

**THE EFFECT OF SOCIAL ECONOMIC STATUS  
TOWARDS ACADEMIC ACHIEVEMENT OF FORM  
FOUR STUDENTS IN PERLIS**

**NOORFAUZIAH BINTI MUSTAFFA**

**MASTER OF ECONOMICS  
UNIVERSITI UTARA MALAYSIA  
FEBRUARY 2014**

**THE EFFECT OF SOCIAL ECONOMIC STATUS  
TOWARDS ACADEMIC ACHIEVEMENT OF FORM  
FOUR STUDENTS IN PERLIS**

**BY  
NOORFAUZIAH BINTI MUSTAFFA**

**Dissertation Submitted to  
Othman Yeop Abdullah, Graduate School of Business Universiti Utara Malaysia  
in Fulfilment of the Requirement for the Master Degree of Economics**

## **PERMISSION TO USE**

In presenting this dissertation in partial fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may freely access for inspection and any future references or record purposes. I further agree that permission for copying of this dissertation in any manner, in whole or in part, for academic purpose may be granted by my supervisor or, in their absence by the Dean of Othman Yeop Abdullah Graduate School of Business. It is understood that any copying or publication or use of this dissertation or parts thereof for financial gain shall not be given without any written permission. For any scholarly or any other use which is materialised from my dissertation, any recognition shall be to Universiti Utara Malaysia and to me. I agree that the library may make freely available for inspection and any future references record purpose.

Request for permission to copy or other use of materials in this dissertation, in whole or in part should be addressed to:

Dean of Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia 06010 UUM Sintok

## **ABSTRACT**

Educational sector is an important agenda for any country. A country may develop according to how the educational sector planned. Therefore the purpose of this study is to determine the effects of Social Economic Status (SES) towards Academic Achievement (AA). This study was conducted on 267 respondents who are students from three secondary schools which are from three different zones in Perlis. The scopes of Socio Economic background of family include in the study are the family income, parents' education level and parents' occupation. Meanwhile the academic achievement refers to the students' achievement in their PMR. The adaption of instruments in this research is based on the constructs in the structured model illustrated in and to run the analysis simultaneously, the study data been analysed using the structured equation model. The magnitude of estimation of direct effect among construct also been conducted. The result of this study shows there is a significant direct effect of parent's income to the student's academic achievements. However the study shows that the parent's educational level and parent's occupation status do not have significant direct impact to the student's academic achievement. These findings suggest that a better planning or programme for students from low income family group is needed in order to uplift the student's achievement. A better planning or programme hopefully, will close the gap of academic achievement between the student's from low and higher income group.

Keywords: Parental Income, Parental Educational level, Parental Occupation, Academic Achievement.

## **ABSTRAK**

Pendidikan merupakan antara agenda penting dalam sesebuah negara. Sesebuah Negara dapat dicorakkan melalui bagaimanakan sektor pendidikan dibangunkan. Oleh yang demikian kajian ini bertujuan untuk mengenal pasti hubungan antara Social Economic Status terhadap pencapaian akademik Penilaian Menengah Rendah (PMR). Kajian telah dilakukan kepada 267 orang responden yang merupakan pelajar daripada 3 buah sekolah yang berad di 3 zon berbeza di negeri Perlis. Latar belakang keluarga yang dikaji termasuklah tahap pendapatan ibu bapa, tahap pendidikan ibu bapa dan tahap pekerjaan ibu bapa. Manakala pencapaian akademik merujuk kepada pencapaian pelajar dalam PMR. Instrumen-instrumen diadaptasikailah berdasarkan konstruk-konstruk di dalam model berstruktur yang telah dibangunkan. Data kajian dianalisis menggunakan Model Persamaan Berstruktur bagi membolehkan analisis serentak bagi semua kontrak. Anggaran magnitud kesan secara langsung dan tidak langsung antara konstruk juga dijalankan. Dapatan kajian mendapati kesan secara langsung yang signifikan wujud antara tahap pendapatan ibu bapa dengan kecemerlangan akademik. Tetapi tahap pendidikan ibu bapa dan tahap pekerjaan ibu bapa tidak signifikan terhadap pencapaian akademik. Hasil dapatan ini mencadangkan agar lebih banyak perancangan dibuat agar tahap pencapaian akademik dikalangan pelajar yang berpendapatan rendah dapat ditingkatkan. Hal ini agar dapat merapatkan jurang diantara pencapaian akademik pelajar dari golongan berpendapatan rendah dan berpendapatan tinggi.

Kata kunci: Pendapatan ibu bapa, Pekerjaan ibu bapa, Pendidikan ibu bapa, Pencapaian Akademik.

## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude to my supervisor, Associate Professor Dr. Hussin Bin Abdullah for his guidance, encouragement, and ideas throughout the period in completing this dissertation.

Also, I would like to express my greatest gratitude to the lecturers in Universiti Utara Malaysia who have helped me throughout my study, directly or indirectly.

Finally, I owe my love and thanks to my beloved husband, Mohd Ramli Bin Awang, for the patience and support. Not forgetting, to all my family members especially to my mother, Pora Binti Hamid, my father Mustaffa Bin Bakar for their undivided support and constant pray. To all my children, Muhammad Umar Farhaan and Aiyshah Khadeejah, thanks for the understanding and the sacrifices made. Your love and thought have guided me to be what I am today. Last but not least, I would like to thanks all my friends who gave me their great support and cooperation to complete this dissertation.

## TABLE OF CONTENTS

PERMISSION TO USE .....	ii
ABSTRACT.....	iii
ABSTRAK.....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	viii
LIST OF FIGURES .....	x
LIST OF ABBREVIATIONS .....	xi
CHAPTER 1: OVERVIEW OF THE STUDY .....	1
1.1 Introduction .....	1
1.2 Issues .....	3
1.3 Problem Statement .....	5
1.4 Research questions .....	8
1.5 Research Objective .....	8
1.5.1 General objective .....	8
1.5.2 Specific objectives .....	8
1.6 Research Hypotheses .....	9
1.7 Scope and limitation .....	10
1.8 Significant of the study .....	10
1.9 Structure of the study .....	11
CHAPTER 2: LITERATURE REVIEW .....	12
2.1 Social Economic Status.....	12
2.2 Parental Income.....	15
2.3 Parents' Education.....	16
2.4 Parental Occupation.....	20
2.5 Academic Achievement.....	21
CHAPTER 3: METHODOLOGY AND DATA .....	23
3.1 Introduction .....	23
3.2 Research Procedures .....	24
3.3 Population and Sampling .....	25
3.4 Variables .....	26

3.5	Research instruments .....	28
3.5.1	Validity .....	31
3.5.2	Reliability .....	31
3.5.3	Justification of Structural Equation Modelling .....	32
3.6	Summary .....	33
CHAPTER 4: RESEARCH FINDINGS .....		34
4.1	Introduction .....	34
4.2	Descriptive Analysis .....	34
4.3	Goodness of Measures Analysis .....	44
4.3.1	Construct validity .....	45
4.3.2	Convergent validity .....	47
4.3.3	Discriminant validity .....	49
4.3.4	Reliability analysis .....	50
4.4	Structural Model and Hypothesis Testing.....	51
4.5	Conclusion .....	52
CHAPTER 5: DISCUSSION AND POLICY IMPLICATION.....		53
5.1	Overview .....	53
5.2	Discussion .....	53
5.3	Policy Implication .....	55
5.4	Limitation and Future Work .....	57
5.5	Conclusion .....	58
REFERENCES .....		59
APPENDIX A .....		66
APPENDIX B .....		69

## LIST OF TABLES

Table 1.1: Initial findings of form students.....	6
Table 3.1: Research Variables .....	27
Table 4.1: Respondents demographic background.....	35
Table 4.2: CGPA grouping.....	36
Table 4.3: Respondents demographic mother and father incomes.....	36
Table 4.4: Crosstab of Respondents' CGPA PMR and mother income.....	37
Table 4.5: Crosstab of Respondents' CGPA PMR and father income.....	37
Table 4.6: Respondents demographic mother and father educations.....	38
Table 4.7: Crosstab of Respondents' CGPA PMR and mother education.....	39
Table 4.8: Crosstab of Respondents' CGPA PMR and father educations.....	39
Table 4.9: Respondents demographic mother and father occupation .....	40
Table 4.10: Crosstab of Respondents' CGPA PMR and mother occupation.....	40
Table 4.11: Crosstab of Respondents' CGPA PMR and father occupation.....	41
Table 4.12: Crosstab of Respondents' CGPA UPSR and mother income.....	40
Table 4.13: Crosstab of Respondents' CGPA UPSR and father income.....	42
Table 4.14: Crosstab of Respondents' CGPA UPSR and mother education.....	42
Table 4.15: Crosstab of Respondents' CGPA UPSR and father education.....	43
Table 4.16: Crosstab of Respondents' CGPA UPSR and mother occupation.....	43
Table 4.17: Crosstab of Respondents' CGPA UPSR and father occupation.....	44
Table 4.18: Initial loading and cross loading.....	46

Table 4.19: Loading and cross loading.....	47
Table 4.20: Result for measurement model.....	48
Table 4.21: Model Summary result of the Model construct.....	49
Table 4.22: Summary results of the Model construct.....	50
Table 4.23: Result of reliability test.....	50
Table 4.24: Path Coefficient and hypothesis testing.....	52

## LIST OF FIGURES

Figure 1.1: Structural Model Social Economic Status Towards Academic Achievement.....	9
Figure 3.1: Research Procedurs.....	24
Figure 3.2: The Effect of Social Acedemic Status Towards Achievement.....	29
Figure 4.1: Result for the analysis.....	51

## LIST OF ABBREVIATIONS

SES	Social Economic Status
AA	Academic Achievement
INC_M	Income Mothers
INC_F	Income Fathers
EDU_M	Education Mothers
EDU_F	Education Fathers
OCC_M	Occupation Mothers
OCC_F	Occupation Fathers
INC	Income
EDU	Education
OCC	Occupation
FTR	Father
MTR	Mother
CGPA	Cumulative Grade Point Average

# CHAPTER 1

## OVERVIEW OF THE STUDY

### 1.1 Introduction

In Malaysia, the students are required to sit for different level of examinations such as Primary School Achievement Test (UPSR, Malay: *Ujian Penilaian Menengah Rendah*), Lower Secondary Assessment (PMR, Malay: *Penilaian Menengah Rendah*), and Malaysian Certificate of Education (SPM, Malay: *Sijil Pelajaran Malaysia*). UPSR is the indicator to test the students' achievement in primary schools meanwhile SPM is the indicator for the students to choose between either working environment or furthering their studies. On the other hand, PMR is the indicator to use to decide the stream of course that the students will take in upper secondary. It is a national examination in Malaysia with centralized administration, complete with course work, for lower secondary school. This examination is taken by form three students based on the Malaysian National syllabus for Secondary school (KBSM: *Kurikulum Bersepadu Sekolah Menengah*). The result is important in deciding the courses that the students will be able to choose in their upper secondary school, whether for science major, accounting, literatures or vocational. In PMR, the students are evaluated on the written exam and also through course works.

Through the 10<sup>th</sup> Malaysia Plan (RMK-10), the government has focused on the improvement of 40% of the household income especially for the lowest income group. The majority of the group possess only SPM qualification and work as general workers or self-employed. Students within this group mostly have low academic achievement. Among the challenges that the students face to successfully participate in education program includes low income of the families, unconducive learning environment and limited income to purchase school necessities. Family income plays an important role in students' academic achievement (UPE, 2010).

Rosna Awang Hashim, Noran Fauziah Yaacob, Jahara Hashim, Abu Hassan Othman & Ruzlan Md Ali. (2003) stated that students' academic achievement is connected with Social Economic Status (SES). The research states that academic achievement is better when families' SES is at a good level. Jenyes (2002) and Rosna Awang Hashim et al (2003) indicate that factors determining the socioeconomic are level of education, occupation status and parents' income. Marimuthu (1985) stated that socioeconomic status have a positive relationship with academic achievements. This research is done by selecting PMR results as a measure for academic achievements since the PMR results used by the students to decide their major for form 4 and form 5. The results will also signify their qualification for the majoring course as it indicates their capability and ability to further their studies. In other words, PMR result will decide the path for their future. Therefore, this research is conducted to examine the gap between low SES group

and high SES group. Hopefully, the findings can be helpful to reduce the gap in academic achievements.

## **1.2 Issues**

A report from the Economic Transformation Program shows that the key element in Program National Key Economic Areas (NKEA) for Malaysia to achieve the status of high income country is through education (Annual Report, 2012). Malaysia is positioned in among the group of 20 bottoms most in Programme for International Student Assessment (PISA) 2009, of where Malaysia actually ranks below Thailand. Malaysian Average Score lower than Average Score of countries in Organisation for Economic Co-operation and Development (OECD) and internationally. Education plays an important role in preparing the basis for expert workers who are marketable and able to obtain higher salary for the services provided. In 2011, the government has spent 16% of the annual budget in education sector, which is the highest expenditure compared to other sectors (UPE, 2010).

Education is always being the most important field focused by the government. This research is focused towards students' academic achievements at secondary level and access through their PMR results. According to the Director of Education, Perlis, analysis made by the Ministry of Education has indicated that PMR results for 2012 have declined (*Sinar Harian*, 2012). The percentage of the students passing the exam in 2012 has decreased 3.47% from 63.70% to 60.23 in 2011.

The poverty gap exists in the country is worrying because it will keep on generating poverty in a vicious cycle. Within this cycle, poverty and environment will coexist and lead in decreasing the academic achievement, and consequently increase poverty. Fong Chan Onn (n.a) through the Economic Research Unit in 1991 shows that education level for poor family in rural area is low. Chamhuri (1994) and Chamhuri (2001) have indicated that the level of education for the poor is lower than those who are not. The percentage of a family leader to be able to complete primary school is only within 65% to 92%. And only 1% to 16% is able to complete secondary level schooling. The study also shows that only 29% to 77% of the family members are managed to complete their study in secondary level.

The study focuses on the PMR because at this age the students are considered as teenagers. According to Havighurst (1967), teenagers within group of the age of 13 to 21 ready for occupation and show interest in holding a responsibility. Erikson Psychological Development Theory stated that through human development in level 5, i.e. at the age 12 to 20, teenagers will face state of confusion. At this stage, human will strive to develop their own identity and perception towards their own world. Failing this, they will start to doubt about their role and function in the community. Internal conflict also exists at this stage which will contribute either positively or negatively.

### 1.3 Problem Statement

There are a number of national level examinations in Malaysia namely UPSR, PMR, SPM, and Malaysian Higher School Certificate (STPM, Malay: *Sijil Tinggi Pelajaran Malaysia*). UPSR is a prerequisite to enter secondary school. The students then will be in their secondary level for five years, i.e. three years in lower secondary and will be evaluated by PMR, and two years in upper secondary and evaluated by SPM. PMR is important as the result will be the indicator for students to choose their major in accordance to their interest and academic qualification. In PMR examination the students will be evaluated based on written examination and course works.

Table 1.1 illustrates the initial findings of Social Economic Status (SES) for the SMK Dato' Ali Ahmad students in Perlis (Kangar Zone). The table shows the interrelated between parents' income, parents' education and parents' occupation towards students' academic achievements at UPSR and PMR level. The results for UPSR and PMR are converted into points for the purpose of evaluation. Kerlinger (1973) stated that academic achievements are referred to a score or grades obtain by the students in a test or public examinations. Naderi, H, Rohani, A. Aizan, H. T., Jamaluddin, S. & Kumar, V. (2009) and Gage and Berliner (1992) used Grade Point Average (GPA) as the indicator to measure academic achievements in their research.

Based on the table, it shows that students who get accumulative grades below 3.00 are those who come from families with low income level, low education level and low

occupation level. This is indicated by respondents 10, 13, 14, 15, 29 and 30 with the results for UPSR are lower than 3.00, which is at the satisfactory level. The table also shows parents with higher income level, higher education level and parents' with higher occupation level will contribute towards higher students' academic achievements. This is shown by both in UPSR and PMR examination by the respondent number 21, 22, 23, 25 and 28.

Table 1.1  
Initial findings of form four students

STUDENT	INC_M	INC_F	EDU_M	EDU_F	OCC_M	OCC_F	UPSR_CG	PMR_CG
1	1	3	4	4	1	5	4.60	3.63
2	1	2	4	4	2	4	4.60	4.00
3	1	1	4	2	4	3	4.40	4.25
4	3	3	6	6	5	4	4.60	3.88
5	2	1	4	4	5	4	3.80	4.38
6	1	1	4	4	2	3	3.60	3.88
7	1	1	4	4	1	3	4.00	4.00
8	1	2	4	4	1	3	3.80	3.38
9	2	2	6	5	5	5	4.00	3.89
10	1	1	3	4	1	3	4.40	2.38
11	2	2	4	4	4	5	4.40	3.75
12	1	4	4	4	1	5	3.40	3.63
13	1	1	4	4	1	2	4.40	2.88
14	1	1	4	4	1	1	3.20	2.86
15	4	1	4	4	5	3	2.80	2.38
16	1	1	3	3	1	2	3.00	4.25
17	1	3	2	4	1	3	4.20	4.38
18	1	2	4	5	1	3	4.60	3.88
19	1	3	4	4	4	2	4.60	4.00
20	7	1	7	1	5	1	4.40	3.88
21	1	6	4	4	1	7	5.00	4.88
22	1	4	4	4	1	5	5.00	4.88
23	1	3	4	4	1	3	4.60	4.50
24	6	2	6	4	4	3	4.40	4.38
25	1	4	2	4	1	7	4.80	5.00
26	2	1	5	5	4	1	4.20	4.29
27	1	2	4	5	1	5	5.00	4.38
28	6	5	6	6	5	5	3.80	4.50
29	1	1	2	3	1	3	3.60	1.63
30	2	2	4	5	3	3	2.80	1.88

Numerous initiatives have been done by the Education Ministry to improve the level of education in Malaysia. The government, schools and parents always hope for the students' academic success. In accordance to that one of the aspirations of National Key Result Areas (NKRA) in education is to uplift academic achievements of the students as a whole (Annual Report, 2012). Academic achievement is important to produce competitive workers and reduce the poverty gap. If we do not take the initiative immediately, there will always be a dropout in education. This dropout will cause the students to inherit the poverty and increase the poverty gap.

Douglas (1964) conducted a research on students in Middleborough who were from low SES group and stated that uncomfortable living environment is one of the main factors effecting students' academic achievements. Bloom (1986) also stated that families' SES will also influence students' academic achievements and those coming from high SES have greater chances by having better education facilities compare to those from low SES group. Parents also give a major aspiration for the students to excel in their study and future. Verna and Campbell (2000) reported that Asian American students, who have parents with high SES, will be able to have perfect learning facilities at home and able to attend tuitions. The parents will also be more helpful and give extra attention towards students' education.

## **1.4 Research questions**

The research questions are as follow:

1. Does parents' income affect students' academic achievements?
2. Does parents' education affect students' academic achievements?
3. Does parents' occupation affect students' academic achievements?

## **1.5 Research objectives**

So, does SES affect students' academic achievements? This issue has been widely discussed among the societies. Therefore, the research objective is divided into two; general objective and specific objective.

### **1.5.1 General Objective**

The main objective of this research is to examine the effect of Parent's Social Economic Status toward academic achievements of student's in secondary school.

### **1.5.2 Specific Objectives**

The specific objectives of this research are:

1. To examine the effect of parents' socioeconomics towards students' academic achievements.
2. To examine the effect of parents' education towards students' academic achievements.

3. To examine the effect of parents' occupation towards students' academic achievements.

### 1.6 Research hypothesis

Research hypotheses are formulated to answer the questions based on the structural model in Figure 1.1, analysed using SmartPLS 2.0. The structural models are adapted from Coleman (1988).

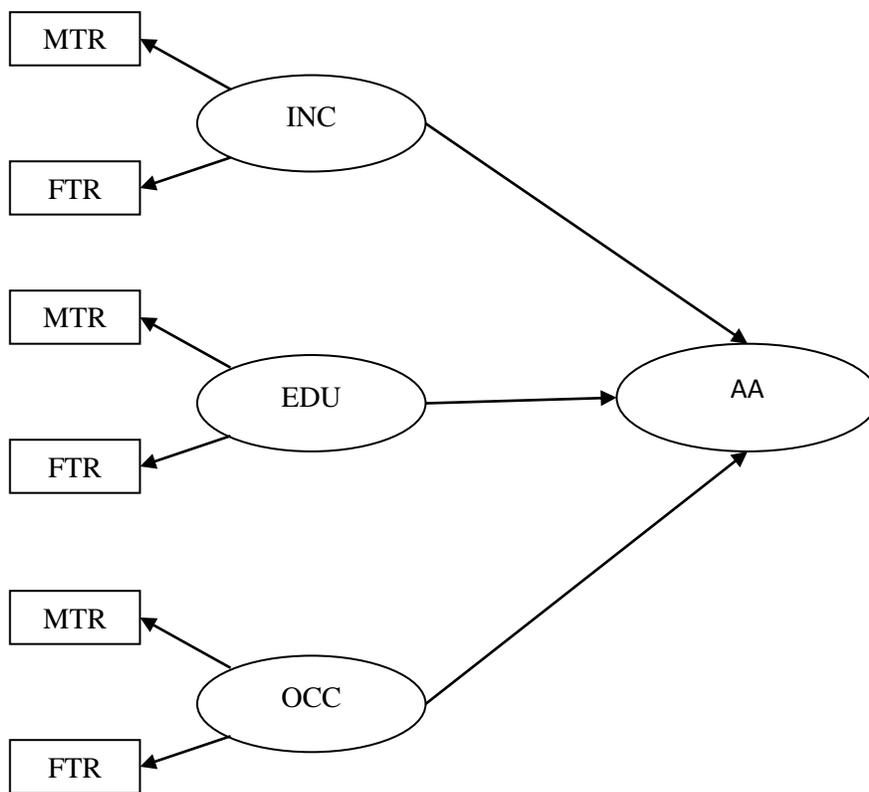


Figure 1.1  
Structural Model Social Economic Status towards Academic Achievement

**Note:**

OCC: Occupation  
INC: Income  
EDU: Education

AA : Academic Achievement  
MTR: Mother  
FTR: Father

H1: Parents' income will cause a positive effect towards students' academic achievements.

H2: Parents' education will cause a positive effect towards students' academic achievements.

H3: Parents' occupation will cause a positive effect towards students' academic achievements.

### **1.7 Scope and limitation**

This research is only focus on the effect of SES towards students' academic achievements in UPSR and PMR examination. Only three independent variables in SES were taken into consideration to evaluate for SES which are: parents' income, parents' education and parents' occupation. As for the academic achievements, it is being measured using students' results for UPSR and PMR.

### **1.8 Significant of the study**

The main objective of this research is to examine and understand the effect of SES towards students' academic achievements for form four students. There has been a number of the research made to look at the effect of SES, either in primary level, secondary level or even tertiary level. However, in Malaysia, only a number of

researches were done towards primary schools and secondary schools with only few were geared towards academic assessment. Therefore, this research is conducted focusing on the SES and its effect towards students' academic achievements. It is hope that this research will help all parties especially the Ministry of Education to plan for new strategies to improve academic achievements among the students.

### **1.9 Structure of the study**

The outline of the following chapters is organized as follows. Chapter two provides the literature review relevant to the effects of Social Academic Status towards academic achievement at secondary school in Perlis. In the third chapter, the methodological issues and data sources are presented. Chapter four reports empirical results on the findings and analysis are made. Finally, chapter five present the discussion and policy implication of this study, along with comments for future research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Social Economic Status (SES)

Bloom (1986), Mc Millan and John Western (2000), Jeynes (2002) and Rosna Awang Hashim et. al (2003) stated that Social Economic Status (SES) of an individual is important in measuring students' academic achievements. The factors include parents' income, level of education and level of occupation. Parents' income is the factor in SES that reflects social potential and economic source provided to the students. Whilst the second component, i.e. parents' education, is considered as the most stable factor because it would influence students' development since early age. Parents' education also would determine parents' income due to strongly interrelated between the two factors. Sharipah Md Noor (1992) and Abd Aziz (1989) stated in their research that the weakness in academic achievement is influenced by the SES. Support from parents would directly influenced by SES.

Hauser & Warren (1997) reported that the three factors are needed to achieve a desired occupation and Duncan's Socioeconomic Index (1961) presented that the information related to households' social and economic status is used not only to achieve occupational objective but also towards socioeconomic strata in term of cultural and dignity. Students who possess low SES would have less chance to further their study into higher learning institution compared to students with higher SES (Norazlinda,

2005). Here, it accentuates the gap between students with low and high SES in higher learning institutions.

A research done by Anuar Abdullah (1990) against 70 students, revealed a positive connection between parents' education, occupation and income towards students' academic achievement. Walpole (2003) also indicates that students from low SES would focus less in academic compared to students with higher SES because they concentrate more in occupation or finding a source of income. Also college students from higher income family would academically better off compared to students from lower income group in academic achievement (Walpole and Titus, 2006). R. Stinebrickner and T.R. (2003) in their research revealed that students from higher income group have 18% higher probability in completing more than six semesters compared to students from lower income group. Nam and Huang (2009) on the other hand stated that family income and liquidity of asset also produce an obvious effect towards college attendance and passing rate in examination.

Leong Yin Ching et al (1990) stated in their research that SES is the main factor influencing students' academic achievement. However the SES factors only influence academic achievement on primary level, i.e. only 29%, but it becomes less when the students go for their secondary school, i.e. 16% for the PMR and 9% for SPM. As for STPM, it will not give an effect. This is parallel with Erikson's Psychological development theory for level 5, i.e. for the age in between 12-20. Students within this

age experience conflict of identity or misperception on them of whom will be struggling in developing their identity and perception towards their own world.

However, on the other hand a research done by Terenzini, Cabrera and Bernal (2001) indicates a negative effect between households' income and students' academic achievements. The research shows that students who were born in low SES family also capable of achieving high academic achievement. Academic achievements and diligences of students from low SES family are higher than those who are from high SES family (Paulsen and St. John, 2002), and this may due to the differences in their age factor. Respondents for this research are those from low SES groups whom were much older than those who are from high SES group. Nevertheless, a research by Barnard (2006), Fan & Chen (2001), Feuerstein (2000), Jeynes (2003) and McWayne et al. (2004) have indicates that SES does not significantly influence the involvement of parents towards students' education. Therefore this research is done to examine how significant the effect of SES towards academic achievement for secondary students, by focusing on the form four students by anticipating their PMR results as their academic achievement.

## **2.2 Parental Income**

Teenagers from low SES groups and minority ethnic group would normally have problems in schools compared to those who are from intermediate SES group (Mc. Loyd, 2000). Mc. Loyd has taken into consideration few factors such as very minimum initiative taken by the schools to improve the wellbeing of the teenagers from the group. Students from low SES group facing the trouble because they don't have a sufficient source of income to fulfill their educational needs. They also face problems with their nutritional needs and live within the area full of crimes and violence. Teachers would pay more attention to students with better academic achievement who usually come from parents with high SES. The obvious obstructing factor for the parents to properly prepare students' educational needs and facilities is low income status (Berns, 1993). This factors cause the inability of the parents to provide a conducive learning environment for their children which later would disrupt the students' learning process and bring negative influence their academic achievement.

Robiah and Zaiton (1989) dictate that successful students can be identified through their wealth at home. Poverty becomes a factor causing the students facing difficulties in focusing in their learning process successfully. Yeung and Glauber (2002) also highlight that parents from low income group face a challenge in supervising the students as well as spending their time together for appropriate activities to guide students' development. These parents normally utilize their time to cater for additional income to comprehend their poverty. So, spending the time together would be too luxurious.

Norazlinda (2005) stated that only 40% out of the majority of the students coming from low income group would achieve a good academic achievement compared to those from intermediate and high income group. Hill and Craft (2003) explained that there is a positive relationship between level of parents' income and expectation for the students to excel in their learning. This is due to the ability of the parents to prepare the facilities needed for the students to study of which would motivate the students to work harder and to excel academically.

### **2.3 Parents' Education**

Sharipah (1992) in her research indicates that educated parents would uphold harmonious family environment that would make a tentative to uplift students' achievement. Parents' education is also an important factor in materializing parents' involvement in students' education. The higher the level of parents' education, the higher their involvements in students' education as it grows their confidence in helping the students. Parents with higher education level also signify a positive relationship with students' academic achievements. The past experience as well as the methods and techniques of which they possess would be useful in helping the students to excel in their studies. The findings also indicate a strong positive relationship between this factor and the better academic achievements.

Parents with higher level of education have more tendencies to communicate and interact with the students that would encourage academic achievements. (Poston and

Falbo, 1990) and Ray (2004) stated that middle class mothers with good academic background would participate in their students' education by participating directly and help to build their confidence. Tudge et al, (2006) and Sewell and Hauser, (1980) in their research has proven that the higher level of parents' education, the greater chances for the students to develop motivation and aspiration to achieve academic success

Parents with higher level of education would also shows different behaviour in developing students' learning environment (Baker and Stevenson, 1986). These parents would possess more knowledge about schooling and would directly involve in learning process and may have higher expectation towards their children. Muller (1993) has explained that parents with different level of education would participate differently in students' education of whom the parents with better education; would set a higher value in the importance of education. These parents will consistently follow the students' educational development and participate actively in school activities.

Grolnick et al (1997) stated that parents with higher level of education would also have higher expectation towards their students. Zarinah and Rozumah (1999) have dictated that SES factors, especially parents' educational level would provide a positive influence to the students' academic achievement. Plomin, Defries and McClearn (1990) stated that parents' level of education plays an important role as well as becoming the main factor in determining students' academic achievement.

Parents with high level of education would also spend more time with their children in helping them to solve problems faced by the students at school (Tajuddin, 1999). The time spend will also be used to teach, checking homework and doing educational activities with the children. A research done by Abdul Razak Habib, Salleh Amat and Zuria Mahmud (2001) also indicate that parents' education would influence students' self-exposure. This would explain the probability for the parents to have better communication skill and would be friendlier with the students compared to those with lower educational level who still practice traditional methods in communicating with the students.

A research done by Haveman and Wolfe (1995) has resulted that parents with lower educational level would have less support towards students' academic achievement. Ortiz and Dehon (2008) also stated the same as they studied the importance of parents' education and its' effect towards students' academic achievement in college. Additionally, they found that mothers' educational level would provide a more significant effect compared to father.

Norazlinda Saad (2005) in her research also stated that parent's education possess a significant effect towards students' merit. This is because with higher level of education the parents would be more liberal and open, and will supervise students' learning process more. So, this research is conducted to see the effect of parents' education towards students' academic achievement.

Mc. Loyd (2000) stated that poor teenagers normally face trouble at schools and at home. At home, they might have parents with low level of education and unable to be a model at home during reading or completing the homework. The level of parents' education would influence the students' perception and development, as well as the objective for their academic achievement. It also will have negative effect towards students' behavior through their observation and would behave as what they see. But, even with lower education, some parents would show positive perception towards education. A research done by Abu Seman (1997) looked at the students' achievement in mathematics and science subject and has indicated a significant influence of fathers' level of education towards mathematics but not for mothers'. However, as for science subject, the level of parents' education did not provide a significant effect. This shows that parents even with low level of education would struggle for their students' achievement in education. Another research conducted by Suresh Kumar (2011) indicates that there is no significant effect between parents' education and academic achievements,

Based on the data from Program for International Students Assessment (PISA) database for the year 2003, parents' education is one of the factors contributing towards students' academic achievements. The findings indicate a positive relationship between those two. A research done by Economic Planning Unit of The Prime Minister's Department also stated that 52% of families whom the head of the families have no proper education, would have a positive relationship with poverty (UPE, 2010).

## **2.4 Parental Occupation**

McLoyd (1990) indicate that parents with good occupational status will also influence students' academic achievement. The students from unsecure family's occupational background will not have good academic achievements and parents would concentrate less in their children's education. Most of the parent's time would be allocated towards working for the family. Participating in school activities means less work. And less work means less income and it will disturb family's economic sources. Abrams and Gibbs (2002) show that parents' with better occupational status would concentrate more and participate in the students' education. They will arrange the study time, sending to tuitions and make the plan for the students. Lareau (2000) also stated that these parents would have greater commitment towards education and will be willing to invest more for the children's education.

The time constraints and the need to find a sufficient income for the families would lead to less time spend with the students (Yeung and Glauber, 2002). The above factor cause less interaction with the students and neglecting the preparation for conducive study environment, even though these parents know that learning and reading together as well as having co-curricular activities are productive for the students' development. The parents also know, spending time together with the students, siblings, friends and relatives are part of social combination that can increase students' academic achievements.

Norazlinda (2005) however shows no significant relationship between types of mothers' occupation and students' merit. But, correlation test between the types of fathers' occupation and students merit on the other hand reveals a significant relationship with students' merit.

## **2.5 Academic Achievement**

Academic is referred to formal education. Achievement on the complementary is the level of expertise obtains within academic perimeter. Kerlinger (1973) stated that academic achievements refer to the scores or grades achieved by the students in a test or public examination. Naderi et al. (2009) and Gage and Berlinger (1992) use CGPA as the indicator to measure academic achievements in their research. In this research, academic achievements would refer to students' achievements in PMR and UPSR. PMR is chosen so that the validity and reliability of the exam in national level can be certain. Zukina (2003) has categorized the achievement into (A) distinction, (B) good, (C) moderate, (D) minimum achievement and (E) not achieve minimum achievement. The categories are made based on the means differences and standard deviation obtained in eight subjects taken, i.e. *Bahasa Melayu*, English, Mathematics, Geography, History, *Kemahiran Hidup* and Islamic Studies. Tien Sin Tay (1993) provides the results in term of grades and set the points to 'A' (5 points), 'B' (4 points), 'C' (3 points), 'D' (2 points) and 'E' (1 point). Therefore, the same process will be applied in this research. Mohamad Johdi, Noraini, ismail Salleh et al. (2009) has categorized PMR achievement into four categories; i.e. excellent for students who get 6As and above, good for students who get

between 3A' and 5As and moderate for students who get 1A or 2A's, and pass for those who get no 'A's in their PMR examination result.

## CHAPTER 3

### METHODOLOGI AND DATA

#### 3.1 Introduction

The objective of this study is to examine the level of interaction of Social Academic Status towards academic achievement. In this chapter, the detail of methodology used in conducting the research is elaborated. The methods used were adapted based on the procedures underlined by Urbach and Ahlemann (2010). There are six main phases; Problem Definition and Research Design, Theoretical Foundation, Model Construction and Instrument Development, Data Collection, Model Validation and lastly the Interpretation. The discussions also include the emphasized phases on each activity conducted and the techniques used. Then, the justification is made to explain on for choosing the described method.

The study is conducted using primary data collection and questionnaires. The respondents are form four students from 3 zones in secondary schools in Perlis, which are Sekolah Menengah Kebangsaan Dato Ali Ahmad (Kangar Zone), Sekolah Menengah Kebangsaan Arau (Arau Zone) and Sekolah Menengah Kebangsaan Dato Jaafar Hassan (Padang Besar Zone). The data collected will be analyzed using descriptive analysis consisting of cross-tab and Structural Equation Modeling (SEM) using Partial Least Squares (PLS) analysis. The focus of the study will be towards secondary school.

### 3.2 Research Procedures

The procedures involved in this research procedure are depicted in Figure 3.1. The data collection survey (Survey Research Design) is based on Urbach and Ahlemann (2010).

In the theoretical phase, reviews of the literature are carried out to gather the related information regarding the research. The issues of declining Social Academic Status relationship with academic achievement is the main objective in the study.

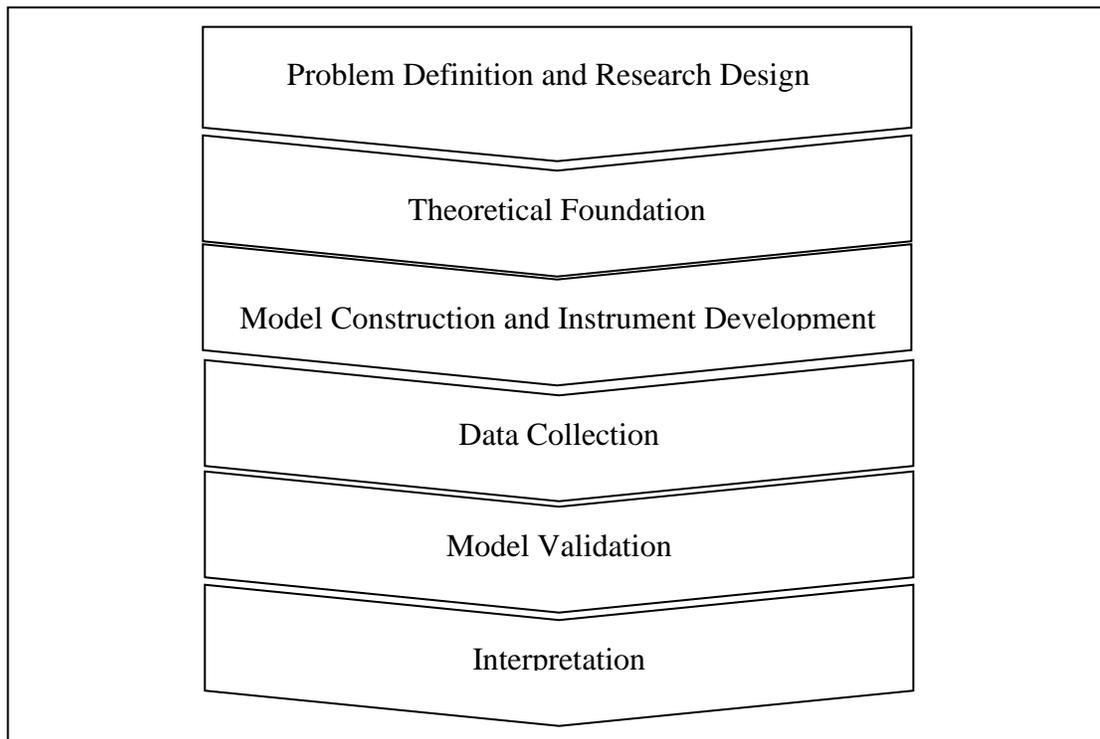


Figure 3.1  
Research Procedures

After all the data has been gathered, a critical analysis was conducted based on existing frameworks, which lead to the formation of conceptual model of this study. Then, the

hypothesized model based on the conceptual model was produced to construct the instruments for the study, and eventually from that, the instruments were updated.

The pilot study was carried out in February 2014. From the study, the Cronbach Alpha value for the instrument was 0.912 for social economic status which is reliable because it is greater than the threshold value 0.6 (Nunnally, 1978). This implicates that the instrument is good at asking what it should ask. Then the instrument was updated as suggested by the respondents in terms of terminologies. The sample was selected in fulfilling the scope of the study. All the data were then gathered and analyzed using descriptive analysis and PLS by utilizing SPSS version 18 and SmartPLS 2.0 to analyze the model and data.

### **3.3 Population and Sampling**

To conduct the study, a convenience sampling is used. It is a non-probability sampling technique where samples are selected because of their convenient accessibility and proximity to the researcher (Sakaran & Bougie, 2009)

The respondents were from four students from three schools in Perlis. The questionnaires were then distributed to 300 students from the three schools equally and 267 students has participated and answered the questionnaires. The reason why the four students were selected as the respondents are because they were just completed their PMR examination.

The PMR results and the UPSR results were important to this study because it will be used to evaluate the level of interaction of the Social Economic Status towards Academic Achievements.

### **3.4 Variables**

There are three types of variables in these models. Based on Figure 1.1 the endogenous variable is the Academic Achievement (AA) and exogenous constructs are Income (INC), Parents' Education (EDU) and Parents' Occupation (OCC). The items and constructs used in this research are depicted in Table 3.1 below. The details items for each variable are depicted in Appendix B.

Table 3.1  
Research Variables

Dimension	Elements	Items
Academic Achievement (AA)	CGPA	UPSR Result
		PMR Result
Social Academic Status	Income	A1
		A2
		A3
		A4
		A5
		A6
		A7
	Education	B1
		B2
		B3
		B4
		B5
		B6
		B7
		B8
		B9
		B10
	Occupation	C1
		C2
		C3
C4		
C5		
C6		

Table 3.1 shows the variables used for this research. Details items for each variable are depicted in Appendix B.

### **3.5 Research instruments**

The instrument follows the work of Johdi et. al (2009) and the conceptual model is illustrated in Figure 1.1. The research methodology is somehow modified F4.2 to suite the literature study. The relationship among the constructs depicts the process involved in the model. All the items are group based on the construct to form the model. A complete structure of the model is depicted in Figure 3.2.

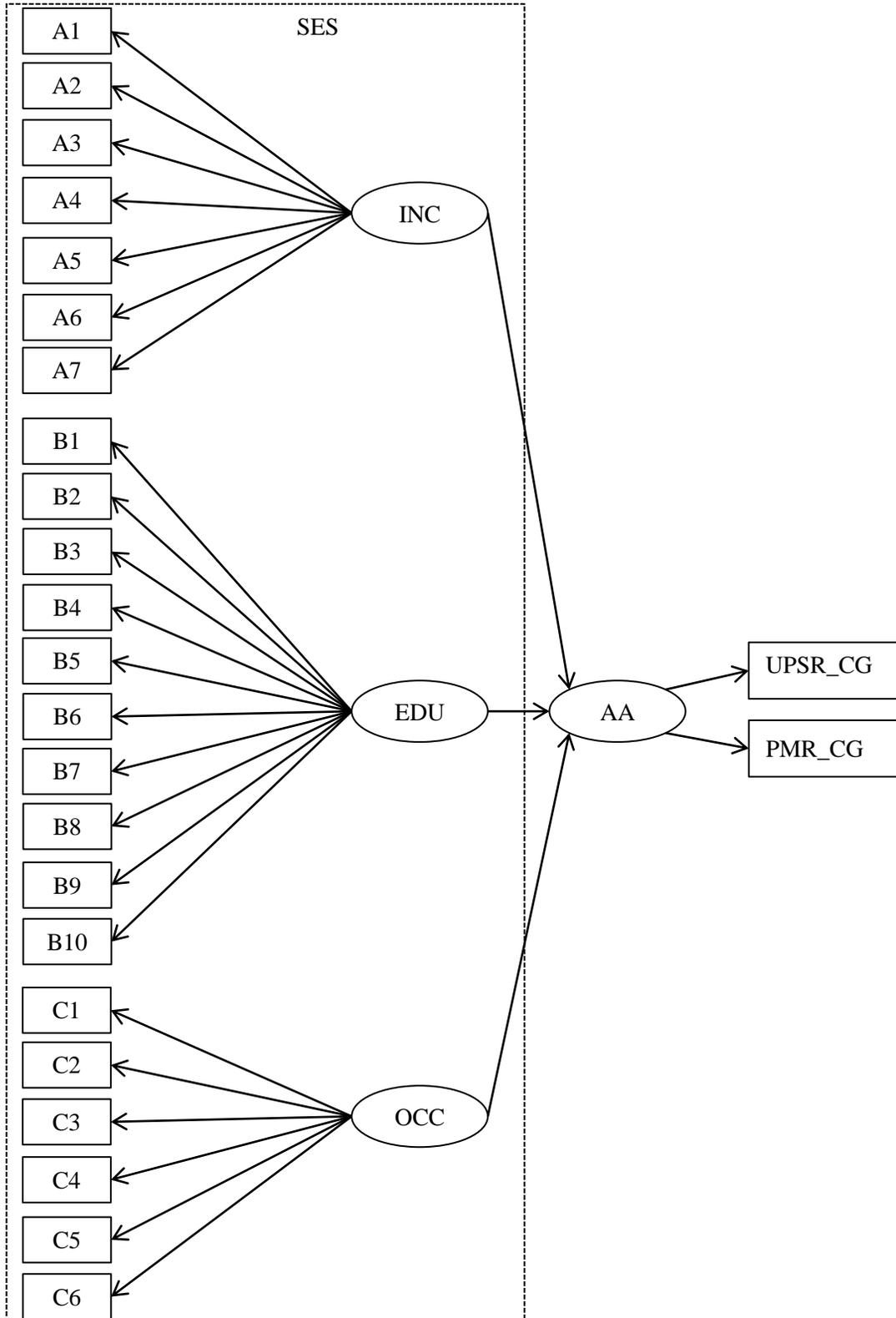


Figure 3.2  
The effect of Social Academic Status towards Academic

The construct in this model consist of Social Economic Status (SES) and Academic Achievement (AA) hence the instrument is developed based on the above model. The instrument consists of students achievement based on their UPSR and PMR result. Hair et. al (1995) stated that the minimum number of construct is three, however Ho (2006) agreed that the minimum number of construct is one, since it is sufficient to describe the constructs. The aim of the study is to measure how significant the Social Economic Status (SES) towards Academic Achievement (AA) of the students. Bloom (1986), Mc Millan and John Westren (2000), Jeynes (2002) and Rosna Awang Hashim et. al (2003) stated that Social Economic Status (SES) of an individual is important in measuring the Academic Achievements of the students. In this study the hypotheses is represented by H1, H2 and H3. The finding of the study will be helpful to improve the students' Academic Achievements which is to materialize the idea and objective as demonstrate in Chapter 1.

There are 23 items in the model are used to measure the SES towards AA. All the items are research questionnaires and are not been separated into sub-category due to the objective which is focusing only on the overall affect i.e not in detail. All the items are measured by using the *likert scale* 1 to 5, of which 1 is the *strongly disagree* and 5 is the *strongly agree*. The detail explanation of the above method of study will be in chapter 4.

### **3.5.1 Validity**

A pre-test study is conducted to validate the instruments. The pre-test study is divided into face validity and content validity. Face validity is the minimum and the basic index of content validity (Sekaran and Bougie, 2010). Thus, a pre-test study is conducted to ensure the ability of a scale to measure the intended item. A pre-test study was conducted among 30 form four students in SMK Dato Ali Ahmad. The face validity involves comments and suggestions regarding the wordings, clarity, structure, consistency and the length of the questionnaires that should be improve into the final study. The instruments are then refined based on the responses in the pre-test study. After refinement, pilot study is then conducted in 3 schools in Perlis. The internal consistency is conducted based on the data in the pilot study.

### **3.5.2 Reliability**

The pilot study was carried out in February 2014. The aim of the study is to measure the instrument's reliability and the data were collected manually, of which a set of the instrument was issued to 30 students. Then, SPSS version 18 was utilized to analyse the data.

### **3.5.3 Justification of Structural Equation Modeling**

In analysing the data obtained from the quantitative method, initial steps or procedures are required to ensure that the data is complete, correct and suitable for further analysis (Sekaran & Bougie, 2010). These measures include data entry, data inspection and data cleaning (missing data) and descriptive statistics. Structural Equation Modeling (SEM) is used in this study to identify the significant of the direct effect of SES as a whole and then individual indicators, consisting of Income (INC), Parents' Education (EDU) and Parents' Occupation (OCC) towards Academic Achievement (AA). SEM is chosen as a tool to analyze the data because it allows simultaneous analysis of multiple independents and dependents constructs (Urbach and Ahlemann, 2010)

Two approaches used in SEM are either through covariance-based (CBSEM) or variance-based (Temme et al., 2006). Examples of covariance-based are EQS, AMOS and SEPATH, while the variance-based example is the PLS.

In this study, PLS-based method is employed using SmartPLS 2.0 as a tool. PLS also can be used to avoid the co-variance based SEM constraints related to the characteristics of the distribution, levels of measurement, the sample size, model complexity, identity and interdependence of factors (Chin, 1998; Fornell & Bookstein, 1982). Urban and Ahleman (2010) has stated the criteria for selecting PLS, i.e PLS make little demand on sample sizes than other methods and also the data inputs are not necessarily normally distributed data. Moreover, it can be used for a large number of complex SEM build and

can handle both reflective and formative constructs. Covariance-based SEM as AMOS is used to test or to validate theories or models that are available, but PLS can be used to confirm the theory or theories of development, including the use of prepositions developed by exploring the relationship between variables (Chin, 1998). Since the model in this study is conceptualized based on literature review, the PLS may be applicable.

Moreover, in this study, it will provide more accurate estimates of intermediate and medium accounting for the effect of measurement error. Since the data collected is small and fulfill the criteria stated above, the PLS method suite for use a program called SmartPLS 2.0.

### **3.6 Summary**

This chapter explains the procedures in carrying out the study as a whole starting with the sampling technique, followed by instrument development and justification of utilizing SmartPLS 2.0. The findings for this study will be discussed in Chapter 4.

## **CHAPTER 4**

### **RESEARCH FINDING**

#### **4.1 Introduction**

This chapter explains in detail the findings from the data collection. The findings depict the intensity of Social Economic Status effect on Academic Achievements. All the findings are based on the hypotheses and used to answer the research questions outlined in chapter 1. SmartPLS as delineated in Chapter 3 is used to validate the hypothesized model and to empirically analyse the contribution of Social academic status effects on Academic Achievements.

#### **4.2 Descriptive Analysis**

Table 4.1 depicts the demographic background of the respondents. There were 267 respondents participated in this study where the females dominates the males respondents. The respondents are form four students from three different schools in Perlis. The schools would represent three different zones, i.e. Kangar, Arau and Padang Besar.

Table 4.1 summarizes the demographic profile of the respondents. In term of respondents, almost 62.55% were females and they came from various races with

majority were Malay students. The data also shows that all of the respondents are currently in form four.

Table 4.1  
Respondents demographic background

	Frequency	Percentage
Gender		
Male	100	37.45
Female	167	62.55
Citizen		
Malaysian	266	99.63
Non-Malaysian	1	0.37
Race		
Malay	228	85.39
Chinese	23	8.61
Indian	2	0.75
Others	13	4.87
UPSR result		
6A	4	1.50
5A	5	1.87
4A	10	3.75
3A	35	13.11
2A	56	20.97
1A	64	23.97
0A	93	34.83
PMR result		
8A	44	16.48
7A	28	10.49
6A	16	5.99
5A	14	5.24
4A	9	3.37
3A	7	2.62
2A	4	1.50
1A	2	0.75
0A	143	53.56

According to the demographic information, 100 students (37.45%) were males and 167 students (62.55%) were females. 266 of the respondents are Malaysian citizen (99.63%) whilst one is non-citizen (0.37%). Demographic information comprises of 228 students (85.39%) were Malay, Chinese 23 students (8.61), 2 Indian (0.75%) and 13 students

(4.87%) were other races. From the table, it shows that the number of students getting better grades for PMR is increasing compared to UPSR. However, it also shows that the same patterns applied for the low grades, where the number of students getting no 'A' increased from 34.83% to 53.56% for UPSR and PMR respectively. The number of students getting average grades for UPSR, which is those getting 1A, 2A and 3A, were quite big. But, the results differ for PMR where the percentage is below than 6%.

Table 4.2  
CGPA Grouping

Class	Criteria (UPSR)	Criteria (PMR)
Low AA	1.60 - 2.99	1.25 - 2.50
Middle AA	3.00 3.99	2.51 - 3.70
High AA	4.00 -5.00	3.71-5.00

Students AA for UPSR and PMR result as the above table.

Table 4.3  
Respondents demographic mother and father incomes

Income	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Low (RM999 and below - RM2999)	248	92.88	228	85.39
Middle (RM3000 - RM5999)	18	6.74	34	12.73
High (RM6000 and above)	1	0.37	5	1.87

Table 4.3 shows the parents income according to three categories; Low income, middle income and high income. Majority of respondents' parents in the above sample are in the low income category which are 93% for mother and 85% for father. The low income is in the category with income at the range of RM999 and below to RM2999. There are a small percentage of parents with high income i.e. 0.37% for mother and 2% for father.

Table 4.4  
Crosstab of Respondents' CGPA PMR and mother income

CGPA INCOME	Low AA		Middle AA		High AA		Total	
	No.	%	No.	%	No.	%	No.	
Low Income	60	24.19	102	41.13	86	34.68	248	
Middle Income	2	11.11	10	55.56	6	33.33	18	
High Income	0	0.00	0	0.00	1	100.00	1	
Total	62	23.22	112	41.95	93	34.83	267	

Table 4.5  
Crosstab of Respondents' CGPA PMR and father income

CGPA Income	Low AA		Middle AA		High AA		Total	
	No.	%	No.	%	No.	%	No.	
Low Income	56	24.56	96	42.11	76	33.33	228	
Middle Income	5	14.71	14	41.18	15	44.12	34	
High Income	1	20.00	2	40.00	2	40.00	5	
Total	62	23.22	112	41.95	93	34.83	267	

Table 4.4 shows the crosstab of respondents' CGPA PMR and mother income and Table 4.5 shows the crosstab of Respondents' and father's income. Table 4.4 shows that the mother with higher income will contribute to the higher AA for the students. One respondents in Table 4.4 who had achieve high AA is from the mother whom with high income. Table 4.4 also demonstrates how the students who achieved low AA are from mothers with low income. However, on the other hand, father's income would not necessary contribute directly to the AA of their children. Out of 5 respondents whom their father from high income group, there is only 2 of them with excellent PMR result. This is shown in Table 4.5.

Table 4.6  
 Respondents demographic mother and father educations

Education	Mother		Father	
	No.	%	No.	%
No formal education	5	1.87	8	3.00
Primary school (UPSR)	36	13.48	23	8.61
Secondary school (PMR)	46	17.23	41	15.36
Secondary school (SPM)	134	50.19	143	53.56
College / Diploma	23	8.61	30	11.24
Degree	20	7.49	19	7.12
Masters / PhD	3	1.12	3	1.12

Table 4.6 depicts the crosstab of PMR CGPA and the education of the parents. Generally the parents education level may be divided into 7 category which are parents with no formal education, parents with primary school education, parents with secondary school education with PMR, parents with secondary school with SPM, parents who attended a college or Diploma, parents with Degree and lastly parents who possess a master or PHD qualification. The majority of parents are at education level at SPM which is 50.19% for mother and 53.56% for father.

Table 4.7  
Crosstab of Respondents' CGPA PMR and mother educations

Education	CGPA	Low AA		Middle AA		High AA		Total No.
		No.	%	No.	%	No.	%	
No formal education		2	40.00	1	20.00	2	40.00	5
Primary school (UPSR)		14	38.89	9	25.00	13	36.11	36
Secondary school (PMR)		15	32.61	20	43.48	11	23.91	46
Secondary school (SPM)		28	20.90	59	44.03	47	35.07	134
College / Diploma		2	8.70	14	60.87	7	30.43	23
Degree		1	5.00	8	40.00	11	55.00	20
Masters / PhD		0	0.00	1	33.33	2	66.67	3
<b>Total</b>		<b>62</b>	<b>23.22</b>	<b>112</b>	<b>41.95</b>	<b>93</b>	<b>34.83</b>	<b>267</b>

Table 4.8  
Crosstab of Respondents' CGPA PMR and father educations

Education	CGPA	Low AA		Middle AA		High AA		Total No.
		No.	%	No.	%	No.	%	
No formal education		2	25.00	2	25.00	4	50.00	8
Primary school (UPSR)		9	39.13	7	30.43	7	30.43	23
Secondary school (PMR)		10	24.39	17	41.46	14	34.15	41
Secondary school (SPM)		35	24.48	63	44.06	45	31.47	143
College / Diploma		4	13.33	13	43.33	13	43.33	30
Degree		2	10.53	9	47.37	8	42.11	19
Masters / PhD		0	0.00	1	33.33	2	66.67	3
<b>Total</b>		<b>62</b>	<b>23.22</b>	<b>112</b>	<b>41.95</b>	<b>93</b>	<b>34.83</b>	<b>267</b>

Table 4.7 and 4.8 shows the crosstab of respondents' CGPA and parents' education. Through the above table we found that most of the parents' educations are SPM level. The table shows that the education level of parents give less impact on students AA. This demonstrates even parents with high education i.e. at the level of Degree and Diploma somehow the children still gain low AA. On the other hand, there are some respondents whose parents with low level of education manage to achieve high AA, especially mother with no formal education having more children with high AA (40%), and father with no formal education having more children with high AA (50%).

Table 4.9  
Respondents demographic mother and father occupation

Occupation	Mother		Father	
	No.	%	No.	%
Others	172	64.42	26	9.74
Unemployed / Housewife	11	4.12	26	9.74
Retiree	25	9.36	110	41.20
Self employed	20	7.49	29	10.86
Support staff	23	8.61	41	15.36
Service officers	4	1.50	4	1.50
Admin executive (A group)	12	4.49	31	11.61

In Table 4.9, 172 mothers (64.42%) work in the category of others (baby sitter, groceries attendants and factory workers) and father who retiree is 110 (41.20%). The least occupation is from the service sector which represents 1.5% for each father and mother.

Table 4.10  
Crosstab of Respondents' CGPA PMR and mother occupation

Occupation	Low AA		Middle AA		High AA		Total	
	CGPA	No.	%	No.	%	No.	No.	
Others		40	23.26	73	42.44	59	34	172
Unemployed / Housewife		1	9.09	2	18.18	8	73	11
Retiree		8	32.00	13	52.00	4	16	25
Self employed		4	20.00	7	35.00	9	45	20
Support staff		1	4.35	10	43.48	12	52	23
Service officers		0	0.00	4	100.00	0	0	4
Admin executive (A group)		8	66.67	3	25.00	1	8	12
Total		62	23.22	112	41.95	93	35	267

Table 4.10 shows crosstab of PMR CGPA and mother's occupation. The table depicts that the students with low AA (66.67%) are from the category of mother with high level of occupation. On contrary the respondents with high AA are from unemployed housewife mother which is 73%

Table 4.11  
Crosstab of Respondents' CGPA PMR and father occupation

Occupation	Low AA		Middle AA		High AA		Total	
	CGPA	No.	%	No.	%	No.	%	No.
Others		9	34.62	9	34.62	8	31	26
Unemployed / Housewife		5	19.23	12	46.15	9	35	26
Retiree		32	29.09	39	35.45	39	35	110
Self employed		5	16.67	13	43.33	12	40	30
Support staff		4	10.00	22	55.00	14	35	40
Service officers		1	25.00	2	50.00	1	25	4
Admin executive (A group)		6	19.35	15	48.39	10	32	31
Total		62	23.22	112	41.95	93	35	267

Table 4.11 is the crosstab of PMR CGPA and fathers' occupation. The respondents with low AA are of the group of whom their father in the group of others employed (34.62%) meanwhile the respondents whom with high AA is in the group of self-employed (40%). There are also parents who works in the category as administration executive contribute to low students' AA (19.35%)

Table 4.12  
Crosstab of Respondents' CGPA UPSR and mother income

Income	Low AA		Middle AA		High AA		Total	
	CGPA	No.	%	No.	%	No.	%	No.
Low Income		44	17.74	92	37.10	112	45.16	248
Middle Income		3	16.67	7	38.89	8	44.44	18
High Income		0	0.00	0	0.00	1	100.00	1
Total		47	17.60	99	37.08	121	121.00	267

Table 4.12 shows crosstab of respondents CGPA UPSR and mother income. 248 of the respondents are those with low mothers' income. Mother with low income contributes to the highest percentage of low AA which is 18%. Meanwhile mother with high income contribute to the highest AA which 100%.

Table 4.13  
Crosstab of Respondents' CGPA UPSR and father income

Income	Low AA		Middle AA		High AA		Total	
	CGPA	No.	%	No.	%	No.		%
Low Income		45	19.74	81	35.53	102	44.74	228
Middle Income		2	5.88	17	50.00	15	44.12	34
High Income		0	0.00	1	20.00	4	80.00	5
Total		47	17.60	99	37.08	121	45.32	267

Table 4.13 shows the crosstab of respondent's CGPA UPSR and father income. 228 From this respondents are from father with low income. From this respondents, 102 respondents (44.74%) gain high AA and 45 respondents (19.74%) gain low AA. 5 respondents whom father in the category of high income with 4 respondents (80%) gain high AA.

Table 4.14  
Crosstab of Respondents' CGPA UPSR and mother education

Education	Low AA		Middle AA		High AA		Total	
	CGPA	No.	%	No.	%	No.		%
No formal education		1	20.00	2	40.00	2	40.00	5
Primary school (UPSR)		8	22.22	14	38.89	14	38.89	36
Secondary school (PMR)		12	25.00	18	37.50	18	37.50	48
Secondary school (SPM)		20	17.86	46	41.07	46	41.07	112
College / Diploma		4	14.29	12	42.86	12	42.86	28
Degree		2	14.29	6	42.86	6	42.86	14
Masters / PhD		0	0.00	1	50.00	1	50.00	2
Total		47	19.18	99	40.41	99	40.41	245

Table 4.15  
Crosstab of Respondents' CGPA UPSR and father education

Education	CGPA	Low		Middle		High		Total
		No.	%	No.	%	No.	%	No.
No formal education		1	12.50	1	12.50	6	75.00	8
Primary school (UPSR)		8	34.78	9	39.13	6	26.09	23
Secondary school (PMR)		8	19.51	19	46.34	14	34.15	41
Secondary school (SPM)		24	16.78	49	34.27	70	48.95	143
College / Diploma		4	13.33	13	43.33	13	43.33	30
Degree		2	10.53	7	36.84	10	52.63	19
Masters / PhD		0	0.00	1	33.33	2	66.67	3
Total		47	17.60	99	37.08	121	45.32	267

Table 4.14 and 4.15 shows the crosstab of respondents CGPA and parents' education. Through the above tables we may conclude that most of the respondents' parents are at the level of education of SPM level which are 112 (41.07%) for mother and 143 (48.95%) for father. The tables show clearly that the level of parents' education will affect the students AA. This is proven by AA is at the middle with master/PHD, their children AA is at the middle group (50%) and high group (50%). So as the father with high Education level with 66.67% students AA with father who is at master level of education.

Table 4.16  
Crosstab of Respondents' CGPA UPSR and mother occupation

Occupation	CGPA	Low AA		Middle AA		High AA		Total
		No.	%	No.	%	No.	%	No.
Others		30	17.44	60	34.88	82	48	172
Unemployed / Housewife		1	9.09	2	18.18	8	73	11
Retiree		7	28.00	11	44.00	7	28	25
Self employed		2	10.00	10	50.00	8	40	20
Support staff		1	4.35	11	47.83	11	48	23
Service officers		1	25.00	1	25.00	2	50	4
Admin executive (A group)		5	41.67	4	33.33	3	25	12
Total		47	17.60	99	37.08	121	45	267

Table 4.17  
Crosstab of Respondents' CGPA UPSR and father occupation

Occupation	CGPA	Low AA		Middle AA		High AA		Total
		No.	%	No.	%	No.	%	No.
Others		9	34.62	9	34.62	8	30.77	26
Unemployed / Housewife		4	15.38	14	53.85	8	30.77	26
Retiree		23	20.91	30	27.27	57	51.82	110
Self employed		4	13.79	12	41.38	13	44.83	29
Support staff		3	7.32	20	48.78	18	43.90	41
Service officers		0	0.00	3	75.00	1	25.00	4
Admin executive (A group)		4	12.90	11	35.48	16	51.61	31
Total		47	17.60	99	37.08	121	45.32	267

Table 4.16 and 4.17 shows the crosstab of respondent's CGPA UPSR and father occupation. Respondents with low AA are mainly from mother who works in administration executive sector which is 41.67%. Meanwhile for the respondents with low AA are father works in others category (lorry driver, labour and those self-employed)

### 4.3 Goodness of Measures Analysis

The questionnaires were adapted from previous studies as mentioned in chapter 3. Therefore validity and reliability test are done to ensure the goodness of fit. Sekaran and Bougie (2010) defined reliability as a test of how consistently a measuring instrument measures the concept it is measuring. Meanwhile validity is as a test of how well an instrument that is developed to measure the particular concept it is intended to measures.

### **4.3.1 Construct validity**

Construct validity is important to demonstrate on how well the results obtained from the use of measure analysis fit the theories of which the test is designed (Sekaran & Bougie, 2010). So, it will help to clarify the questions on validity of the instrument to tap the concept as theorized, which can be done through convergent and discriminant validity.

First, look at the respective loadings and cross loading from Table 4.18. Please note that there are only four constructs and the questionnaires are used as items to the respective constructs. There are no hierarchical models within these constructs. In order to measure the Social Academic Status, respondents' result for UPSR and PMR were used after being converted into cumulative points.

Table 4.18 depicts the initial loading for each items used. Hair et al. (2010) stated that the cut-off value for loadings is at 0.5 as significant. Also, if any items which has a loading of more than 0.5 on two or more factors, then they will be considered as not having a significant cross loading.

Table 4.18  
Initial loading and cross loading

	AA	EDU	INC	OCC
A_1	0.3426	0.3847	<b>0.7438</b>	0.2989
A_2	0.3519	0.437	<b>0.8315</b>	0.3709
A_3	0.3194	0.277	<b>0.7808</b>	0.2425
A_4	0.1575	0.3612	<b>0.5897</b>	0.3372
A_5	0.1447	0.4805	<b>0.5278</b>	0.3452
A_6	0.2472	0.3298	<b>0.7647</b>	0.2771
A_7	0.2426	0.3026	<b>0.7369</b>	0.3033
B_1	0.1948	<b>0.6684</b>	<b>0.5299</b>	0.3594
B_2	-0.0806	<b>0.5249</b>	0.292	<b>0.5499</b>
B_3	0.1857	<b>0.7168</b>	0.3097	0.4303
B_4	0.0984	<b>0.5928</b>	0.2343	0.4898
B_5	0.1593	<b>0.7283</b>	0.2546	0.466
B_6	0.0795	<b>0.6325</b>	0.2344	<b>0.5917</b>
B_7	0.0506	<b>0.5475</b>	0.2858	0.4537
B_8	0.0971	<b>0.6567</b>	0.2878	<b>0.525</b>
B_9	-0.0473	<b>0.5304</b>	0.1879	<b>0.5936</b>
C_1	0.072	<b>0.5748</b>	0.3951	<b>0.7082</b>
C_2	0.0479	<b>0.5038</b>	0.3056	<b>0.7308</b>
C_3	0.1128	0.3901	0.2308	<b>0.6962</b>
C_4	0.0974	<b>0.5002</b>	0.1961	<b>0.6933</b>
C_5	0.1274	0.4965	0.2708	<b>0.7679</b>
C_6	0.1047	0.3837	0.425	<b>0.6841</b>
B_10	0.1299	<b>0.6819</b>	0.3243	<b>0.5429</b>
PMR_CG	<b>0.9496</b>	0.2869	0.3799	0.1628
UPSR_CG	<b>0.9273</b>	0.1772	0.3328	0.0976

A_1 – A7 – Income parents	UPSR_CG – Result UPSR
B_1 – B_9 - Education parents	PMR_CG – Result PMR
C_1 – C6 – Occopation parents	

The values in bold in Table 4.18 are the loading items for which it is above the recommended value of 0.5. However, the items for B\_1, B\_2, B\_6, B\_8, B\_9, B\_10, C\_1, C\_2 and C\_4 have a loading of more than 0.5 on two or more factors, so they will be removed one by one starting from the lowest value before running the test again. The

process is continued until all items indicate significant values. The result for the new cross loading for Model is depicted in Table 4.19.

Table 4.19  
Loading and cross loading

	AA	EDU	INC	OCC
A_1	0.3426	0.2565	<b>0.7439</b>	0.3031
A_2	0.3518	0.3592	<b>0.8315</b>	0.3177
A_3	0.3193	0.2011	<b>0.7808</b>	0.3063
A_4	0.1575	0.3479	<b>0.5897</b>	0.361
A_5	0.1447	0.4331	<b>0.5278</b>	0.2405
A_6	0.2471	0.2818	<b>0.7647</b>	0.2911
A_7	0.2426	0.2405	<b>0.7369</b>	0.2859
B_10	0.1297	<b>0.7301</b>	0.3243	0.4408
B_3	0.1855	<b>0.7916</b>	0.3096	0.3524
B_4	0.0983	<b>0.6189</b>	0.2343	0.3756
B_5	0.1593	<b>0.7591</b>	0.2546	0.3671
B_7	0.0504	<b>0.5665</b>	0.2858	0.3403
C_2	0.0478	0.493	0.3056	<b>0.7608</b>
C_3	0.1127	0.4113	0.2308	<b>0.805</b>
C_6	0.1047	0.3648	0.425	<b>0.7707</b>
PMR_CG	<b>0.9493</b>	0.2367	0.3799	0.1389
UPSR_CG	<b>0.9277</b>	0.1228	0.3328	0.0917

In Table 4.19, all the items measuring a particular construct loaded were high on that construct and loaded lower on the other constructs. Thus, confirming the construct validity for Model.

### 4.3.2 Convergent validity

Next, convergent validity is conducted which is to test the degree of multiple items to measure the same concept are agreed. Hair et al. (2010) suggested using factor loadings,

composite reliability (CR) and Average Variance Extracted (AVE) to assess convergence validity. Table 4.20 depicts the convergent validity.

Table 4.20  
Result for measurement model

Model construct	Measurement item	Loading	CR	AVE
	UPSR_CG	0.9493	0.9367	0.8809
	PMR_CG	0.9277		
Income	A_1	0.7439	0.8795	0.5155
	A_2	0.8315		
	A_3	0.7808		
	A_4	0.5897		
	A_5	0.5278		
	A_6	0.7647		
	A_7	0.7369		
Education	B_3	0.7916	0.8243	0.501
	B_4	0.6189		
	B_5	0.7591		
	B_7	0.5665		
	B_10	0.7301		
Occupation	C_2	0.7608	0.8224	0.6069
	C_3	0.8050		
	C_6	0.7707		

Composite reliability values in Table 4.20 depict the degree to which the construct indicators indicate the latent variable, and the construct ranged are from 0.5278 to 0.9493. The AVE measures the variance captured by the indicators relative to measurement error. Barclay et al. (1995) and Fornell and Larcker (1981) stated that AVE should be greater than 0.5 to justify using the construct. In this model, the values

for AVE for each constructs are above 0.5 and in the range of 0.501 to 0.8809. The results showed in table 4.5 indicate that all the constructs are valid measures based on their perimeter estimates and statistical significant.

Table 4.21  
Model Summary result of the Model construct

Model construct	Measurement item	Standardized estimate	T-value
Academic Achievement	UPSR_CG	0.9493	120.9973
	PMR_CG	0.9277	74.8424
Income	A_1	0.7439	18.1908
	A_2	0.8315	32.4388
	A_3	0.7808	26.9798
	A_4	0.5897	9.1451
	A_5	0.5278	7.2898
	A_6	0.7647	17.114
	A_7	0.7369	15.0887
Education	B_3	0.7916	7.5826
	B_4	0.6189	4.7575
	B_5	0.7591	7.7006
	B_7	0.5665	3.8027
	B_10	0.7301	5.9999
Occupation	C_2	0.7608	3.4092
	C_3	0.805	3.282
	C_6	0.7707	3.144

### 4.3.3 Discriminant validity

The discriminant validity of the measures is the degree to which items differentiates among constructs or measures distinct concepts (Ramayah, Lee & IN, 2011). It was

accessed or validated based on the square root of the AVE value of a construct and should be greater than the correlations between the constructs (Fornell & Larcker, 1981). In table 4.22 the square root correlations for each construct for model are less than the average variance extracted by the indicators measuring the constructs, indicating adequate discriminant validity.

Table 4.22  
Summary results of the Model construct

Constructs	AA	EDU	INC	OCC
Academic Achievement (AA)	<b>1.000</b>	0	0	0
Education (EDU)	0.1965	<b>1.000</b>	0	0
Income (INC)	0.3815	0.3928	<b>1.000</b>	0
Occupation (OCC)	0.1249	0.5203	0.4097	<b>1.000</b>

#### 4.3.4 Reliability analysis

To assess the inter item consistency of the measurement items for each model; Cronbach's alpha coefficient is used. Table 4.23 summarizes the loadings and alpha values for each of the model.

Table 4.23  
Result of reliability test

Constructs	Measurement items	Cronbach's alpha	Loading Range	Number of items
Academic Achievement	UPSR_CG, PMR_CG	0.8657	0.9277 - 0.9493	2
Income	A_1, A_2, A_3, , A_4, A_5, A_6, A_7	0.8425	0.5278 - 0.8315	7
Education	B_3, B_4, B_5, B_7, B_10	0.751	0.5665 - 0.7916	5
Occupation	C_2, C_3, C_6	0.6955	0.7608 - 0.8050	3

As seen in Table 4.23, all Cronbach's alpha values are above 0.6 as suggested by Nunnally & Berstein (1994). The composite reliability values are ranged from 0.751 to 0.8657 for the Model. Interpreted like a Cronbach's alpha for internal consistency reliability estimate, a composite reliability of 0.70 or greater is considered acceptable (Fornell & Larcker, 1981). Therefore, it can be concluded that the measurements are reliable.

#### 4.4 Structural Model and Hypothesis Testing

Now we proceed with the path analysis to test the hypotheses generated for the models.

To simplify, let's take a look at the Model.

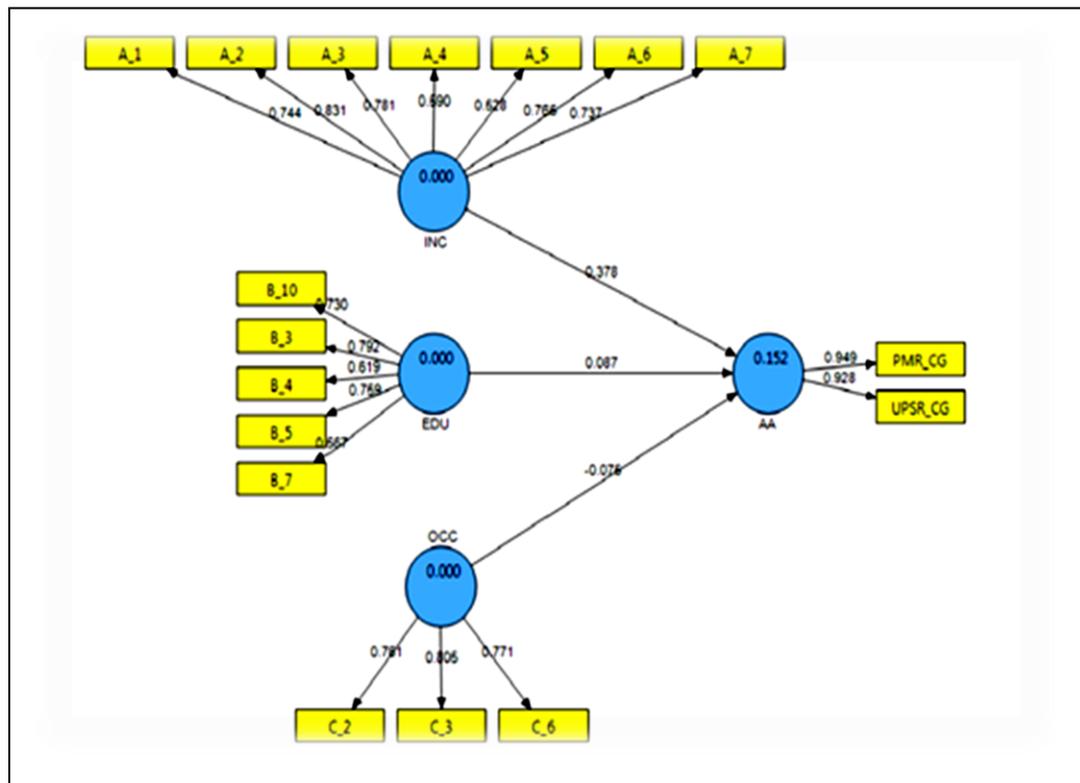


Figure 4.1  
Result for the analysis

Table 4.24  
Path Coefficient and hypothesis testing

Hypothesis	Relationship	Coefficient	<i>t</i> value	Supported
H1:	INC → AA	0.3781	5.977	YES
H2:	EDU → AA	0.0872	1.3374	NO
H3:	OCC → AA	-0.0754	0.9521	NO

Figure 4.24 show the result of the structural model. From the analysis, the direct effect of INC towards AA is greater ( $\beta = 0.3781$ ,  $t = 5.977$ ,  $p < 0.01$ ) compared to the effect of EDU towards AA ( $\beta = 0.0872$ ,  $t = 1.3374$ ,  $p < 0.01$ ). OCC towards AA ( $\beta = -0.00754$ ,  $t = 0.9521$ ,  $p < 0.01$ ).

#### 4.5 Conclusion

The conclusion of the research findings reveals that there is a significant direct impact of INC towards AA. But, it is not significant for EDU towards AA and OCC towards AA. Discussion and proposal for future research with regard to the research findings are discussed in chapter 5.

## CHAPTER 5

### DISCUSSION AND POLICY IMPLICATION

#### 5.1 Overview

The objective of the research is to examine the effect of SES towards the students' AA. Bloom (1986), Mc Millan and John Western (2000), Jeynes (2002) and Rosna Awang Hashim et al. (2003) consider 3 indicator that contribute to SES which are parents' income, parents' education level and parents' occupation level. The academic achievement meanwhile is the AA referring to UPSR and PMR result.

#### 5.2 Discussion

Based on the result of descriptive analysis, majority of the respondents are from the family with low and medium group of SES. The analysis correlates and suggesting that their UPSR and PMR result also falls in the group of low and medium achievement. The research findings therefore in parallel with general perception of saying that parents' SES have a great impact to their children' AA. The result of the research also carries the same finding as Marimuthu (1985) whom stated that the SES has a positive interrelation with AA.

The research also shows that parents income do affect significantly on students' AA. Parents with high income may provide a conducive learning environment and also

provide more or better tools and equipment for their children's education. Contrarily, those parents with low income are unable to equip their children with better or at par to parents with higher income. Berns (1993) then in his research is having the same finding which says that parents with low income struggle and unable to provide a conducive environment for their children to study. Hence causes the children's AA are always at low level.

However this research result found out that the parents' education level has actually no significant effect on students' AA. Those parents with high level of education, or so called educated parents have not necessarily motivated their children to gain or achieve high AA. The research shows that majority of respondents whose parents with AA at medium level. This finding goes along the same pattern of finding as Suresh Kumar (2011) which stated that there is no significant relation between parents' education level and students' AA. The above phenomenon arises due to a strong motivation and perception for students to excel in education to improve the family SES. Other finding by Abu Seman (1997) says that the parents' education somehow only affects the AA in science subject but not significantly in mathematics. Parents with low education also do encourage and assist their children academically as best as they could. Majority of respondents whom parents are from low education group again in the middle AA group. Therefore this research suggests that if the low education parents would be exposed to the importance of education, the possibility of AA of their children may be improved.

Through this research majority of respondents are those their mother of whom works in the category of others, which means their mother are for example works as baby sitter, groceries attendants, seasoning tailor, etc. they have a low level of education. As for father, majority of them are retiree. In this research, it is found out that the mother's occupation has no significant effect towards their children's AA. On the other hand, the father' occupation has a significant effect but somehow at small probable.

Norazlinda (2005) states, there is no significant effect on the mother's occupation and the student's merit (AA). This is again stresses clearly that no major dependency of mother's occupation and students' AA. Meanwhile the finding on the effect of the father's occupation and student's AA is significant, but however is weak. Meaning that in the most cases the father's occupation plays a very minor factor compare to the mother's occupation. The research also demonstrate that occupation of parents also due to their education level, but in reality in this perimeter, parents still manage to gain better or high income even though they are of low education group.

### **5.3 Policy Implication**

SES is a significant factor for students' AA. The future socio-economy background of children is actually complemented by family background. All family members have to seriously taken into account determining the students' AA. However, the most should fall on parents, who actually to look into the seriousness of the SES affecting the students' AA. The income level plays an important role for the family institution. Both

the education and occupation level are strongly interrelated to each other. Based on those above findings, before a family institution is formed, the future parents should before-hand should understand and ready take the responsibility to improve the SES for betterment of their future generation. Future parents should aware their education level will pave a better future. And this is a major factor to avoid the poverty inheritance.

The government in complementing to the above also should actively involve to deliver the message on how important the education for young generation. The awareness of the importance of education level should also be included in the pre-marriage courses. The government also may stress more on courses and train future parents in the method to teach their children to achieve academic excellence. We generally well-versed with the educated parents normally have their own method and procedure to educate their children. On top of that we believe that the government may consistently enhance more so that this method and procedure of excellently applied continued and improved, moreover in the aspect of students' AA.

The private sector or private employer should also actively involve to overcome the declining of children's AA. The research reflects that low AA students are from parents of low group of occupation (i.e. others such as; factory workers, groceries attendants, seasonal-tailor etc.). Meanwhile the low AA students are from retiree parents. The retired parents normally have a limited time to spent time on their children's education. The employer of private sector may also provide a sufficient trainee for their employee in order to improve their children's AA.

On top of all, school is no doubt the closest institution to the parents. The school administration should be able to access those parents whom their children encounter academic problem at school. The schools should be more friendly and involve more in any joint-venture program which organized by government. Starting from now, the school should not only invite those parents who have excellent children; and put aside those whose children are low achievers. The students with low AA should be rewarded according to their interest and extra-co-curriculum activities. By doing this, the parents know the other side of their children's capability; and having more objective or scope and spending more time to focus on AA.

#### **5.4 Limitation and Future Work**

This research only focusing on the SES which are; parents' income level, parents' education level and parents' occupation. The income level limits to main income without considering the side income. Hopefully the future research will proceed with larger scope by considering the side income and secondary occupations. Since the research targeting on limited samples or respondents, so the future study should accommodate larger group. The research is also not according to the students' gender. To get clearer picture of the polarization comparison of AA between genders, hopefully the future researcher may be able to conduct and respond to gender accordingly. The national level at a glance nowadays, normal phenomenon clearly shows that female students dominate male students in AA.

## **5.5 Conclusion**

Through general analysis of this research, SES factor no doubt is a huge factor affecting the students' AA. The government and school or educational institution cannot be put apart; since the government is an agency with a systematic master plan meanwhile the school or educational institution is the agency who implements the master plan. Again, for the above agencies (government and schools), students are the subjects that setting the benchmark for the efficiency of government's master plan in education. The students' AA will reflect the development and progressiveness of a country. To achieve this golden goal, therefore co-operation among parents, schools and government is very important, which are the keystone in achieving the well-developed nation.

## REFERENCES

- Abdul Razak Habib, Salleh Amat, Zuria Mahmud. (2001). Pendedahan sendiri: Perkara yang diceritakan oleh remaja kepada ibu bapa. *Jurnal Pendidikan*, 26, 81 – 92.
- Abrams, L. S. & Gibbs, J. T. (2002). Disrupting the logic of home-school relations. Parent involvement strategies and practices of inclusion and exclusion. *Urban Education*, 37(3).
- Anuar Abdullah. (1990). *Perkaitan di antara latar belakang dan konsep sendiri pelajar dengan pencapaian akademik*. Projek sarjana yang tidak diterbitkan. Serdang: Universiti Putra Malaysia.
- Baker, D. P. & Stevenson, D. L. (1986). Mothers' strategies for children's school achievement: Managing the transition to high school. *Sociology of Education*, 59, 156-166.
- Barclay, D. W., Thompson, R. & Higgins, C. (1995). The partial least squares (PLS) approach to causal modeling: personal computer adoption and use an illustration. *Technology Studies*, 2(2), 285-309.
- Barnard, W. M. (2006). Parent involvement in elementary school and educational attainment. *American Educational Research Journal*, 43(2), 39 – 62.
- Bernama. (2013). SPM: Kebanyakan negeri catat keputusan baik. Retrieve on February 3, 2014 from <http://www.sinarharian.com.my/nasional/spm-kebanyakan-negeri-catat-keputusan-baik-1.141730>
- Berns, R. M. (1993). *Child, family, community: socialization and support*. (3<sup>rd</sup> ed.). Forth Worth: Harcourt Javanovich College.
- Bloom, B. S. (1986). *The home environment and school learning*. Paper commissioned by The Study Group on the National Assesment of Student Achievement.
- Chin, W.W. (1998). Issues and opinion on Structural Equation Modelling. *MIS Quarterly*. 22 (1), 7 – 16.
- Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, 95-120.

- Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., Weinfeld, F.D., & York, R.L. (1966). *Equality of Educational Opportunity*. Report of the Equality of Educational Opportunity Commission (EEOC). Washington, DC: National Center for Education Statistics.
- Fan, X & Chen, M. (2001). Parental involvement and students' academic achievement: an avenue to increase students' success. *School Psychology Quarterly*, 7(3), 178-206.
- Fornell, C. & Bookstein, F. L. (1982). Two Structural Equation Models: LISREL and PLS applied to consumer exit-voice theory. *Journal of Marketing Research*, 19 (4), 440 – 452.
- Fornell, C. & Larcker, D.F. (1981). Evaluating Structural Equation Models with unobservable variables and measurement error. *Journal of Marketing Research*, 18 (1), 39-50.
- Gage, N. L. & Berliner, D. C. (1992). *Educational psychology*, (5th ed.). Boston, MA: Houghton Mifflin.
- Grilnick. W.S., Benjet, C., Kurowski, C.O. & Apostoleris, N. (1997). 'Predictors of parents involvement in childre's schooling'. *Journal of Research on Adolesence*, 10, 465 -80.
- Hair, J.F., Black, W.C., Babin, B.J. & Anderson, R.E. (2010). *Multivariate Data Analysis*. Prentice-Hall, Upper Saddle River.
- Hauser, R. M. & Warren, J. R. (1997). Sociologocal indexes for occupations: A review, update, and critique. *Sociological Methodology*, 27, 177-298.
- Haveman, R. & Wolfe, B. (1995). The determinants of children's attainments: A review of methods and findings. *Journal of Economic Literature*, 32(2), 1829-1878.
- Havighurst. (1967). *Adolescent character and personality*. New York : John Willey & Sons. Inc.

- Hill, N. E. & Craft, S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*, 96, 74–83.
- Ho, R. (2006). *Handbook of univariate and multivariate data analysis and interpretation with SPSS*. Boca Raton: Chapman and Hall/CRC.
- Jeynes, W. H. (2002). Examining the Effects of Parental Absence on the academic achievements of adolescents: The challenge of controlling for family income. *Journal of family and Economic Issues*, 23(2), 132-141.
- Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievements of adolescents: The challenge of controlling for family income. *Journal of family and Economic Issues*. 23(2), 132-141.
- Kerlinger, F.N. (1973). *Foundatios of behavioral research*. Holt, Rinehart and Winston, New York.
- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60, 73–85.
- Leong Yin Ching et. al.(1990). *Factors influencing the academic achievement of students in Malaysian schools*. Executive Summary Presented to the Educational Planning and Research Division, Ministry of Education.
- Marimuthu, T. (1990). *Pengenalan sosiologi pendidikan*. Petaling Jaya. Fajar Bakti Sdn. Bhd.
- McLoyd, V. (1990). The impact of economic hardship on black families and children: Psychological distress, parenting, and socioemotional development. *Child Development*, 61, 311-346.
- McMillan, J. & Western, J. (2000). measurement of the socio-economic status of Australian higher education student. *Springer Stable*, 39 (2), 223-248.
- McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L. & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarden children. *Psychology in the Schools*, 41(3), 363-377.

- Mohamad Johdi Salleh, Che Noraini Hashim, Ismael Hassanaen & Amir Hasan Dawi. (2009). *Status sosio ekonomi dan komitmen ibu bapa terhadap pencapaian pelajar dalam Penilaian Menengah Rendah, Malaysia*. 14<sup>th</sup> International Conference on Education. Theme: Bridging Words: Making Connections in Education.
- Naderi, H., Rohani, A., Aizan, H. T., Jamaluddin, S. & Kumar, V. (2009). Self esteem, gender and academic achievement of undergraduate students. *American Journal of Scientific Research*. Issue, 3, 26 – 37.
- Nam, Y. & Huang, J. (2009). Equal opportunity for all? Parental economic resources and children's educational attainment. *Children and Youth Services Review*, 31 (6), 625-634.
- Norazlinda Saad. (2005). Meritokrasi: Faktor sosio ekonomi dan peluang pendidikan tinggi. Universiti Utara Malaysia
- Nunnally, J. C. (1978). *Psychometric theory*. NY: McGraw-Hill.
- OECD. (2009). *Assessment framework – Key competencies in reading, mathematics and science*. Retrieve on February 3, 2014 from [http://www.oecd.org/document/44/0,3746,en\\_2649\\_35845621\\_44455276\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/44/0,3746,en_2649_35845621_44455276_1_1_1_1,00.html)
- Ortiz, E. & Dehon, C. (2008). What are the factors of success at university? A case study in Belgium. *Economic Studies*, 54 (2), 121-148.  
Paper presented at the Annual Meeting of American Association of Educational Research, New Orleans.
- Paulsen, M. B. & St. John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *Journal of Higher Education*, 73 (2), 189-236.
- PISA. (2003), Economy Plan Unit, 2,(11), 2, 5-40.

- Plomin, R., DeFries, J. C. & McClearn, G. E. (1990). Behavioral genetics: A primer (2<sup>nd</sup> Ed.). San Francisco: Freeman.
- Poston, D. L. & T. Falbo. (1990). Academic performance and personality traits of Chinese children: Onlies versus others. *American Journal of Sociology*, 96(2), 433–451.
- Ramayah, T., Lee, J. W. C. & In, J. B. C. (2011). Network collaboration and performance in the tourism sector. *Service Business*, 5, 411 – 428.
- Reay, D. (2004). Education and cultural capital: The implications of changing trends in education policies. *Cultural Trends*, 13(2), 73–86.
- Rosna Awang Hashim, Noran Fauziah Yaacob, Jahara Hashim, Abu Hassan Othman & RuzlanMd Ali. (2003). *Correlates of academic help seeking behaviors among adolescents:insights from a cognitive motivational perspective*. Sintok: Universiti Utara Malaysia.
- Sekaran, U. & Bougie, R. (2010). *Research methods for business: A skill building approach*. Wiley, UK.
- Sekaran, U. (2003). *Research methods for business: A skill building approach*. (4<sup>th</sup> ed.) Toronto: John Wiley & Sons, Inc.
- Sewell, W. & Hauser, R. (1980). The Wisconsin longitudinal study of social and psychological factors in aspirations and achievements. *Research in Sociology of Education and Socialization*, 1, 59-99.
- Sewell, W. H. & Hauser, R. M. (1980). The Wisconsin longitudinal study of social and psychological factors in aspirations and achievements. *Research in Sociology of Education and Socialization*, 1, 59–99.
- Sharifah Mohd Noor. (1992). Faktor-faktor latar belakang yang berkaitan dengan pencapaian akademik murid darjah satu. *JurnalPendidik dan Pendidikan*, 11, 61-69.

- Siwar, Chamhuri. (2005). *Pembasmian Kemiskinan: Satu Penilaian Kritikal Ke Arah Pemantapan Perancangan, Pelaksanaan dan Penilaian*. Dibentangkan Dalam Bengkel Penyediaan Pendekatan Bersepadu Pembasmian Kemiskinan RMKe-9 di Pusat Konvensyen Anatrabangsa Putrajaya pada 28 Julai 2005.
- Stinebrickner, R. & Stinebrickner, T. R. (2003). Understanding educational outcomes of students from low-income families. *Journal of Human Resources*, 38 (3), 591-617.
- Tajuddin Ali (1999). Faktor yang membawa kepada sikap rajin belajar Tiong Hua. Retrieve on February 3, 2014 from [www.idealismahasiswa.net/artikel/feb002/14feb03.html](http://www.idealismahasiswa.net/artikel/feb002/14feb03.html).
- Temme, D., Kreis, H. & Hildebrandt, L. (2006). *pls path modeling – a software review. discussion paper*. Institute of Marketing, Humboldt-Universitatzu Berlin, Germany.
- Terenzini, P., Cabrera, A. & Bernal, E. (2001). *Swimming against the tide: The poor in American higher education*. Princeton, NJ: College Board.
- Titus, M. (2006). Understanding college degree completion of students with low socioeconomic status: The influence of the institutional financial context. *Research in Higher Education*, 47 (4), 371-398.
- Tudge, J. R. H., Otero, D., Piccinini, C. A., Doucet, F., Sperb, T. M. & Lopes, R. S. (2006). A window into different cultural worlds: Young children's everyday activities in the United States, Brazil, and Kenya. *Child Development*, 77 (5), 1446 – 1469.
- Unit Perancang Ekonomi (2010). Rancangan Malaysia Kesepuluh 2011-2015. Retrieve on February 3, 2014 from [http://www.pmo.gov.my/dokumenattached/RM/RMK10\\_Mds.pdf](http://www.pmo.gov.my/dokumenattached/RM/RMK10_Mds.pdf)
- Urbach, N. & Ahlemann F. (2010). Structural Equation Modeling in information systems research using partial least squares. *Journal of Information Technology theory and application*.

- Urbach, N. & Ahlemann, F. (2010). Structural Equation Modeling in information systems research using partial least squares. *Journal of Information Technology Theory and Application*, 2, 11, (2), 5-40.
- Verna, M. A. & Campbell, J. R. (2000). *Career orientation of American chemistry olympians*. Paper presented at the Annual Meeting of American Association of Educational Research, New Orleans.
- Walpole, M. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. *Review of Higher Education*, 27 (1), 45-73.
- Yeung, W. J. & Glauber, R. (2009). *Children time use and parental involvement in low-income families*. Handbook of Families & Poverty. SAGE Publications.
- Zarinah Arshat & Rozumah Baharudin. (1999). Perkaitan antara faktor sosio ekonomi dan pencapaian akademik anak-anak. *Jurnal Kebajikan*, 21(2), 1-6.
- Zukina Yusoff. (2003). *Hubungan antara latar belakang keluarga dengan pencapaian akademik pelajar melayu melalui PMR*. Universiti Utara Malaysia.

**APPENDIX A**

Questionnaire

Dear Sir/Miss/Madam

My name is Noorfauziah Binti Mustafa and currently doing my Master at Universiti Utara Malaysia. The topic of my dissertation is The effect Social Economic Status towards Academic Achievement. Hence, I have develop instruments to measure the effect of Social Economic Status towards Academic Achievement for form four student in Perlis. Your cooperation in answering the questionnaire is highly appreciated.

Thank you.

Your sincerely,

NOORFAUZIAH BINTI MUSTAFFA  
Dear Sir/Miss/Madam

**Section A: Respondent's Background**

Gender    Male        Female   

Citizenship    Malaysian        Non-Malaysian   

Race    Malay        Chinese        Indian        Others   

No. of siblings (*Bilangan adik-beradik*):   

No. in your siblings (*Anak yang beberapa?*):   

Indicate the number of A, B, C, D, E and G in the box provided.  
*Nyatakan bilangan A,B,C,D,E dan G didalam kotak yang disediakan.*

UPSR Result    A     B     C     D     E     G   
*Keputusan UPSR*

Indicate the number of A, B, C, D, E and G in the box provided.  
*Nyatakan bilangan A,B,C,D,E dan G didalam kotak yang disediakan.*

PMR Result    A     B     C     D     E     G   
*Keputusan PMR*

Tick ( / ) in the space provided.  
*Tandakan ( / ) pada ruang yang disediakan.*

Income Parents:  
*Pendapatan Ibu bapa:*

	Mother	Father
1    RM999 and below	<input type="checkbox"/>	<input type="checkbox"/>
2    RM1000 - RM1999	<input type="checkbox"/>	<input type="checkbox"/>
3    RM2000 - RM2999	<input type="checkbox"/>	<input type="checkbox"/>
4    RM3000 - RM3999	<input type="checkbox"/>	<input type="checkbox"/>
5    RM4000 - RM4999	<input type="checkbox"/>	<input type="checkbox"/>
6    RM5000 - RM5999	<input type="checkbox"/>	<input type="checkbox"/>
7    RM6000 and above	<input type="checkbox"/>	<input type="checkbox"/>

Educations Parents:  
*Nyatakan tahap tertinggi pendidikan ibu bapa anda:*

	Mother	Father
1 No formal education	<input type="checkbox"/>	<input type="checkbox"/>
2 Primary school (UPSR)	<input type="checkbox"/>	<input type="checkbox"/>
3 Secondary school (PMR)	<input type="checkbox"/>	<input type="checkbox"/>
4 Secondary school (SPM)	<input type="checkbox"/>	<input type="checkbox"/>
5 College / Diploma	<input type="checkbox"/>	<input type="checkbox"/>
6 Degree	<input type="checkbox"/>	<input type="checkbox"/>
7 Masters / PhD	<input type="checkbox"/>	<input type="checkbox"/>

Occupations parents  
*Nyatakan pekerjaan ibu bapa anda*

	Mother	Father
1 Others	<input type="checkbox"/>	<input type="checkbox"/>
2 Unemployed/ Housewife	<input type="checkbox"/>	<input type="checkbox"/>
3 Retiree	<input type="checkbox"/>	<input type="checkbox"/>
4 Self employed (petani, peniaga, kontraktor)	<input type="checkbox"/>	<input type="checkbox"/>
5 Support staff	<input type="checkbox"/>	<input type="checkbox"/>
6 Service officers	<input type="checkbox"/>	<input type="checkbox"/>
7 Admin executive (A group)	<input type="checkbox"/>	<input type="checkbox"/>

**Section B**  
Please tick ( / ) in the appropriate box that reflect your opinion to the following statements.  
Kindly responds to all questions.  
*Sila tandakan ( / ) pada kotak yang disediakan bagi menunjukkan pendapat anda pada kenyataan yang diberikan. Mohon jawab semua soalan.*  
*(Note: The italic sentences are translations made in Malay)*

1 = Strongly Disagree

5 = Strongly Agree

Bahagian A	1	2	3	4	5
1 Ibu / bapa saya mampu menyediakan ruang yang selesa untuk belajar dan mengulangkaji <i>My parents can afford to allocate an adequate/comfortable study</i>	<input type="checkbox"/>				
2 Ibu / bapa saya mampu membekalkan buku rujukan tambahan selain buku teks <i>My parents can afford to buy additions/ reference academic books beside text book</i>	<input type="checkbox"/>				
3 Ibu / bapa saya mampu menghantar mengikuti kelas tambahan berbayar di luar sekolah <i>My parents can afford to send me to private tuition after scholl time</i>	<input type="checkbox"/>				
4 Ibu / bapa saya mampu memberi ganjaran atau hadiah sekiranya saya cemerlang di dalam peperiksaan <i>My parents may give me some present for my excellent academic achievement</i>	<input type="checkbox"/>				
5 Ibu/ bapa saya mampu menyediakan makanan yang seimbang dan berzat untuk perkembangan minda saya <i>My parents can afford to provide a very well-balanced food</i>	<input type="checkbox"/>				
6 Ibu/bapa saya menyediakan sebuah komputer untuk kemudahan pembelajaran saya <i>My parents provide a private computer (PC) for my study academic purpose</i>	<input type="checkbox"/>				
7 Ibu/bapa saya menyediakan kemudahan internet untuk saya mencari bahan pembelajaran. <i>My parents provide a PC with internet access for my study</i>	<input type="checkbox"/>				

Bahagian B	1	2	3	4	5
1 Ibu/bapa saya memastikan saya mempunyai tempat/bilik yang selesa untuk saya mengulangkaji pelajaran. <i>My parents will make sure I have a comfortable room for study</i>	<input type="checkbox"/>				
2 Ibu/bapa selalu membantu saya untuk memahami kerja sekolah <i>My parents always assist me to understand the homework</i>	<input type="checkbox"/>				
3 Ibu/bapa saya sentiasa memberikan sokongan dan motivasi dalam pencapaian akademik saya. <i>My parents always encourage and motivate me to excel in academic achievement</i>	<input type="checkbox"/>				
4 Ibu/bapa saya menyediakan jadual pembelajaran saya di rumah <i>My parents prepare me a sistematic timetable for study purpose at home</i>	<input type="checkbox"/>				
5 Ibu/bapa saya sering memantau aktiviti saya semasa di rumah <i>My parents always guide my activities at home</i>	<input type="checkbox"/>				

6 Ibu/bapa saya memberikan had masa untuk belajar/menonton televisyen dan kegiatan peribadi <i>My parents allocate a limited suitable time for me to study, watching television or other free activities</i>	<input type="checkbox"/>				
7 Ibu/bapa saya akan memastikan saya bersarapan sebelum ke sekolah <i>My parents will make sure I have take my breakfast before go to school</i>	<input type="checkbox"/>				
8 Ibu/bapa saya sering berbincang dengan saya ketika saya mengulangkaji pelajaran. <i>My parents always actively discuss and involve during my study time</i>	<input type="checkbox"/>				
9 Ibu/bapa saya sering menyemak buku pelajaran saya. <i>My parents always checks my academic book</i>	<input type="checkbox"/>				
10 Ibu/bapa saya sering bertanya kemajuan saya di sekolah. <i>My parents always ask me about my academic achievement at school</i>	<input type="checkbox"/>				

Bahagian C	1	2	3	4	5
1 Ibu/bapa saya meluangkan masa berbincang tentang apa yang saya pelajari di kelas. <i>My parents spends some time to discuss on subject I have learn at school</i>					
2 Ibu/bapa saya menceritakan maklumat dari bahan bacaan yang telah dibaca oleh mereka kepada saya <i>My parents always inform me extra knowledge from their reading material</i>					
3 Ibu/bapa saya berbincang tentang program televisyen yang kami tonton bersama <i>My parents do discuss on the television programme which we watch together</i>					
4 Ibu/bapa saya memastikan saya menyiapkan kerja sekolah <i>My parents will make sure I have finished my homework</i>					
5 Ibu/bapa saya memastikan rumah sentiasa senyap agar saya boleh belajar dan mengulangkaji pelajaran <i>My parents will make sure our home quite and calm for me to study</i>					
6 Ibu/bapa saya akan membawa saya bercuti pada musim cuti sekolah <i>My parents will bring me to a vacation during school holiday</i>					

## APPENDIX B

Dimension	Elements	Items
Academic Achievement (AA)	CGPA	Result UPSR
		Result PMR
Social Academic Status	Income	A1 : My parents can afford to allocate an adequate/comfortable study.
		A2 : My parents can afford to buy additional reference academic.
		A3 : My parents can afford to send me to private tuition after school time.
		A4 : My parents may give me some present for my excellent academic achievement.
		A5 : My parents can afford to provide a very well-balanced food.
		A6 : My parents provide a private computer (PC) for my study academic purpose.
		A7 : My parents provide a P.C with internet access for my study.
	Education	B1 : My parents will make sure I have a comfortable room for study.
		B2 : My parents always assist me to understand the homework.
		B3 : My parents always encourage and motivate me to excel in academic achievement.
		B4 : My parents prepare me a systematic time table for study purpose at home.
		B5 : My parents always guide my activities at home.
		B6 : My parents allocate a limited suitable time for me to study, watching television or other free activities.
		B7 : My parents will make sure I have taken my breakfast before go to school.

		B8 : My parents always actively discuss and involve during my study time.
		B9 : My parents always checks my academic book.
		B 10: My parents always ask me about my academic achievement at school.
	Occupation	C1: My parents spend some time to discuss on subject I have learn at school.
		C2 : My parents always inform me extra knowledge from their reading material.
		C3 : My parents do discuss on the television programme which we watch together.
		C4 : My parents will make sure I have finished my homework.
		C5 : My parents will make sure our home quietly and calm for me to study.
		C6 : My parents will bring me to a vacation during school holiday.