

THE IMPACT OF PARENTAL SOCIO-ECONOMIC STATUS AND THEIR COLLABORATION WITH TEACHERS ON STUDENTS' ACADEMIC PERFORMANCE AT SECONDARY LEVEL

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Abstract

This study investigates the impact of parental socio-economic status (SES) and parent-teacher collaboration (PTC) on the academic performance (AP) of secondary school students. Grounded in a quantitative research design, a two-stage random sampling approach was used to obtain data from a sample of 200 students, along with their parents and teachers. Data were gathered through a self-developed instrument comprising demographic information, SES indicators, and structured surveys for parents and teachers. Inferential statistical techniques, including linear regression, Pearson correlation, and multiple regression models, were applied to analyze the data. The findings reveal that both SES and PTC exert a statistically significant influence on students' academic performance. Furthermore, a moderate positive association was identified between the two independent variables, namely SES and PTC. The inclusion of socio-economic status as a mediating variable revealed that the association between parent-teacher collaboration and academic performance remains positive and significant, albeit with a reduced coefficient. These results highlight the combined role of socioeconomic factors and collaborative engagement between parents and teachers in shaping educational outcomes. It suggests that schools should implement regular parent-teacher interactions, provide parental guidance programs, and develop flexible communication strategies, particularly to support families from lower socioeconomic backgrounds, to enhance students' academic outcomes.

Keywords: Socio-Economic Status (SES), Parent-Teacher Collaboration (PTC), Academic Performance (AP).

Introduction

Education is widely recognized as a fundamental driver of progress in today's globalized and technologically advanced world. It plays a vital role in promoting sustainable development and the advancement of human society (Farooq et al., 2011). Moreover, education enhances individuals' perspectives, supports informed decision-making, and develops the ability to distinguish between right and wrong. It also encourages people to use available resources effectively for both personal growth and the betterment of society.

Education can be understood as a continuous process that fosters intellectual development through the acquisition of knowledge across various settings, including homes, community environments, religious institutions such as mosques and churches, and formal institutions like schools and colleges (Abdu-Raheem, 2015). It is a core human right and serves as a key foundation for sustainable development, social inclusion, and economic progress.

Students' academic achievement is strongly associated with the social and economic development of a nation. High levels of academic performance contribute to the preparation of competent graduates who are expected to become future leaders and drive national progress (Mohamed et al., 2018). Consequently, student achievement has received significant attention in previous research. Scholars and educators have consistently explored the factors that influence students' performance in order to improve educational outcomes (Farooq et al.,

2011). An important concern in this context is identifying the determinants of students' academic success. Understanding these factors is essential for enhancing overall student performance and promoting educational effectiveness.

Previous researchers have identified several factors that influence students' learning and academic performance, including family aspirations, peer influence, socio-economic background, family structure, parental involvement in education, student behavior, and the overall school environment (Kurdek & Sinclair, 2000; Tavani & Losh, 2003; Admasu, 2004). The present study, however, focuses on two key determinants of academic performance: parents' socio-economic status (SES) and parent-teacher collaboration (PTC).

Socio-economic status is typically determined by factors such as family income, parental occupation, and educational level. According to Akhtar (2012), SES consists of both social status and economic standing. Research by Saifi and Mehmood (2011) indicates that parents' level of education, employment status, and availability of household resources significantly affect their children's academic outcomes. Students from lower SES backgrounds often face academic challenges due to limited access to educational materials and supportive learning environments, unlike their higher SES counterparts. Similarly, Ahmar and Anwar (2013) found that learners from more advantaged socio-economic backgrounds tend to perform better academically compared to those from lower SES groups. These findings suggest that SES plays a meaningful role in shaping students' academic performance (Chaliha & Hazarika, 2012).

Education is a major force behind societal development, as it contributes to the formation of responsible and informed citizens. Families play a central role in the socialization process, preparing children to become productive members of society. Active parental involvement in children's education is commonly associated with improved academic performance and overall personal development (Rafiq et al., 2013). Furthermore, effective collaboration among family, educators, and the broader community is considered essential for sustaining high standards of education (Lynch & Irvine, 2009; O'Connor, 2007; Epstein, 2010). As highlighted by Hill and Taylor (2004), increasing expectations for student achievement have strengthened the partnership between schools and families, leading to shared responsibility for children's educational success.

It is often acknowledged that Parent-teacher collaboration is an important factor in enhancing students' academic achievement and improving their behavioral outcomes. Research indicates that parental involvement becomes particularly critical when students experience academic or behavioral challenges, as it contributes to more positive educational results (Wagner et al., 2005). In addition, parental engagement has been associated with improved attendance, timely completion of assignments, higher academic grades, and stronger aspirations for further education (Epstein, 2001). Further evidence suggests that when teachers actively integrate parental involvement into their instructional practices, parents become actively engaged in their kids' learning at home, develop greater confidence in supporting their academic progress, and build stronger trust in teachers. This, in turn, positively influences students' behavior and academic performance (Epstein & Dauber, 1991). These findings highlight that collaboration between parents and teachers is an effective approach to addressing students' educational needs, as both parties share a common interest in students' success.

To maximize students' potential, parents and teachers need to establish a strong partnership based on consistent communication and cooperation. Studies such as those by Lee et al. (2008) and Reed et al. (2012) demonstrate that effective parent-teacher collaboration contributes significantly to improved educational outcomes. Previous research has also shown that both socio-economic status (SES) and parent-teacher collaboration (PTC) play an important role in shaping students' academic performance. Parental socio-economic

background, level of involvement in learning activities, and students' academic achievement are closely interconnected.

Table 1

Variables Relevant Review of literature

Independent Variables	Researchers	Study Description
Socio-Economic (SES)	Tahir et al., 2021	Concluded that Parents' financial status and support were found to significantly influence students' academic achievement, with a supportive home environment and parental encouragement motivating better performance.
	Abdu-Raheem, 2015	The investigation showed that parents' income level is highly associated with students' academic achievement.
	Asikhia, 2010	Highlighted the role of socioeconomic conditions, parental education background in shaping learners' educational outcomes.
	Bhat, 2016	The findings indicated that children from higher socioeconomic backgrounds perform better academically, whereas those from lower socioeconomic groups often exhibit unsatisfactory performance.
	Shah and Anwar, 2014	This study indicates that parents' occupation and family income significantly influence children's academic performance. Those with stronger financial resources are able to provide better facilities, which leads to improved outcomes for their children.

**Parent-Teacher
 Collaboration (PTC)**

Alkhushayban, 2020

It was stated that collaboration between parents and teachers can positively influence children's attitudes and their academic achievement.

Newchurch, 2017

Research has demonstrated a connection between students' academic achievement and parental involvement through home-school collaboration.

Oates, 2017

Parental engagement is considered essential at all educational levels, ranging from early childhood to higher education.

Jurado, 2014

The study examined a link between students' academic success and familial participation, particularly in terms of examination results and CGPA.

Malatji et al., 2023

Parental involvement enhances students' development and motivation, although teachers may lack the skills to effectively involve parents.

Knisely, 2011

Parental involvement positively influences students' motivation, self-efficacy, and academic achievement. However, barriers such as limited time, resources, and awareness can reduce participation, emphasizing the need to promote greater parental engagement.

Relationship between SES and PTC Jabar et al., 2020

The findings indicated that parents with higher

	socioeconomic status tend to be more engaged and maintain stronger collaboration with teachers and schools.
Lyman, 2014	This suggests that academic achievement is influenced by multiple factors, such as socio-economic status and race, and that parental involvement is more effective when combined with these additional factors to produce greater improvements in student performance.
Wakiuru, 2016	A positive correlation has been observed between socioeconomic status and parental participation in children's academic development.
Al-Matalka, 2014	Socioeconomic status has a significant impact on the level of parental involvement, and across all SES determinants, parents' educational level is important factor in influencing pupils' achievement in academia.
Okioga, 2013	Parents with higher socioeconomic status are generally more capable of providing supportive environments, resources, and tools that encourage kids' involvement in various academic and extracurricular activities.
SES as a mediator between PTC and AP	Sengonul, 2022 Socio-economic status (SES) acts as a mediator in the link between parental involvement and children's

Altschul, 2012	academic success, influencing how parental involvement affects outcomes. Found that parental involvement in education acted as a mediator between family income, maternal education, and students' academic achievement.
Gu et al., 2024	Parental involvement plays a significant mediating role between socioeconomic background and academic achievement, particularly linking the family environment with educational outcomes.

Overall, the reviewed studies indicate that parental socioeconomic status and their involvement play important roles in shaping students' academic outcomes. Many researchers have highlighted that students perform better when they receive support both at home and at school. In addition, collaboration between parents and teachers has been consistently identified as a key factor in improving student motivation and academic achievement. However, most studies have primarily focused on direct relationships or the mediating role of parental involvement, with limited attention given to socio-economic status as a mediating variable.

Hypothesis

H₀: There is no significant impact of parental socio-economic status on students' academic performance.

H₀: There is no significant impact of parent-teacher collaboration on students' academic performance.

H₀: There is no significant relationship between parental socio-economic status and parent-teacher collaboration.

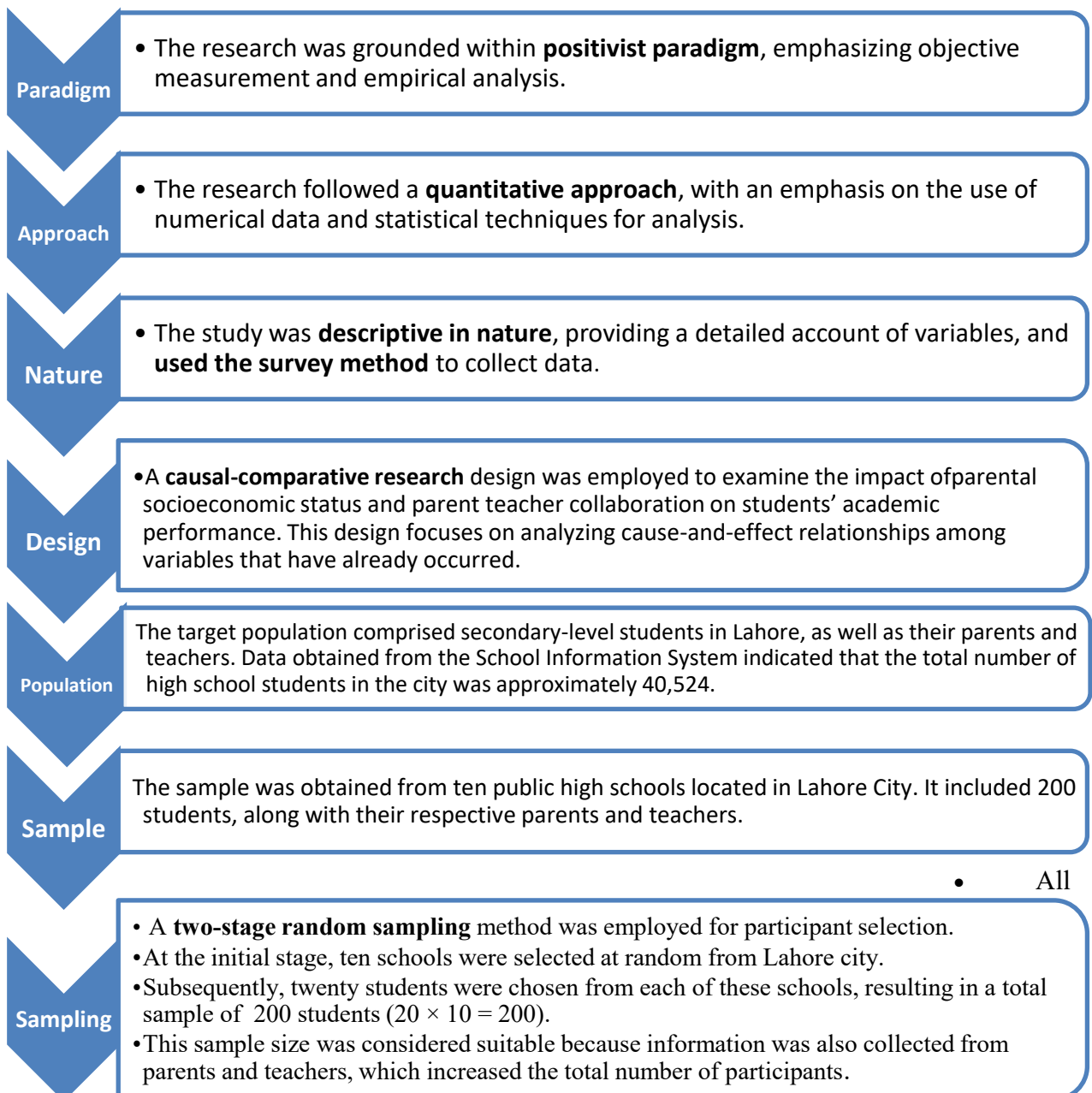
H₀: There is no mediating effect of parental socio-economic status on the relationship between parent-teacher collaboration and students' academic performance.

Figure 1
Research methodology of the study



Research Instrument

- A questionnaire developed by the researcher was utilized as the primary tool for data collection.



items were prepared in English, as it is the official medium of instruction.

- The questionnaire comprised four main sections:
 - **Section 1:** Students' demographic information

- **Section 2:** Indicators related to Socio-Economic Status (SES) to assess students' socioeconomic background
- **Section 3:** Parent–Teacher Collaboration (PTC – parents' survey) to obtain parents' views regarding their interaction with teachers
- **Section 4:** Parent–Teacher Collaboration (PTC – teachers' survey) to collect teachers' perspectives on their coordination with parents
- A pilot study was conducted on 50 students (25 males and 25 females), along with their parents and teachers, from four schools within the selected tehsil.
- The data obtained from the pilot study were excluded from the final analysis.
- Reliability of the instrument was assessed using statistical procedures through SPSS.

Table 2
Reliability of the Questionnaire (Cronbach's Alpha)

Instruments	N	Items	α
Socio-Economic Status indicators	50	18	0.758
Parent-Teacher Collaboration Questionnaire (parent survey)	50	20	0.816
Parent-Teacher Collaboration Questionnaire (teacher survey)	50	20	0.801

Data analysis

Data obtained from the questionnaire were statistically analyzed with SPSS. Inferential statistics were applied to interpret the data. Linear regression analysis was used to test the first hypothesis by examining the impact of parental socioeconomic status on students' academic performance. The second hypothesis was also tested through linear regression to determine the impact of parent–teacher collaboration on academic performance. Pearson's correlation was employed to analyze the third hypothesis, identifying the relationship between socioeconomic status and parent–teacher collaboration. Furthermore, the fourth hypothesis was tested using multiple regression analysis, assessing the mediating role of socioeconomic status in the relationship between parent–teacher collaboration and academic performance of students.

Table 3
Linear regression analysis between socio-economic status (SES) and academic performance (AP) of students.

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.014	.266		3.811	.000
	SES	.065	.006	.612	10.887	.000

Note. $R^2 = .374$, $F(1, 198) = 118.52$, $p < .001$

a. Dependent Variable: AP

b. Predictors: (Constant), SES

A linear regression analysis was conducted to examine the impact of parental socioeconomic status on students' academic performance. The results indicated that the model was statistically significant, $F(1, 198) = 118.52$, $p < .001$, explaining 37.4% of the variance in

academic performance ($R^2 = .374$). Socio-economic status was found to be a strong and significant positive predictor ($\beta = .612, t = 10.887, p < .001$), suggesting that higher socio-economic status is associated with better academic performance. Therefore, the null hypothesis was rejected, thus indicating that parental socioeconomic status has a significant impact on the academic performance of students.

Table 4

Linear regression analysis between parent-teacher collaboration (PTC) and academic performance (AP) of students.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.576	.315		1.829	.069
	PTC	.025	.002	.599	10.529	.000

Note. $R^2 = .359, F(1, 198) = 110.85, p < .001$

a. Dependent Variable: AP

b. Predictors: (Constant), PTC

A linear regression analysis was conducted to examine the impact of parent-teacher collaboration on students' academic performance. The model was found to be statistically significant based on the results, $F(1, 198) = 110.85, p < .001$, accounting for 35.9% of the variation in academic performance ($R^2 = .359$). Parent-teacher collaboration was found to be a statistically significant positive predictor of academic performance ($\beta = .599, t = 10.529, p < .001$), indicating that higher levels of collaboration are associated with better academic outcomes. However, the constant was not statistically significant ($p = .069$). Overall, the findings suggest that collaboration between teachers and parents has a meaningful and positive impact on students' academic performance. Therefore, the null hypothesis was not supported.

Table 5

Correlation between SES and PTC.

		SES	PTC
SES	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.000
	N	200	200
PTC	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

To examine the association between socio-economic status (SES) and parent-teacher collaboration (PTC), a Pearson product-moment correlation was applied. The analysis revealed a moderate positive relationship between SES and PTC ($r = .406, p < .01$), indicating that increases in socio-economic status tend to correspond with higher levels of parent-teacher collaboration. This pattern reflects that parents from relatively stronger socio-economic backgrounds are more actively involved in interactions with teachers. The p-value ($p < .001$) indicates a statistically significant relationship, leading to the rejection of the null hypothesis.

Table 6

Multiple Regression Analysis

Mediating effect of parental Socio-Economic Status (SES) on the relationship between Parent-Teacher Collaboration (PTC) and students' Academic Performance (AP)..

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.458	.300		1.524	.029
	PTC	.017	.002	.420	7.791	.000
	SES	.047	.006	.442	8.192	.000

Note. $R^2 = .522$, $F(2, 197) = 107.48$, $p < .001$

Dependent Variable: Academic Performance

Predictors: SES, PTC

The mediating role of socio-economic status (SES) in the link between parent-teacher collaboration (PTC) and students' academic performance was examined using multiple regression analysis. The model was statistically significant, $F(2, 197) = 107.48$, $p < .001$, accounting for 52.2% of the variance in academic performance ($R^2 = .522$). Both SES ($\beta = .442$, $t = 8.192$, $p < .001$) and PTC ($\beta = .420$, $t = 7.791$, $p < .001$) were significant positive predictors. Notably, the inclusion of SES in the model reduced the magnitude of the PTC coefficient, while it remained statistically significant, indicating partial mediation. These results suggest that SES not only exerts a direct effect on academic performance but also partially explains the relationship between parent-teacher collaboration and academic outcomes. Therefore, the null hypothesis stating that SES does not mediate the relationship between PTC and academic performance was rejected.

Findings

Regression analysis was first performed to evaluate the impact of parental socio-economic status (SES) on students' academic performance (AP). The results confirmed that SES is a meaningful predictor of academic outcomes. The model indicated that SES accounts for 37% of the variance in academic performance ($R^2 = .374$). The overall regression was statistically significant ($F = 118.523$, $p = .000$), showing that SES contributes significantly to explaining differences in students' academic performance. Since the probability value was below the .001 threshold, this result leads to the rejection of the null hypothesis.

A linear regression was conducted to assess the impact of parent-teacher collaboration on students' academic performance. The results indicated that parent-teacher collaboration is a significant predictor of academic achievement. The model explained 35% of the variance in academic performance ($R^2 = .359$), showing a considerable level of influence. Furthermore, the regression model was statistically significant ($F = 110.854$, $p = .000$), confirming that the predictor reliably explains changes in the dependent variable. Since the p-value was below .001, the null hypothesis was not accepted.

In addition, the analysis identified a moderate positive relationship between SES and parent-teacher collaboration ($r = .406$). This implies that students coming from higher socio-economic backgrounds tend to experience more parental engagement with teachers, indicating that socio-economic conditions influence the level of school-family interaction.

Finally, a multiple regression analysis was applied to evaluate SES as a mediator in the association between parent-teacher collaboration and academic performance. The results

confirmed that the overall model remained significant ($F = 107.482, p = .000$). However, after introducing SES as a mediating factor, the regression coefficient ($b = .047, p = .000$) decreased, although the relationship between parent-teacher collaboration and academic performance remained positive, suggesting a partial mediating effect.

Discussion

This investigation focused on identifying the impact of parental socio-economic status and parent-teacher collaboration in shaping the academic performance of secondary-level students. The findings demonstrate that both parental SES and PTC have significant impacts on academic performance, confirming that students' achievement is shaped by both parental social and economic background and teacher-parent interactions. Specifically, higher parental SES was associated with greater academic achievement, highlighting the importance of access to educational resources, parental guidance, and a supportive home environment in promoting student learning. These findings are in line with the studies of Pant (2020) and Munir et al. (2023), who reported that a higher socio-economic background is associated with improved academic outcomes, largely due to better access to well-funded schools, better facilities, and diverse learning opportunities, while those from lower socioeconomic groups often face limitations in educational resources and academic support.

Parent-teacher collaboration was also found to significantly enhance academic performance, suggesting that active communication and engagement between parents and teachers provide students with consistent academic guidance, increased motivation, and a structured learning environment. These findings are supported by Ashfaq et al. (2024), who reported that parental involvement and collaboration between parents and teachers positively influence children's academic achievement, and according to Paulynice (2020), parental involvement in students' studies is positively linked to educational success. These results are consistent with prior research showing that when parents and teachers work collaboratively, students benefit from improved monitoring, encouragement, and educational support across both home and school environments.

Moreover, the study found a moderate positive association between socioeconomic status (SES) and parent-teacher collaboration (PTC). This finding is supported by Li and Qiu (2018), who reported that higher parental SES is associated with greater involvement in children's learning, and by Ankrum (2016), who found that over 60% of participants believed that socio-economic status influences how teachers communicate and interact with parents. This suggests that improvements in parents' socio-economic conditions may contribute to enhanced involvement and cooperation with teachers.

Additionally, the study revealed that parental SES partially mediates the relationship between parent-teacher collaboration (PTC) and academic performance. This partial mediation indicates that while collaborative efforts between parents and teachers positively influence academic outcomes, their effectiveness is partly contingent upon the socio-economic status of the family. According to Benner et al. (2016), parental engagement at the school level is more beneficial for students from low-SES backgrounds, whereas academic socialization is more effective for students from high-SES families. Zhang et al. (2020) investigated the mediating role of parental involvement, showing that academic involvement by parents links family socio-economic status with students' academic achievement. These differences indicate that the connection between parent-teacher collaboration and academic performance is complex and can differ depending on socio-economic conditions and the nature of parental involvement. As observed in this study, socio-economic conditions shape not only academic outcomes but also the effectiveness of parent-teacher collaboration. Parents from higher SES backgrounds are often better equipped to engage with teachers, implement educational guidance at home, and support extracurricular learning opportunities, whereas families from lower SES

backgrounds may face time, financial, or knowledge barriers that limit their ability to participate fully in school activities.

Conclusion

The academic performance of students at the secondary level, in relation to parental socio-economic status and parent–teacher collaboration, was examined in this study. The findings indicate that both parental SES and parent–teacher collaboration significantly influence students’ academic outcomes, with students from higher socio-economic backgrounds demonstrating better performance than those from lower SES groups.

Furthermore, parent–teacher collaboration was found to positively affect students’ academic achievement by improving academic monitoring, strengthening communication, and ensuring consistent learning practices at home and at school. The study also revealed a positive association between socioeconomic status and parent–teacher collaboration, suggesting that parents with higher SES tend to participate more actively in their children’s educational activities.

In addition, the mediating role of parental SES highlights that although collaboration between parents and teachers enhances academic performance, its effectiveness is partly dependent on the family’s socio-economic status, which influences parents’ capacity to support their children’s learning. Overall, the study concludes that improving both socio-economic conditions and strengthening parent–teacher partnerships are essential for enhancing students’ academic performance at the secondary level.

Recommendations

- The government should design and implement effective policies to improve salary structures for employees in both public and private sectors.
- Policymakers are advised to ensure free education for economically disadvantaged groups and to provide necessary learning resources such as textbooks, computers, and other instructional materials to schools to promote equal access to education.
- Educational institutions should design programs, guidance sessions, and resource provisions for families from lower socioeconomic backgrounds to increase parental involvement in education.
- There is also a need to examine the role of modern tools such as parent–teacher apps, online platforms, messaging systems, and school portals in enhancing communication, sharing academic resources, and improving students’ academic performance.
- Teachers should receive training on effective strategies for engaging parents from diverse backgrounds and identifying barriers that limit parental involvement.
- Future research should explore practical ways to improve communication between parents and teachers, so that schools can develop effective strategies and training programs to strengthen collaboration and enhance students’ learning outcomes.

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