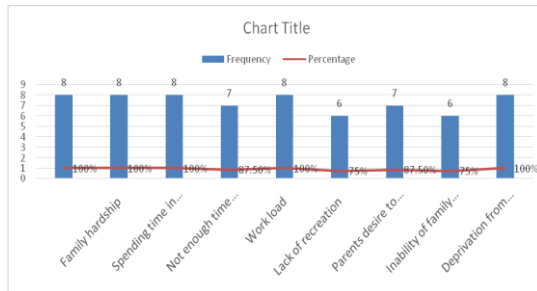**Table 3: Overall Academic Achievement of the Working Students**

Particulars	5	4	3	2	1	Weighted Average	Average
You like to study Bangla	41	0	0	0	0	5	
You like to study English	0	4	0	30	7	2.27	9.07/3
You like to study Mathematics	0	5	0	17	19	1.8	
Total						9.07	3.02

Table-4 reveals that 100% respondents opined that there is a difference between working and non-working students regarding acquiring marks.

Table 4: Is there any differences regarding obtaining marks between working and non-working students

Opinion	Frequency (%)
Yes	8(100)
No	0(0)

Family hardship, work load, lack of recreation contributed to lower achievement.

Figure 2: Major family factors significantly linked to lower achievement

DISCUSSION

Issues related to family factors and high school achievement of working students of Dhaka city has been discussed. According to the objective the study intended to examine and compare high school achievement (e.g. obtained marks in Bangla, English & Mathematics) between working and non-working students. Study reveals that there is a difference in acquiring academic score between working and non-working students. Working students are lagging behind than their fellow friends who are non-working students. Working students acquired 63% in Bangla 1st paper,66.12% in Bangla 2nd Paper,65% in English 1st paper,58.44% in English 2nd Paper and 65.61% in

Mathematics on the other side non-working students acquired 68.85% in Bangla 1st paper,70.02% in Bangla 2nd Paper,69.27% in English 1st paper,62.29% in English 2nd Paper and 69.17% in Mathematics. It is disclosed in this study that socio-economic and cultural factors of the family have effect on academic achievement of the students. Family factors are linked to lower achievement among working students. Working students should improve their quality and win the adverse situation by personal capacity. The socio-economic environment is not fully in favor of working students, however, they have to struggle to make the situation in favor of them, as they are passing a transaction period. Working students are the integral part of the society. It is the responsibility of the society to foster the underprivileged children for their better future. Based on family advantage/disadvantage approach some empirical studies have found that poor educational achievement at secondary school levels is significantly associated with family cumulative disadvantage status. Based on the approach researchers argue that the children who are born and developed in family disadvantage situations suffer from early cognitive stimulation and educational care because poor parent with limited material and immaterial resources cannot invest and provide sufficient resources (e.g. money, time and knowledge) for their proper human development and educational achievement. They further argue that as poor parents with lower SES cannot earn sufficient money to maintain their family, so their children are usually engaged in work inside or outside the family in early childhood to provide supplementary income for their parental family. They also play roles to care their younger brothers or sisters when their mothers go outside the family for earning. In addition the children work inside or outside the family they cannot prepare their lessons at home or they cannot attend classes regularly when they admit at non-formal primary school. Compared to non-working children

relatively living in family advantage situations, these cumulative family disadvantage situations are more likely to affect working children's primary education achievement (e.g., lower GPA in Mathematics and language courses). Evidence in periodical research across the societies shows that working children compared to non-working children grow and live in cumulative family factors in which poor parents or guardians with low SES and over family size compared to rich parents with high SES and small family size cannot invest sufficient money, knowledge and time for their early educational care and socialization, including mathematics practice and language training at home.[4] As poor parents with limited education and occupational skills compared to rich parents with high SES cannot earn sufficient money to maintain their family, so the children come from family disadvantage statuses are engaged in work from their early childhood to provide supplementary income for their parents. As a result the children work outside the family cannot attend classes regularly. In addition poor housing with limited housing facilities compared to relatively quality of housing with more rooms hamper working children's than non-working children's home care. These cumulative family drawback situations compared to family advantage situations mediating through both parents (e.g. time, money & resources) and children's (regular home educational care, school attendance) low investment also are more likely to affect working children than non-working children to achieve poorer GPA in language and math course of NFPE in Dhaka city, Bangladesh (Bangladesh Bureau of Statistics, 2005; 2016). Family factors characterized by persistent family poverty, structural disruption of family structure, over family size, limited material and non-material resources, crowded housing affects child development, social well-being and primary and high school educational achievement. Descriptive research and day-to-day observation shows that a number of disadvantaged

families are gradually increasing at Dhaka metropolitan city as are many metropolitan cities in Bangladesh.[5] The underprivileged parents who come from rural areas live in slums and underprivileged areas in the city. In the slum and underprivileged area the families live in worse social (e.g., poverty, illiteracy, unemployment, high density) and physical environmental conditions (e.g. air& water pollution). The children who are born and developed in the slum, disadvantaged families or households are consistently deprived from their early childhood to adolescence from parental early care, sufficient foods and nutrition, clothes, housing, recreation, medical facilities, parental warms and proper behavior. These multiple deprivations of the slum, disadvantaged children affect early childhood development (e.g., physical growth, emotional, cognitive, social development) as well as primary and high educational attainment including basic skills in math and literacy (Bangladesh Bureau of Statistics, 2010). Parents with poverty and other sensitive factors especially low socio-economic status are always busy for their livelihood and they cannot invest sufficient money, time and experience to their children's education and other skill training. They cannot provide social, cultural/psychological support and environmental facilities to the children for their education. As a result most of the children grow with their poor education. Many of them enroll late at high school level. Those who are enrolled have less attendance and poor performance. Educational researcher argues that although Dhaka is an educational city, most of the parents in the slum, underprivileged areas motivate their children to involve in child labor for supplement family income rather than their continuing high school education. As a result, their social and occupational mobility are lower than children who come from advantaged families in the city, Bangladesh. Despite disadvantaged family situations are persistent over the

decades, The researchers do not know whether family disadvantaged status affects poor achievement among high school working students than non-working students in Dhaka city. This study is important to explore the relationships between family factors and high school achievement among working students in comparison to non-working children at Dhaka city, Bangladesh. Haverman and Wolf (1995) found that children attainment depends on the social investment in children; the parental investment in children; and the choices that children make, given the investments in and opportunities available to them.[6] But in Bangladesh this kind of choice is limited to a section of urban students. However, Haverman and Wolf in their paper reviews different researches since 1970s and find some common determinants of children academic performance, the most commons are those related to human capital of parents.[6] The human capital of the mother is usually more closely related to the attainment of the child than is of the father. The income level of the family is positively associated with the education attainment of the child. Growing up in a family in which the mother chooses to work appears to have a modest adverse effect on education attainment due to loss of childcare time, though have some other positive effects. The children of a one-parent family or experiencing divorce are negatively related to the level of schooling attained. The number of siblings, religiousness, schooling, and the presence of books at home are found to have large and significant effect on children performance. Sample size was small. The researchers have selected limited representative samples (students with mother or father) from one high school in Dhaka. The researchers have collected cross-sectional data from the sample. The researchers did not test validity of data in the study.

CONCLUSION

The findings of the study may help social scientists (e.g., sociologist, economist) to understand on how family factors status are linked to parental investment in children's education (e.g. money, time, supervision etc.), children's homework, and class attendance that in turn affect lower achievement of high school education among working children than the non-working children. The findings may also help policy-makers to design educational policy in future to improve achievement of high school children associated with reducing family disadvantage status, increasing parental investment in children's education and class participation in the classes and personal care among the working children than non-working children in Dhaka.

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