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# The Effect of Socio-economic Status (Parents Involvement, Education Aspiration and Parent's Education) on Academic Performance among Secondary School Students in Zanzibar

Maryam Ali Moh'd,

[mohdmaryam003@gmail.com](mailto:mohdmaryam003@gmail.com)

<sup>1</sup> Department of Educational Foundation, Instructions and Leadership  
State University of Zanzibar, Tunguu-Zanzibar, Tanzania

Dr. Abdallah Ally Sendaro <sup>2</sup>

[sendaro2000@yahoo.co.uk](mailto:sendaro2000@yahoo.co.uk)

<sup>2</sup> Directorate of Postgraduate Studies  
State University of Zanzibar, Tunguu-Zanzibar, Tanzania

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## Abstract

*This paper contributes to the understanding of the research based on the effects of socio-economic status (parents' involvement, education aspiration and parents' education) on student academic performance among secondary school students in Zanzibar. The study was guided by three objectives; to identify the effect of parent's involvement on student's academic performance among secondary school students in Zanzibar, to identify the effect of education aspirations on student's academic performance among secondary school students in Zanzibar and to identify the effect of parent's education on student's academic performance among secondary school students in Zanzibar. It employed purposive and convenient sampling procedures, and by using G\*power software the sample of 95 students was used in the present study, therefore regarded as adequate. The instrument to be used was adopted questionnaire which was valid after the instrument validation procedures. Three hypotheses were formulated and the data were analyzed by using measurement model and structural model. However, the present study employed Expectancy theory to show the relationship between dependent and independent variables. The results shows there is significant relationship between social factors; parent's involvement and education aspiration on academic performance, and there is no significant relationship between economic factor which is parents' education (as their p-value are 0.256, 0.260 and 0.203 respectively). From the study results, it is recommended that there is significant relationship between parent's involvement and education aspiration on academic performance among secondary school students.*

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**Keywords:** Socioeconomic status, parents' involvement, students' education aspiration and parents' education, students' academic performance.

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## 1. INTRODUCTION

Numerous studies have been conducted regarding socio-economic status and students' academic performance. The United Nations Universal Declaration of Human Rights through article (26) state that

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education is the basic human rights that every individual has the rights to access education [18] despite the international efforts to universalized education poverty remains to be the highest challenge of Education for All (EFA) all over the World (UNESCO, 2015).

According to World Bank (2016) Zanzibar education system faces high student's dropout rates before successful secondary completion. In 2013, for every 100 students entering secondary school, only about 50 reached the end (Form IV), with large share of student's dropout right after the Form II examinations. Consequently, about 31 % of Zanzibar youth aged 14 to 19 years were out of school, amounting to nearly 58,000 youths (UNESCO, 2015).

In 2018 the population shows that there is already pressure on education services, as well as health and other social services. The education level of the heads of households has increased significantly in the past 10 years, with those having no education falling by 10 per cent. However significant differences remain between urban and rural areas, with the former having much higher levels of education (Household Budget Survey (HBS) p36) (MoEVT, 2018).

Socio-economic factors are the challenge in education systems where by students are dropping out through various factors depend on student's school or home environment. Among socio-economic factors for students' academic performance are poverty, early marriage, superstitions, games playing and pregnancies (Masamalo, 2013; UNICEF; 2018).

Also, children have been out of school because of different socio-economic reasons such as illiteracy of parents, low cooperation's between teachers and parents, insufficient number of teachers and parent's separation (Ussi, 2015). Consequences of socio-economic status somehow resemble in different locations. Students who dropout before completing secondary education is unable to tap into the high economic returns of secondary education in the labour market (MoEVT, 2016). According UNESCO (2015) only half of all children in lower income countries are expected to complete lower secondary education by 2030.

The United Republic of Tanzania five years development plans 2016/17- 2020/21 has made an intervention in education sector, by implementing a comprehensive plan of free education since 2016 in making sure that all children who passed their primary national examinations has access of secondary education. Being the case, students are not paying school fees since 2016 following the declarations made by president of United Republic of Tanzania (United Republic of Tanzania, 2018).

The Revolutionary government of Zanzibar, through the ministry of education and vocational training, puts much effort to ensure that all people get education and vocational training, especially primary education, but faces many challenges. Among them, being the case of socio-economic challenge in many areas of five regions of Zanzibar (MoEVT, 2006).

Onyancha (2015) portrayed that the lower the parents' socio-economic status the lower the student's average grade and number of points in performance. Conversely, the higher the parents' socio-economic

status the higher the academic performance of the students. Students who have a low socio-economic status earn low test scores and drop out of school (Eamon, 2005). It implies that parents' socio-economic status influences the performance of the students in secondary schools.

In Zanzibar the current efforts to deal with socio-economic challenges problem are the provision of alternative education, removal of corporal punishment strengthens primary education to ensure that all school aged children are in school, provision of free primary and secondary education and creation of inclusive education in schools (Ministry of Education and Vocational Training, 2006). As not enough, MoEVT (2018) has intention of establishing feeding programs in school.

In spite of The Revolutionary government of Zanzibar's struggles in increasing secondary schools' availability and addressing socio-economic problems, the latter is still an obstacle towards succeeding the Zanzibar Vision 2020 and the sustainable Development Goal (SDG). In spite of all straggles by various NGO's, donors, inventors, individuals, and the Revolutionary Government of Zanzibar through its districts, the situation is miserable as secondary school socio-economic challenge is still common, therefore, this study investigate the effects of parent's involvement, education aspiration and parent's education on academic performance among secondary schools' students in Zanzibar.

#### **A) Statement of the Problem**

Numerous studies around Africa (Ansong et al. 2019 & Azigwe et al. 2016) have indicated that, there is a significant difference between low and high socioeconomic status. Low socio-economic status is often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged school performance and outcome. Socio-economic status and educational issues research indicate that children from low- Socio-economic status households and communities develop academic skills slower than children from higher Socio-economic status groups (Morgan et al 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socio-emotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008).

However, there are limited conducted studies of socio-economic status on academic performance with comprehensive model that combine variables in studying the socio-economic status (Luet, 2017: Gobena, 2018: Garcia, 2020). Contextually, the effect of socio-economic status (parent's involvement, education aspiration and parent's education) on academic performance among secondary school students in Zanzibar with multivariable perspective is the question which needs to be answered.

#### **B) Significance of the study**

Research on socio-economic status and academic performance has revealed a consistence relationship (Milne & Plourde, 2006). Specifically, it is often the case that high socio-economic status was associated with greater academic performance. Furthermore, the educational literature has provided the evidence that socio-economic status is one of the strongest predictors of academic performance and

educational attainment. The findings of the study contribute to the existing knowledge of individual about socio-economic status and students' academic performance among secondary school students in Zanzibar by providing new understanding of the relationship between the socio-economic status (parent's involvement, education aspirations, parent education and parent occupation status) in relation to students' academic performance.

In addition, the findings provided insight to the government, teachers, parents, students and all education stakeholders with new understanding and may act as a trigger to increase their awareness and ability to encourage high performance among students from both low and high socio-economic status.

Furthermore, the study provided new findings regarding the antecedents (parent's involvement, education aspirations, parent education and parent occupation) of the student academic performance. Also, the selection of the research setting and the context provided the unique features from the previous studies conducted.

Contextually, Zanzibar has not registered studies on the effects of socio-economic status on students' academic performance among secondary school students; East African countries have not been much active in the process, which is the setting of the current research, has not been much struggling behind in conducting research that is related to the present research. The insights from the research, therefore, benefit future researchers by offering new grounds to further generate extensive knowledge of the issues related to the effect of parent's involvement, education aspiration and parent's education on students' academic performance among secondary school students in Zanzibar.

### ***C) Theory used***

The study used the expectancy theory developed by Vroom (1964) to support the research model in two folds; first, the theory is used to authenticate the relationship between effort (environment) and students' academic performance. The theory aligns efforts with environment (socio-economic status), which is in line with the proposition of the model that enhanced socio-economic status results in students' academic performance. Second, the theory is used to support the identification of the independent variables in the study specifically parent involvement, education aspiration and parents education. Thus, the Expectancy theory is used to support the link between efforts (environment i-e parent involvement, education aspiration and parent's education) on students' academic performance which has been proposed in the present research conceptual model.

### ***D) The conceptual model***

In the present study, the conceptual model is based on Expectancy Theory developed by Vroom (1964) which supports the link between efforts (environment) and performance; where within the environment we get socio-economic factors such parent's involvement (PI), education aspiration (EA) and parent's education (PE).As not enough, the model was derived from previous studies on socio-economic status (Anthony & Ogg, 2019; Ansong et al., 2019) and Azigwe et al. 2016). Socio-economic

status has been examined as a catalyst for performance changes; the lower the parents' socio-economic status the lower the student's average grade and number of points in performance (Onyancha, 2015). Conversely, the higher the parents' socio-economic status the higher the academic performance of the students. Students who have a low socio-economic earn low test scores and drop out of school (Eamon, 2005). It implies that parents' socio-economic status influences the performance of the students in secondary schools.

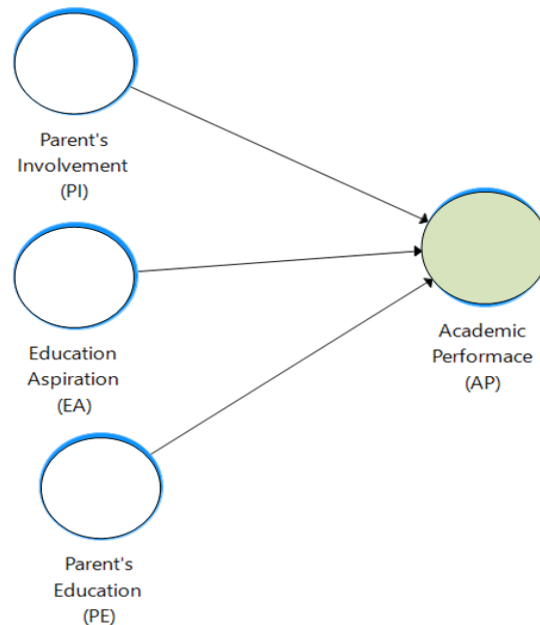


Fig. 1: The conceptual model

### ***E) Hypotheses of the study***

Numerous studies investigated the effect of parent's involvement and students' academic performance among secondary school students. Some of the studies (Ansong et al. 2019) showed that there are positive correlations between parent involvement and students' academic performance. Contrary to that, Garcia, (2020) found an insignificant relationship between parental involvement and student academic performance in relation to student. Thus, it is hypothesized that;-

*H<sub>1</sub>: There is positive effect of parent involvement on student academic performance.*

Many studies (Ansong et al. 2019) have found positive correlations between education aspirations and students' academic performance. Thus, it is hypothesized that;-

*H<sub>2</sub>: There is positive effect of education aspiration on student academic performance.*

Various studies conducted on the relationship between parent's education and students' academic performance in different countries, through this, numerous studies found positive correlation between parent's education and students' academic performance and few scholars like Ogunshol, (2012) has come to different results that education background of the parent is not the significant factor in students'

academic performance but educational qualification of parents is a significant factors that affect the academic performance of students. Thus, it is hypothesized that;

*H<sub>3</sub>: There is positive effect of parent education on students' academic performance.*

## 2. METHODOLOGY

### A) Research Philosophy

The reason behind choosing systematic research is to choose a good philosophy that support the researcher's assumptions and beliefs regarding the phenomena. The research philosophy is a vital component, providing a guideline to the researcher for understanding the nature, approaches and method used in the research. Therefore, understanding a research philosophy is a central step in the research process (Collis & Hussey, 2013). This research employed positivism research philosophy as demonstrated by the table below:-

Table 1: Summary of research philosophy and research approach

Research paradigm	Research Approach	Assumptions	Research methods
Positivism	Quantitative	<ul style="list-style-type: none"><li>• Facts are viewed as an objective reality.</li><li>• Standard measures exist.</li><li>• Statistical analysis can be used to analyse data.</li><li>• Factors and their relationship are established.</li><li>• Empirical evaluations can be implemented.</li></ul>	<ul style="list-style-type: none"><li>• Follows a deductive approach.</li><li>• Test hypothesis and theories.</li><li>• Convert data into numerical format.</li><li>• Uses questionnaire as data collection tool.</li><li>• Follows a structures analysis standard.</li></ul>

### B) Research design

To explore the effect of parent's involvement, education aspiration and parent's education on student's academic performance among secondary school students in Zanzibar, the descriptive design was regarded as good enough and suitable to be used in studies investigating the effects of relationship and analysis of certain phenomena, situation, problem attitude or issues (Mugenda & Mugenda, 2003; Creswell, 2014). However, it is familiar and has been widely used by prominent researchers in previous studies (Sin et al., 2005; Slater & Narver, 2000).

The study used positivism descriptive design, used individual as a unit of analysis, hypothetical deductive approach as a type of investigation, purposive and convenient sampling techniques, the extent of the research interference was minimal, time horizon was cross-sectional study, setting was non contrived, measurement and measures; items identification, pre- test and pilot study and data collection were self-reporting questionnaire, data analysis; involved data screening, measurement model, structural model and hypothesis testing as advised by Sekaran & Bougie (2010).

### Research process



This study used the quantitative approach. The researcher used this approach in order to get enough information concerning with parent's involvement, education aspiration and parent's education on students' academic performance among secondary school students in Zanzibar. Also, the researcher used this approach in order to gather information from the respondents through questionnaire based on likert scale.

### ***C) Sampling Technique and sampling frame***

The sampling frame was four schools in which two are public schools which were – Kiembe Samaki Secondary school and Maungani Secondary school and two were private schools which were Feza School and Turkish Maarif School. The researcher used these four schools due to the fact that the students in these schools belong to different social economic status and it was easier for the researcher to collect data since the researcher was very familiar with teachers and students in these schools.

A proper sample size is very crucial because it affects the accuracy of the study's results (Burns Alvin & Bush Ronald, 1995). This is because sample size affects the significance of the quality and accuracy of the findings and results (Barlett, et al .2001). This study applied two kinds of sampling techniques or strategies which are purposive (structured) and convenient sampling procedures. By using G\*power software the sample of 95 respondents was optimal, therefore, the present study used 95 respondents as sample size.

### ***D) Research instruments***

In this study the data were collected basing on the objectives of this research and review of the literature and self-report, the questionnaires were used. It was seen as suitable to conduct a survey that adapts reliable and recognized instruments that were previously used to measure constructs that are forming the model of the present study.

Among the common ways of collecting information is by using questionnaires. This was seen as the most effective tool for gathering data in surveys and collecting data from a large number of respondents. According to Cooper and Schindler (2011) questionnaire development includes the designing, directing, compiling it and the data that were collected. The present study used questionnaires to collect data by employing likert scale rating. This technique has been widely used by previous researchers (Kim et al, 2009; Yoon et al, 2010; Yuksel et al, 2010).

## **3. DATA ANALYSIS**

The research was assessed through two stages of analysis, which involves measurement model and structural model analysis. In both models' analysis, specific criteria have been established for assessing the model. As Urbach & Ahlemann (2010) suggested, these two-stages of analysis were conducted in order to assess the quality of the empirical work.

## **RESULTS**

### ***A) Assessment of measurement model***

- ***Indicator Reliability***



In the present study factors loading between 0.4 and above were retained for analysis. Table 1.3 below elaborated;-

**Table 2: Factor Loadings**

<b>Constructs</b>	<b>Short form</b>	<b>Items</b>	<b>Indicator Loadings</b>
Parent's Involvement (PI)	PI1	My parents always know how well I am doing in school.	0.690
	PI2	Every time that I do something well at school my parents compliment me.	0.772
	PI3	My parents visited my classroom several times in the past year.	0.768
Education Aspiration (EA)	EA1	Parent's participating some tasks of the job at home will give their children eager of having good performance in class.	0.441
Parent's Education (PE)	PE1	Having a parent with education qualifications positively serve to the academic performance of the students	0.687
	PE2	Growing from a poorly educated family ,may or may not affect students' academic performance in class	0.813
	PE3	The parent's level of educations more likely to assist in their children performance in learning.	0.793
Academic Performance (AP)	AP1	I pay attention and listen during every discussion	0.734
	AP2	I want to get good grade in every subject	0.682
	AP3	I actively participate in every discussion	0.779
	AP4	I again focus when I see technical problems	0.722
	AP5	I enjoy homework's and activities because they help me improve my skills in every subject	0.679

- **Internal Consistency Reliability**

In this study the acceptable values for Composite Reliability (CR) value greater than 0.90 not desired, greater than 0.7 to 0.9 Satisfactory and value greater than 0.6 is suitable for exploratory research. In the resent study, all CR with of 0.6 were maintained for analysis.

Table 3: **Reliability of Constructs**

Constructs	Short Form	Composite Reliability
Parent's Involvement	PI	0.783
Education Aspiration	EA	1.000
Parent's Education	PE	0.764
Academic Performance	AP	0.838

- **Convergent Validity**

In the recent study, all CR with of 0.6 were maintained for analysis.

Table 4: **Summary of Convergent Validity**

Constructs	Items	Outer Loadings	Composite Reliability	AVE
Parent's Involvement	PI1	0.690	0.783	0.549
	PI2	0.772		
	PI3	0.768		
Education Aspiration	EA1	0.441	1.000	1.000
Parent's Education	PE1	0.687	0.764	0.528
	PE2	0.813		
	PE3	0.793		
Academic Performance	AP1	0.734	0.838	0.509
	AP2	0.682		
	AP3	0.779		
	AP4	0.722		
	AP5	0.679		

- **Discriminant Validity**

In the recent study all constructs under investigation were truly distinct from one another and finally, no item was deleted showing that all items are distinct from one another.

Table 5: Discriminant Validity

	Academic Performance (AP)	Education Aspiration (EA)	Parent's Education (PE)	Parent's Involvement (PI)
Academic Performance(AP)	0.713			
Education Aspiration(EA)	0.383	1.000		
Parent's Education(PE)	0.337	0.298	0.727	
Parent's Involvement(PI)	0.364	0.246	0.222	0.741

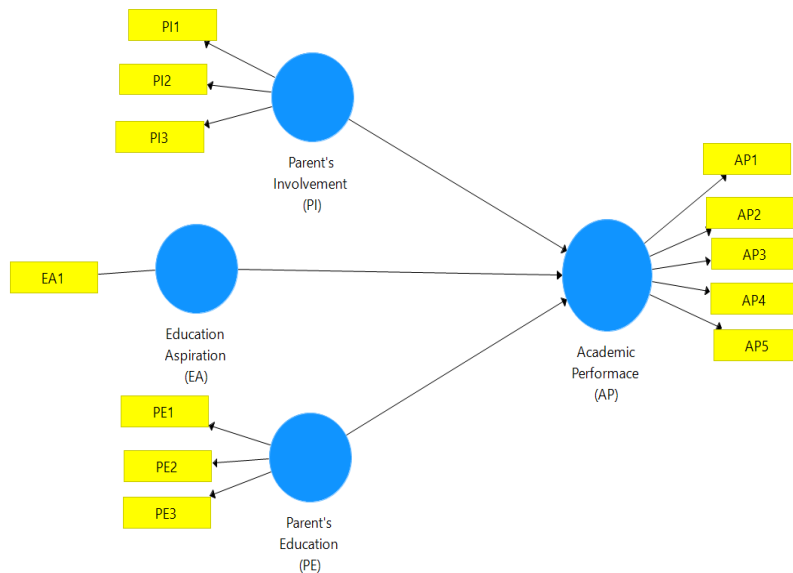


Fig. 2: Summary of the measurement model

**B) Assessment of structural model**

• **Path coefficients**

By using path coefficient in the present study, the significant relationship between variables is illustrated in the table 1.7 below;-

Table 6: Path Coefficient

Constructs	Path Coefficient
Parent's Involvement (PI)	0.256
Education Aspiration (EA)	0.260
Parent's Education (PE)	0.203

• **Hypothesis testing**

Hypothesis testing used to assess the relationship between variables. In statistical method, it always shows the accepted and rejected hypothesis. In the present study, using Smarts PLS 3 the hypotheses were confirmed and calculated by means of bootstrapping by making sure the resampling method of 5000 samples (Hair et al. (2017).

Table 7: Table of hypotheses Testing Results

Direct Relationships	B	SE	t-value	Confidence Intervals	
				5%	95%
Parent's Involvement ->Academic performance	0.256	0.118	2.163*	0.022	0.401
Education Aspiration ->Academic Performance	0.260	0.109	2.393**	0.096	0.450
Parent's Education -> Academic Performance	0.203	0.136	1.492 <sup>NS</sup>	-0.132	0.371

N: B \*p<0.01, \*\*p<0.05, <sup>NS</sup> Not supported

Based on the table above, the hypotheses of the present study showed the positive effects of parent's involvement on student's academic performance (as path coefficient =0.256, standard error =0.118, t-value=2.163\* and confidence interval=0.022, 0.401.), however, there was positive effects of education aspiration on student's academic performance (as path coefficient =0.260, standard error =0.109, t-value = 2.393\*\* and confidence interval =0.096, 0.450) and there was negative effects of parent's education on student's academic performance (as path coefficient =0.203, standard error =0.136, t-value = 1.492NS and confidence interval =-0.132, 0.371).

- *Coefficient of Determination Value (R<sup>2</sup>)*

Usually, this process is used to measure structural model and it shows correlation between constructs. According to Hair et al. (2017) when R<sup>2</sup> is 0.75 represent Substantial and when R<sup>2</sup> is 0.50 and 0.25 represent moderate and weak respectively. In this study, the R<sup>2</sup> for academic performance is 0.261 implying that exogenous variable describe the indigenous by 26.1% which is weak.

#### 4. DISCUSSION

The present study investigated the direct relationship between parents' involvement, education aspiration, and parent education on students' academic performance. The discussion of this investigation is as shown below:

*H<sub>1</sub>: There is positive effect of parent involvement on student academic performance.*

The present study hypothesized that parent's involvement has positive influence on student's academic performance. The result of the study as well has related to expectancy theory in that it authenticate the relationship between effort (environment i-e parent's involvement) and students' academic performance at parent's involvement has positive impact on student's academic performance. As not enough, the result again related to the previous studies (Anthony & Ogg, 2019). On the contrary, the result is also contradict with (De Boer & van der Werf, 2015) when asserted that there is no statistically significant relationship between parent's involvement and student's academic performance. However, the present study's finding confirmed the positive effect of parent's involvement on student's academic performance.

*H<sub>2</sub>: There is positive effect of education aspiration on student academic performance.*

The present study hypothesized that education aspiration has positive influence on student's academic performance. The result of the study as well has related to expectancy theory in that it authenticates the relationship between effort (environment i-e education aspiration) and students' academic performance at education aspiration has positive impact on student's academic performance. In addition, the result again relates to the previous studies (Ansong et al. 2019). Thus, the present study's finding confirmed the positive effect of education aspiration on student's academic performance.

*H<sub>3</sub>: There is positive effect of parent education on students' academic performance*

The present study hypothesized that parent's education has positive influence on student's academic performance. The result of the study demonstrated that parent's education has no positive impacts on student's academic performance. This result contradicts with previous studies (Azigwe et al. 2016; Gobena, 2018) since they asserted that there is significant relationship between parent's education on student's academic performance. On the contrary, the result goes against the expectancy theory in that it did not authenticate the relationship between effort (environment i-e parent's education) and students' academic performance at parent's education has negative impact on student's academic performance. However, the present study's finding confirmed that there is no significant effect of parent's education on student's academic performance.

### **Contribution of the study**

The present study provides new knowledge on parent's involvement, education aspiration and parent's education on student's academic performance in various ways, firstly, theoretical contribution; the study investigated socio-economic status in multivariable perspectives which confined new model that used those variables to understand student's academic performance, secondly, contribution to literature; it adds new literature about parent's involvement, education aspiration and parent's education on student's academic performance to the readers in East Africa especially Tanzania-Zanzibar. Thirdly, contribution to the policy implementers; the finding of this study is inconsistent with some previous studies, the study in this regard, the policy implementers such as government might make efforts on improving socio-economic situation such as provision of quality education to its citizens' especially teachers in order to improve student's academic performance, fourthly, contribution to practitioners; the result of the study might encourage education practitioners such as teachers to enhance parents to participate more on their children's education so as to improve the performance of their children. As not enough, it adds new knowledge on parent's involvement, education aspiration, parent's occupation and parents education on student's academic performance.

### **5. CONCLUSION**

In conclusion, the effect of parent's involvement, education aspiration and parent's education on student's academic performance among secondary school students is very important topic to be discussed in developing countries; though there were number of limitations in the present study, the research provided different contributions such as theoretical contribution, contribution to literature, contribution to policy implementers, and contribution to practitioners. As not enough, the present study found that parent's involvement (PI) and education aspiration (EA) have positive significant relationship to

student's academic performance. However, parent's education (PE) has negative relationship to student's academic performance.

Finally, the research model was developed through three (3) hypotheses, two (2) out of three (3) hypotheses were supported and one (1) was not supported and was eliminated in the final model.

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