An Examination Regarding The Academic Performance Of University Students In Relation To Their Parents' Socioeconomic Status In China

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Abstract-

The purpose of this research is to look at how parents' socioeconomic status (SES) affects their children's success in higher education. Examining how factors including students' socioeconomic status, degree of education, work status, and family history relate to their academic success in college is the main goal of this study. Using a mixed-methods approach, data was gathered from a diverse group of parents and students from different institutions in China. Grade point averages were used to measure academic achievement, whereas factors including family income, parental education level, and employment type were utilised to indicate socioeconomic class. In order to have a better grasp of how students felt their parents' socioeconomic situation affected their academic performance, qualitative interviews were carried out with them. In general, pupils from more affluent backgrounds outperform their less well-off classmates, and the results show that parental education level and family income are strong predictors of student accomplishment. Financial and emotional support from parents have a significant impact on their children's academic success, according to the research. The findings demonstrate that factors other than financial position, such as innate drive and institutional support, have a significant role in determining academic achievement. The research sheds light on how one's family's financial situation affects their academic performance and provides suggestions for policies that might help lower educational disparity and provide assistance to students from low-income families in China's higher education system.

Keywords: *Family Income, Parents' Financial Success, Students' Academic Progress, Structural Equation Modelling, Students' Final Grades.*

1. INTRODUCTION

An obvious and long-established link exists between one's socioeconomic status and their level of academic achievement. This study will examine this link within the Chinese setting. By examining the relationship between parents' socioeconomic position and their children's success in higher education, this research seeks to illuminate the effect of socioeconomic inequality on educational accomplishments in developing countries. The research sheds light on the reasons behind China's educational gap and points the way towards programs that aim to boost enrolment in universities and colleges. Among the many critical factors influencing college students' academic achievement is the socioeconomic status (SES) of their parents. Natural ability, familial wealth, and cultural norms all play a role in determining academic success in China, as they do in many other nations. Factors including a parent's income, level of education, and occupation may determine whether a kid has access to the resources they need to thrive in school. The government of China requires education policies and processes grounded on a comprehensive understanding of what impacts students' capacity to achieve academically, given the rapid expansion of the country's higher education sector. The focus of this study is on the relationship between parental socioeconomic status and their children's

academic performance in college. A deeper understanding of the relationship between socioeconomic status (SES) and academic performance can aid efforts to improve higher education, eliminate educational inequities, and provide equitable access to educational opportunities. This study seeks to provide a comprehensive understanding of how students' socioeconomic background affects their success in higher education by examining the relationships between students' academic performance and characteristics such as family income, parental education, and job type. The study also looks at how students see their parents' academic influence on them and how having emotional and financial support at home impacts their college achievement. The findings of this research will be of great use to Chinese policymakers, university presidents, and educators due to the growing number of programs with the goal of providing high-quality education to all students (Hurtado et al., 2020).

2. BACKGROUND OF THE STUDY

As China's economy has flourished, so has the wealth discrepancy. Despite the distribution of public funds to schools, educational achievement inequalities continue to exist. A large body of evidence suggests that a child's socioeconomic status is favourably associated with their academic achievement. However, academic institutions in China have done very little study on this link. By looking at how college students' socioeconomic background relates to their grades, this study hopes to address a gap in our understanding of the causes and effects of educational inequality in China. Over the last several decades, there has been tremendous transformation in China's educational system and its associated institutions. Rising student enrolment has prompted the Chinese government to prioritise improving education and inspiring its citizens to reach their full potential in the classroom. Nevertheless, despite these advancements, there are still significant gaps in the academic achievement of college students (Liu & Sun, 2019).

A student's socioeconomic status (SES) impacts their access to resources, the strength of their support networks, and the possibilities for learning, which in turn causes these disparities. A parent's job, income, and level of education are the three indicators of their socioeconomic status (SES). Children from more affluent backgrounds may have an advantage in the classroom due to factors such as greater access to private tutors, participation in extracurricular activities, and better course materials, according to the research. Additionally, it is common for parents with higher degrees to have an easier time with academic guidance and create a conducive study environment at home. Kids from low-income families may face financial struggles and limited educational resources since their parents aren't always involved in their education because of work or because they don't know about all the options available to them. When taken as a whole, these issues may hinder their academic performance (Schuurman & Hamaker, 2019). The association between socioeconomic position and academic success is magnified by the disparities in opportunities and resources that students encounter in rural and urban parts of China. There are still significant social differences in academic performance even among college students. Few studies have examined the relationship between socioeconomic position and academic performance in China's higher education system, which is surprising given the country's recent educational reforms and the intense competition for university spots. On the other hand, a mountain of literature covering the same area in Western contexts says the exact opposite. Because understanding the impacts of socioeconomic status (SES) on academic accomplishment is vital, this study aims to examine the specific relationship between children's academic achievement and their parents' socioeconomic level in Chinese classrooms. By delving into this association and illuminating the ways in which kids' family wealth impacts their academic achievement, school districts and lawmakers may potentially do more to ensure that children from all socioeconomic backgrounds have an equal opportunity to succeed (Eidum et al., 2020).

3. PURPOSE OF THE RESEARCH

Finding out how parents' socioeconomic status in China relates to their children's college success is the main goal of

this research. Finding out how socio-economic factors impact the performance of Chinese university students is the goal of this research, which examines variables such parental education level, profession type, and family income level. Finding out if and how academic performance varies across children from different socioeconomic origins is the primary goal of the research.

4. LITERATURE REVIEW

The correlation between parents' socioeconomic level and their children's academic performance at Chinese universities has been the subject of much research, among other factors that affect educational results. Several studies have shown that adolescent academic performance is strongly correlated with socioeconomic status (SES), which encompasses parental education, employment, and financial resources. The well-off are more likely to have access to specialised academic support services like private tutors and enrichment programs. It is fairly uncommon for students hailing from low-income households to lack access to essential academic resources. Looking at the association between the two, researchers have found that children's academic achievement is greatly impacted by their socioeconomic level (SES). Students' academic success is often highly correlated with the socioeconomic position of their families (Erdem C, Kaya, 2023). This is because students from wealthier backgrounds often come from more supportive family environments, have more disposable income, and have the option to hire private tutors. Parental education is an important influence because children whose parents have higher levels of education are more likely to get academic help and to have higher expectations placed on them. Children from more financially secure families are more likely to excel academically because their parents can afford to provide them with the resources they need, such as books and extracurricular activities. Social capital in the form of parents' professional networks and the guidance and encouragement they provide their children may significantly affect the academic success of such youngsters. Research in China shows that university applications are more difficult for students from low-income rural regions or households. They may not be as effective as those in urban areas, however. Despite the government's efforts to reduce the performance gap, students from lower socioeconomic backgrounds continue to face obstacles. Additionally, research has shown that children's academic performance improves when parents are financially and emotionally invested in their education. A child's ability to bounce back and their own will to achieve are both enhanced by growing up in a loving and encouraging home. Further research is required to understand the complex relationship between socioeconomic position and academic success in light of the constantly evolving educational landscape in China (Gui et al., 2023).

5. RESEARCH QUESTION
- How do stronger social networks work in academic performance of university students?

6. METHODOLOGY

Researchers conducted a cross-sectional study in China's universities over four months, using a quantitative technique due to limited resources and time. A total sample size of 406. Participants were confined to wheelchairs or unable to read and write, and their responses were recorded. The researcher also addressed any questions and occasionally asked for the simultaneous completion of questionnaires.

6.1 Sampling: Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programe, researchers determined that there were 378 people in the research population, so researchers sent out 460 questionnaires. The researchers got 437 questionnaires back, and the researcher excluded 31 questionnaires due to incompleteness, so the researchers ended up with a sample size of 406.

6.2 Data and measurement: A questionnaire survey was used as the main source of information for the study (one-to-correspondence or Google-form survey). Two distinct sections of the questionnaire were administered: Both online

and offline channels (a) demographic information, and (b) replies to the factors on a 5-point Likert scale. Secondary data was gathered from a variety of sites, the majority of which were found online.

6.3 Statistical Software: SPSS 25 was used for statistical analysis.

6.4 Statistical tools: To get a feel for the data's foundational structure, a descriptive analysis was performed. A descriptive analysis was conducted to comprehend the fundamental characteristics of the data. Validity was tested through factor analysis and ANOVA.

7. CONCEPTUAL FRAMEWORK
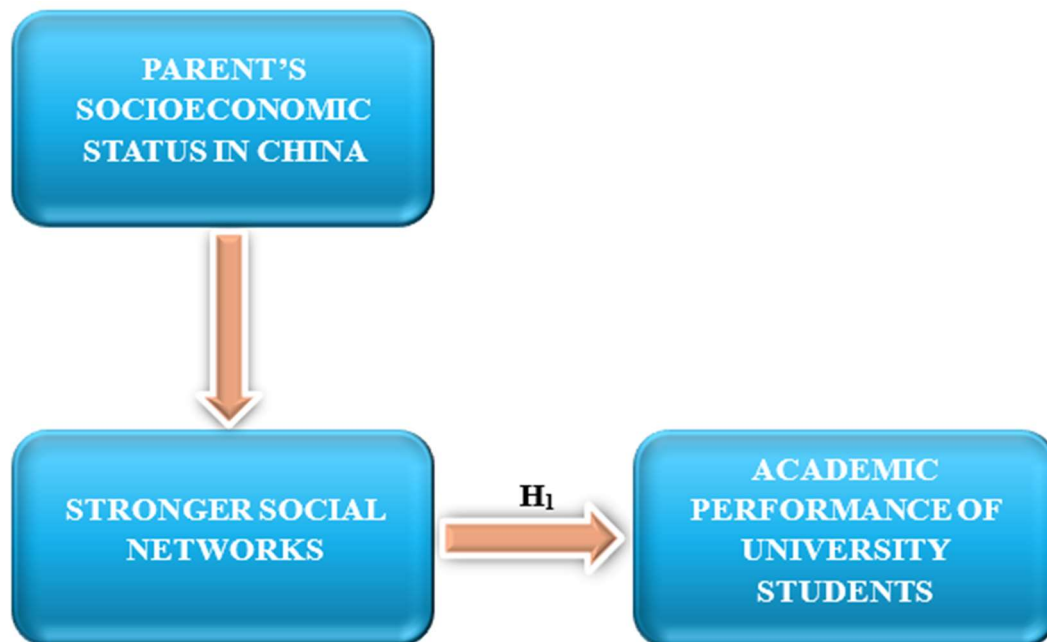
8. RESULT

❖ **Factor analysis**

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilize regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A dismal 0.050 to 0.059, subpar 0.60 to 0.69 Middle grades often range from 0.70 to 0.79. Exhibiting a quality point score between 0.80 and 0.89. They are astonished by the range of 0.90 to 1.00. Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measurement: .939

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square degrees of freedom = 190 significance = 0.000
This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. A Kaiser-Meyer-Olkin value of 0.939 indicates that the sample is sufficient. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 10: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.939
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.939 was the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix was not a correlation matrix.

❖ **INDEPENDENT VARIABLE**
➢ **Parents' Socioeconomic Status in China**

The parents' income, education level, employment, and the degree to which they are affected by others are among the characteristics that define a family's socioeconomic standing in China. Because it dictates their access to resources, support networks, and opportunities, a child's socioeconomic status (SES) substantially impacts their educational chances and results in China. Typically, children whose parents have more discretionary cash may attend private schools, participate in extracurricular activities, and get supplementary learning materials. The academic success of a child is enhanced when their parents are actively involved in their school. This is especially true for parents with advanced degrees. Geographical differences, which further emphasise the role of socioeconomic position, contribute to the fact that urban households in China often have more access to high-quality educational resources than rural ones. In China, the financial resources and social and cultural capital of the educational system are both affected by the socioeconomic status of parents, making the former a significant predictor of the latter's children's academic performance and educational success (Davis, 2019).

❖ **FACTOR**
➢ **Stronger Social Networks**

A person or group has a stronger social network if they have strong ties to other members of society, such as relatives, friends, coworkers, mentors, and prominent personalities. A person's professional, intellectual, and personal development may all benefit from the connections made possible by these networks. In China, like in many other

countries, guanxi—a system of personal connections that allows one to get access to exclusive opportunities, job referrals, and recommendations—is vital to one's professional achievement, financial success, and social mobility (Poon, 2020).

❖ **DEPENDENT VARIABLE**
➢ **Academic Performance of University Students**

The academic success of college students may be defined as the quantifiable results of their educational accomplishments throughout their time in college. Academic performance is comprised, including items like grade point average, test scores, courses finished, and total academic achievements. Factors that may influence a student's academic success include their cognitive aptitude, study habits, attendance, interest, social support, and financial stability. It shows how successfully a student completes their course of study and applies what they've learnt in class. Examining a student's academic performance is one common way to gauge their readiness for college or the workforce. The reason for this is that academic achievement provides the foundation for internships, promotions, and scholarships (Jiang et al., 2019).

❖ **Relationship Between Stronger Social Networks and Academic Performance of University Students**

University students' academic success is significantly correlated with the strength of their social networks, as these networks provide encouragement, support, and access to useful resources. Knowledge sharing, group study sessions, and academic advising are all ways in which strong relationships with teachers, classmates, and mentors may improve learning. Internships, research partnerships, and career guidance are just a few of the ways in which students may benefit from networking. A person's ability to concentrate and get things done is enhanced when they have the emotional and psychological backing of those they care about. But, if one does not strike a healthy balance between socialising and academics, the former may cause diversions and the latter to suffer (Borer et al., 2019).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyze the relationship between Stronger Social Networks and Academic Performance of University Students.

"H₀₁: There is no significant relationship between Stronger Social Networks and Academic Performance of University Students."

"H₁: There is a significant relationship between Stronger Social Networks and Academic Performance of University Students."

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	102	5982.532	1319.482	.000
Within Groups	492.770	303	4.534		
Total	40081.390	405			

In this study, the result is significant. The value of F is 1319.482, which reaches significance with a p-value of .000 (which is less than the alpha level). This means the *"H₁ There is a significant relationship between Stronger Social Networks and Academic Performance of University Students."* is accepted and the null hypothesis is rejected.

9. DISCUSSION

Higher socioeconomic status was associated with improved academic performance among Chinese college students,

according to the study's conclusions. The importance of having access to educational opportunities and resources is further highlighted by this. The need for individualised treatment is further underscored by the fact that disparities do occur across different socioeconomic groups. Among the several elements that impact pupils' drive and determination are societal norms and parental expectations.

10. CONCLUSION

Findings from this research show that parents' socioeconomic status has a substantial effect on their children's college experiences in China. Because they are more able to take advantage of educational opportunities and flourish in classrooms that support them, students from higher socioeconomic status (SES) backgrounds are more likely to perform academically. In order to promote educational fairness and improve overall student achievement in China's higher education institutions, it is important to tackle socio-economic disparities via specific policies and actions. The academic success of Chinese schoolchildren is strongly correlated with their parents' socioeconomic level (SES), according to this study. In most cases, academic success is more common among children from more affluent backgrounds. This is probably because these kids come from more privileged backgrounds, whose parents have more money, more education, and more resources at their disposal. Academic success in school was significantly associated with parents' wealth and degree of education. Parents with higher incomes and levels of education might provide their children with better academic materials and create a more suitable home atmosphere for learning. Students from poorer socioeconomic origins face more challenges, such as a lack of financial and educational resources, which might impact their academic ability. Policymakers might help close the attainment gap by providing low-income students with more individualised services, which persists even in higher education. Continuous efforts are needed to increase educational fairness at China's institutions, and it is important to examine the larger social and economic context when evaluating academic achievement, according to the report.

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