

# **IMPACT OF PARENTS' INCOME LEVEL ON STUDENTS' SELF-CONCEPT AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA**

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## **ABSTRACT**

*Parents' income level and students' self-concept are both important aspects for the academic development of learners in this present era that is the present study was conducted to investigate the impact of parents' income level on 10 grade public schools students' self-concept at secondary level in southern districts of Khyber Pakhtunkhwa. Main purpose of the study was to explore the impact of parents' income level on students' self-concept at secondary level in Khyber Pakhtunkhwa. The researcher collected data from four hundred (400) students of grade 10<sup>th</sup> both urban and rural at secondary level in public schools and self-developed questionnaire was used for measuring the parents' level of education and the students' self-concept. Similarly, the collected data were analyzed through SPSS version 20. Regression and  $\beta$  (coefficient of impact) were used as statistical techniques. Finally, the results of this study clearly revealed that parents' education had a consistent and positive impact on students' self-concept.*

**Keywords:** *Parents' Income Level, Students' Self-concept & Academic Competence*

## **INTRODUCTION**

Probing into the traits of personality of people has always been focus of researchers and scholars. The study of self-concept is also an effort in the same context. The multitude of definitions and explanations have been propounded about self-concept and the way it works through human's activities. As a matter of fact, it is positive or healthy self-concept which brings a person success in his work (Branden, 1994). He maintains that the way we think or the way we behave to others is all controlled by self-concept. Similarly molesting children, beating wife, committing suicide and almost all social deviances are the manifestation of self-concept in one way or the other, he contends. Self-concept of person can be torn apart into number of domains like abilities, physical outlook, the academic competence, autonomy, independence, goal setting and family relationship. The self-concept of adolescent may be positive/negative, differing from domain to domain. For instance adolescent is star athlete in long jump, his self-concept will be positive in that domain, and he has low academic achievement at school, his academic self-concept will be negative. The self-concept is one's perception of abilities. With growing age of individual, self-concept changes from general to specific, disorganized form to the organized one (Pastrorino & Portillo, 2013).

The self-concept is synonymous to self-perception and it refers to all those beliefs of individual, which he has about his own tendencies, peculiar qualities and specific behavior; it is your bent of

mind (Weiten, Dunn & Hammer, 2012). It is a multidimensional construct and is influenced by a number of factors such as peers support, teachers' reinforcement at school, a student's previous academic achievement, parental involvement in student's school affairs and the socioeconomic status of the family. A student's self-concept is deeply related with the socio economic status of a family (Fan, 2001). Resources include materials, money, power, social networks, acquaintances, health facilities, leisure time, or access to educational opportunities make socioeconomic status of a family (Oakes & Rossi, 2003). Socioeconomic status is the position of a family as compared to others in terms of its income, power and prestige and represents a person's access to pelf and power and to control them (Gouc, 2007). Family socio-economic background includes family income, standard of house occupied or rented, family size, parental education and level of family stability among other factors (Ovute, 2009). Socio-economic status measures a family's position in society with reference to income, education and occupation (Marmot & Michael, 2004). Caste is also associated with SES because it is also one of indicators of one's social class or status but unlike SES, social class, caste is not set by effort but by birth (Arrow, Bowles & Durlauf, 2000).

Similarly, like occupation of parents income level of student may not be neglected in students' self-concept motivation at secondary level. Income is second dimension and a simple indicator of socio-economic status and show the purchasing power of an individual. It refers to all of an individual's earnings like wages, profits, rents, salaries etc. The compensatory amount given to the unemployed or to the working citizens, social security payments, interest on loans, pensions/dividends of business deal, royalties, alimony/any other government, public financial assistance are the various form of income. The income of an individual can be easily accessed and assessed; therefore, it is frequently used to measure socioeconomic status of an individual. The correlation between income and education is not as strong as that between education and occupation because examples are common of highly educated but relatively poor individuals, and totally illiterate but financial icons. Income ensures access to goods and services. The most noticeable service of income is access to health facility. On other hand scarce income creates problems and challenges in a family which land the household in tension and conflict and consequently, the physical and mental health of the family folk is adversely affected.

Though income and education are the variables of the same construct but they differ from one another in that the educational attainment is a permanent change, while income may undergo ups and downs in the course of time. For example, Duncan (1988) found in "Panel Study of Income Dynamics" that about in 11- year's period, the income of one third of the United States total population fell by more than 50% in the income to needs ratio. Income also relates to family functioning. The wealthier the family is, more will be its recreational activities and the happier and healthier will be the family members. Those parents who have more money enjoy more excursions with their kids than the poorer parents. On the other hand, lack of money creates stress and conflict inside a family (McLeod et al., 1994). This impact is more serious for boys than the

girls. This is probably because boys are expected more than the girls by the parents to contribute to the family income and for the same reason, the parents become more rejecting of boys during financial crises. Such a situation sometimes compels fathers to leave homes because of the economic pressure they experience (Wilson, 1979).

## **LITERATURE REVIEW**

The term Self-concept refers to as how one thinks about oneself, evaluates ones unique qualities or sees oneself. Ones this awareness of oneself is termed as self-concept. The "self" has got a high place in the theories of personality in psychology. Generally, the self has two aspects, I and me.' I' refers to as how we evaluate while 'me' refers to as how we see over ourselves (Funder, 2007). As a child grows in age, his self-concept also becomes richer with respect to both 'I' and 'me'. 'I' separates him from other people and objects while 'me' confers on him distinct qualities and features (Mischel, Shoda & Smith, 2004). Thus, self-concept refers to those attitudes which are typical of an individual (Demo, 1992). Baumeister (1999) opines that Self-concept of an individual is his belief about himself which embodies his personal attributes and who and what he is. Self-concept is dealt as an important construct both in social and humanist Psychology. It is our awareness of our own abilities and individuality. Our self-concept is very much general in the beginning but with the growing age, it becomes more organized and specific (Pastorino & Doyle-Portillo, 2013). McGraw (2008) sees self-concept as a person's cumulative perception of himself or herself across multifunctional set of domains. It is the self-knowledge and appraisal of the strength of the capabilities of a person.

This knowledge comes through experience and understanding of setting around. This knowledge covers the past self and the future self or possible self. Past self refers to bygone experiences while the possible self represents an individual's ideas of what he might become. Weiten, Dunn and Hammer, (2012) reflect that self-concept is the total sum of beliefs that a person holds about his typical qualities and behavior. Your self-concept is your mental picture that you bear about yourself. It is the collection of your various self-understandings, for instance, your beliefs that "you are easy going" or "you are not pretty" or that "you are hardworking". Self-concept is something different than self-awareness, which represents one's attitudes and dispositions (Ayduk et al, 2009). Self-concept is also distinguishable from self-esteem which shows assessment and opinion, for example, "I feel good about the fact that I am a fast runner") while self-concept is a component of one's self which is based on cognition or description, for example, "I am a fast runner". It means that we are not concerned only with qualities we have but also with the value we attach to those qualities (Rosenberg, 1965). Self-concept can be termed as self-perception, which reflects total of individual's beliefs which he/she holds about his or her unique qualities.

To Baldwin and Hoffman, (2002), it is a variable with which an individual evaluates himself or herself in domains which he/she considers important and it is positively or negatively influenced

by an individual's age, gender, educational discipline, educational level and socio-economic status. Eccles (2005) attaches as many as seven features to self-concept. To him, it is organized, stable, hierarchical, developmental, evaluative, multifaceted and differentiable. Self-concept is always the result of the experiences gained in the environment from reinforcements by significant others. It simply refers to how one thinks about oneself.

### **The Problem Statement**

The statement of study was to find out the impact of socioeconomic status of family on students' self-concept. Socioeconomic status of a family consists of three variables named education, income and occupation. The impact of each of the aforementioned variables was separately studied against the seven domains of self-concept named academic competence, autonomy and independence, financial capacity, goal setting, family relationship, social competence and friendship and affiliation.

### **Objectives of Study**

The following were major objectives of the study:

- To find out the level of self-concept of students at secondary level in the Southern Districts of Khyber Pakhtunkhwa, Pakistan.
- To find out the impact of parents' income level on self-concept of the students at secondary level.
- To put some valuable suggestions for the improvement of self-concept of the students at secondary level.

### **Research Questions**

Following were the research questions:

- What was the self-concept of students at secondary level in southern districts of Khyber Pakhtunkhwa?
- What was the impact of parents' economic level on students' self-concept at secondary level in southern districts of Khyber Pakhtunkhwa?

### **Significance of Study**

This study will show the educators, educationists, policy makers and parents, the right direction for improving the teaching learning process in schools by providing a base for new teaching methods. This study will be helpful in diverting the attention of the teachers towards the self-concept of the students. This study will necessitate a good working relationship between school and community which, if procured, will procreate a conducive environment in schools. This study will also make the parents sensible for self-concept of their children which will ultimately

improve their academic progress. This study will motivate other researchers to further investigate in this regard.

## RESEARCH METHODOLOGY

This study was carried in the form of a descriptive survey focusing on finding out the impact of the family socioeconomic status on the self-concept of the students. This was a survey type study in which a self- developed questionnaire for measuring the impact of parents' income level on students' self-concept at secondary level. Population is the group of interest to the researcher to which she or he would like the results of study to be generalizable. The population of this study was all 10<sup>th</sup> grade students in six southern districts, Bannu, Karak, D.I.Khan, Lakki, Kohat and Tank. The target population of this study was all the 10<sup>th</sup>-grade students of Khyber Pakhtunkhwa. The individuals selected comprise a sample and the larger group is referred to as a population. For the purpose of selecting a sample for this study from above population, stratified random sampling technique was used. Stratified sampling is process of selecting a sample in such a way that the identified sub groups in the population are represented in sample in the same proportion that they exist in the population. The population was divided into two strata, Urban & rural. To select different secondary schools from each stratum, proportional allocation was used and different schools were selected by simple random sampling technique.

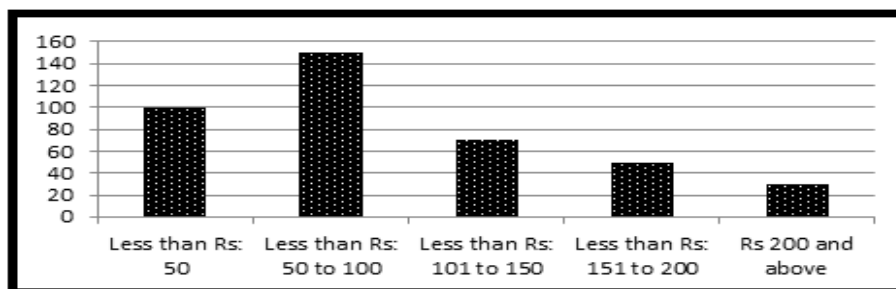
## FINDINGS AND DISCUSSIONS

The data collected was analyzed through SPSS 20. Different statistical tools such as Mean, Median, Standard Deviation and Regression were used.

Table 1 Views of Students about their Finances

	Less than 50	50 to 100	101 to 150	151 to 200	200 or above
Frequency	100	150	70	50	30

Total respondents = 400



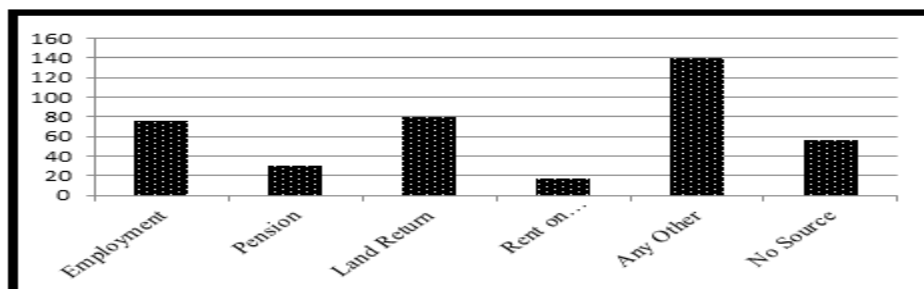
The above table shows that out of 400 respondents, 100 students get less than Rs.50 as pocket money, 150 get Rs. 50 to 100; 70 students received Rs. 101 to 150; 50 acquire Rs. 151 to 200 while 30 students get Rs. 200 or above for school. The data which is given in the above table

clearly indicates views of learners regarding their financial level of parents and that is different from others.

Table 2 Views of the Students about Their Parents' Source of Income

Statements	Employment	Pension	Land Return	Property Rent	Other	No Source
	Parents' Income	76	30	80	17	140

Total respondents = 400

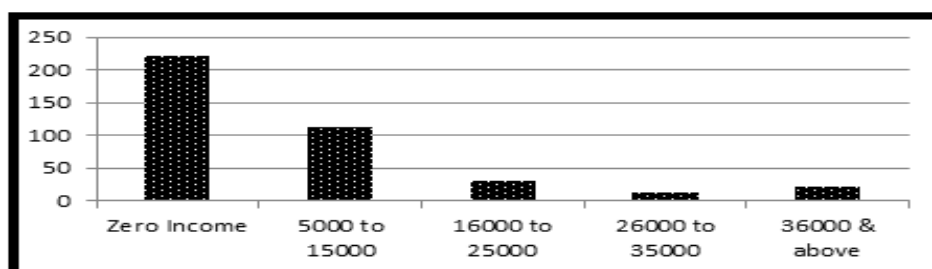


The above table indicates that the total respondents are 400. The above table shows that income of the students' parents' comes from divergent sources: 76 from employment, 30 from pension, 80 from land, 17 from rent on property, 140 of parents are such that their income comes from other than these sources; While 57 parents have no source of income. Here in this table the job or profession of students' parents are mentioned which also highlights their income level and financial stability. In light of the above data it may not be wrong to say that even some peoples have no source of income for livelihood.

Table 3 Views of Students about the Income of Other Family Members

Zero income	5000 to 15000	16000 to 25000	26000 to 35000	Above 36000
221	113	31	14	21

Total respondents = 400



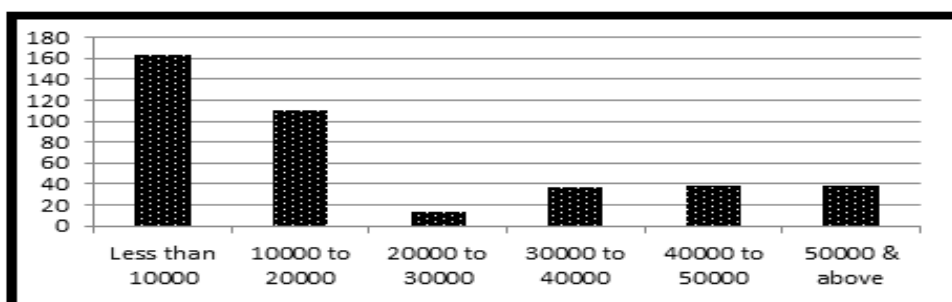
The above table indicates that the total respondents are 400, in which 221 families has no earning members other than their parents and among the earning ones, 113 families earn from Rs. 5000 to

15000, similarly 31 families earn from Rs.16000 to 25000, 14 families from Rs. 26000 to 35000 and 21 families from Rs. 36000 and above.

Table 4 Views of the Students about Their Family Income from All Sources

Less than 10000	10000 to less than 20000	20000 to less than 30000	30000 to less than 40000	40000 to less than 50000	50000 and above
164	110	13	37	38	38

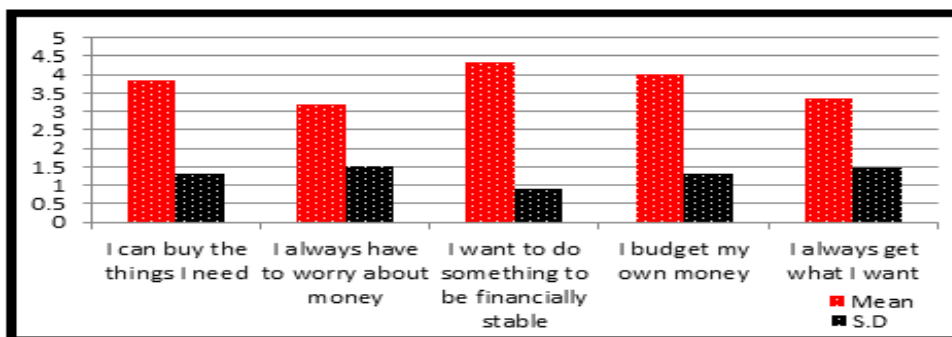
Total respondents = 400



The above table shows that out of 400 respondents, 164 families have less than Rs. 10000 income, similarly 110 families have Rs. 10000 to less than 20000, 13 have Rs. 20000 to less than 30000, 37 have Rs. 30000 to less than 40000, 38 have Rs. 40000 to less than 50000 and 38 have Rs. 50000 and above.

Table 5 Views of the Students about Their Financial Capacity

SN	Statements	Mean	S.D
1	I can buy the things I need.	3.86	1.316
2	I always have to worry about money.	3.20	1.534
3	I want to do something to be financially stable.	4.32	.914
4	I budget my own money	4.00	1.315
5	I always get what I want.	3.35	1.483



The above table reflects that the Mean values for the financial capacity- representing statements, that I can buy the things I need and I budget my own money are 3.86 and 4.00 respectively which stand for true under the Mean category 3.41----4.20. Similarly statement, I want to do something to be financially stable, carries the Mean value 4.32, falling in the range 4.21---- 5.00 represents very true, The statements I always have to worry about money and I always get what I want, take the Mean value 3.20 and 3.35 respectively falling in the range 2.61---- 3.40, represented unsure.

Table 6 Diagram of Scale Used for Data Collection

Version	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Numerical Values	5	4	3	2	1

Table 7 Regression of Parents Income Level and Self-concept

Dependent Variable	Predictor	R	R Square	Df	F-value	P-value	Beta Score	Sig.
Parents Income level	Self-Concept Of Learners	.896 <sup>a</sup>	.802	1 498	2017.12	.000 <sup>a</sup>	.896	.000

Significance value of  $P > .05$  shows insignificance &  $< .05$  shows significant influence  $>$  greater than,  $<$  lower than

In the above table the results of the linear regression used to analyze the effects of Parents income level and self-concept of students at secondary level in Khyber Pakhtunkhwa. The value of R square (.802) explains variance which is actually square of multiple R (.896<sup>a</sup>)<sup>2</sup> and demonstrate a correlation of independent variable or predictor (self-concept) with the dependent variable (parents income level). In fifth (df) column of the table, upper value (1) indicates the number of independent variable(s) and the lower value cites the total number of complete responses for all the variables in the equation ( $N-K-1 = \text{number of respondents} - \text{number of independent variables} - 1$ ) i.e.  $\{(500-1-1)\} = (498)$ . F-value produced in sixth column (2017.127) has been found significant at (.000) level of significance. Similarly the Beta score (.896) has also been found significant at (.000<sup>a</sup>) level of significance, given in eighth column of the mentioned table. The above inferences reveal the rejection of  $H_0$ , which means that the sampled population perceives a significant relation or influence of parents' income level on self-concept of students.

Marmot and Michael (2004) reflect that socio-economic status is a family's position in society with special reference to income, education and occupation. Ovute (2009) observes that family socio-economic background includes family income, standard of house occupied or rented, family size, parental education and level of family stability among other factors. Income is another of the three variables of socioeconomic status. Income stands for one's earnings from all sources such as profits, salaries; rent on property and dividends. Income makes possible the procurement of goods and services of which health services are most outstanding. On the other



hand; poor income causes conflict and tension which in turn causes a number of mental and physical ailments (Duncan, 1988).

## CONCLUSIONS

After the successful completion of this present study it may be finally concluded that parents' income level plays a pivotal role in students' self-concept development and enhance the students' social life, friendships and affiliation. The review of related literature also highlights that parents' income level plays an important role in students' social affairs. Parents' income from all sources was highly effective in emerging their children self-concept about autonomy and independence, financial capacity, family relationship, social competence, friendship and affiliation while its impact was not significantly observable in formation of concept of academic competence and goal setting. House own or rented had a positive impact on students self-concept about Financial capacity, Family relationship and Friendship and affiliation while the same had no effect on students' competence, autonomy and independence, goal setting and social competence. Area of the living house positively impacted the academic competence and financial capacity, family relationship and competence of students while their concept of autonomy and independence, goal setting, and friendship and affiliation had not been affected by area of the living house. Academic Competence, Autonomy and independence, Goal setting and Social competence of the students were not affected by area of the cultivable land possessed by their family while it had a positive impact on the concept of financial capacity, family relationship and friendship and affiliation.

## Suggestions

In light of the above mentioned study the following suggestions were made regarding impact of parents' income level on self-concept of students at secondary level:

- Parents' income level plays an important role in students' self-concept at secondary level that is why same study may be conducted at college and university level in order to highlight the role of parents' income level in self-concept of learners at higher level.
- This study was basically descriptive in nature therefore, experimental study may be conducted regarding parents' income level and self-concept of learners because it will highlight it more and more and may be conducted in controlled environment.

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