



Role of Family in Educational Attainment and Upward Mobility

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ABSTRACT

Given the substantial influence of family dynamics and socioeconomic position on academic achievement, studying the family's involvement in educational attainment and upward mobility is an essential field of study. With a particular emphasis on two primary goals, the study seeks to investigate the complex impact of family influences on educational attainment. The primary goal of the study is to dissect the relationship between parental income, education level, and employment, as well as other aspects of family socioeconomic position, and children's educational possibilities and resources. The second objective is to determine how family support systems, such as parental participation, encouragement, and access to educational resources and assistance, affect academic performance. In light of these goals, the study intends to provide light on the intricate relationship between home life and academic performance, which should guide efforts to ensure that all kids have equal opportunity to get a quality education.

Keywords: Parental Involvement, Family Background, Education Attainment, Upward Mobility

1. Introduction

A student's educational achievement and opportunities for advancement are greatly influenced by their family. Socioeconomic position and parental styles are some of the family traits that have a significant impact on educational possibilities and results. A child's family plays a dual role in shaping their upbringing, impacting their educational opportunities, goals, and mobility. To fully grasp the factors that promote or impede educational achievement and extending upward mobility, one must have a firm grasp of these above-mentioned dynamics.

1.1 Parenting Styles and Educational Attainment

When a kid grows up, he or she learns how to indulge with his or her family and community through formal and informal teachings, role models, and experience. This process is called socialization (Parke, et. al., 2004). The socialization process is bidirectional in which parents convey socialization messages to their children, but their children vary in their level of acceptance, receptivity, and internalization of these messages (Ladd and Kochenderfer-Ladd, 2019). For children to make academic strides, they need positive connections with their parents (Israel, et. al., 2001). Children whose parents are Calm and supportive are more likely to strive for and succeed in school (Dornbusch, et. al., 1987). Nevertheless, there is a lack of data about the precise social-psychological processes that link parenting approaches to academic performance.

Positive goal orientation and resilience in the face of scholastic adversity are two traits that high-quality parenting may help children internalize, which in turn might affect academic accomplishment (Davis-Kean, 2005). However, parent-child connections may influence academic performance in a roundabout way. For instance, a kid may experience emotional pain and even develop mental health issues as a result of parents, who are not actively interested in their lives, as seen via little communication, apathy, and neglect. A person's

capacity to succeed academically may be negatively impacted by their level of psychological adjustment or mental health (Radziszewska, et. al., 1996).

1.2 Family and Upward Mobility

People frequently exemplify class and family issues when they achieve upward mobility. Many people believe that a person's talent and value are the only factors in determining their level of mobility, rather than the role that resources play. As they embark on a path to greater success, members of the moral economy often find themselves at odds with their former selves, families, and communities (Mallman, 2017). A person's connections and sense of self become more precarious as their level of freedom rises (upward mobility). These dynamics of class mobility may have the greatest negative impact on family ties (Schneider, et. al., 2014). A potential danger to relationship cohesiveness is when social divisions make their way into the home. For this reason, it is possible to characterize mobility as "a painful dislocation between an old and newly developing habitus, which are ranked hierarchically and carry connotations of inferiority and superiority". Finding one's adjustment in an environment where upward mobility often feels ignored is another challenge of moving across socioeconomic levels (Kupfer, 2012).

The impact on people's health and happiness of mobility is substantial. Having a strong social network, healthy habits, financial and human resources, and the ability to tap into social power all contribute to a lower risk of stress and an improved quality of life. Those at the very top of society are less likely to be vulnerable since they are already well-established and have many social and economic safety nets to fall back on if a crisis does arise (Legewie, 2021). Everyone is firmly ingrained with the notion of upward mobility, which is that with hard labor, obedience to the law, and saving money, one can get ahead. The Belief of an inspiring story of a young man or woman who rises from humble beginnings to become a successful entrepreneur, inventor, husband, and member of a social class many levels higher than their own. (Delgado, 2007). Despite this, children's mobility is more downward than upward, contrary to popular belief. The vast majority of children from low-income homes never rise above their initial socioeconomic status and even fewer manage to do so. Affluent dynasties last forever, but middle-class offspring rarely rise through the ranks (Spiegler, 2018).

1.3 Theoretical Foundations

1.3.1 Effects of Family on Education Attainment

Dizon-Ross, (2019) argued that parents' upbringing and their beliefs about what is necessary for success in life shape their children's educational performance. Schwartz, (2018) discussed parent-child dynamics via the lens of the role model hypothesis, which states that parents serve as role models for their offspring. Affluent parents provide a good example for their children by getting degrees and working full-time. According to Cobb-Clark, household production theory, household investments and resources are associated with children's educational achievement. Cobb-Clark, et. al., (2019).

On the contrary, Radl, et. al., (2017) founded that fewer resources mean worse educational attainment for those living in households headed by mothers or stepfathers and mothers. Härkönen, et. al., (2017) findings also show that children's experiences with family dynamics vary with developmental stages. Williams-Owens, (2017) argued that as a result of growing up in a home where conflict is constant, children living in situations of divorced parents tend to do worse academically than their counterparts. Doka, (2017) stated that children experience temporary heartache, emotional pain, and associated issues when their parents die or divorce. Studies show that it harms kids' health, self-esteem, and academic achievement.

1.3.2 Impact of Family on Upward Mobility

According to Card, et. al., (2018), children from lower-class backgrounds and minority groups are at a higher risk of experiencing downward integration due to the impact of their inner-city school peers, who, in response to prejudice, reject schooling and other standard routes to upward mobility. Browman, et.al., (2019) stated that Children can be influenced to upward mobility by their parents' human capital, family structure, and manner of reception. Similarly, youngsters may be better able to avoid harmful peer pressure in places where ethnic links are strong.

Gardner, et. al., (2017) focused on the next generation and brought attention to the role that parental human capital plays, family dynamics, and integration strategies, the impact of school peers, and the significance of community and neighborhood in children's opportunities for upward mobility. Crul, et. al., (2017) stressed the critical importance of family support systems in encouraging children to go up the social ladder. Roksa and Kinsley, (2019) defined key factors that facilitate access for low-income children to community and school resources. As a result of a lack of investment in public school curricula, college preparatory programs, and student-teacher connections, students' opportunities for upward mobility have diminished. Narayanan, et. al., (2018) examined that it's worth considering if the mobility of the disadvantaged can be completely captured in the peri-adult years then it could take them longer to attain than the advantage. Full growth potential can be initiated by age-appropriate, on-track transitions (such as getting a bachelor's degree in engineering by the time one is twenty-six), but only a portion of that growth can be realized by a delayed, off-track transition.

2. Research Objectives

This research aims to comprehensively examine the Role of Family in educational attainment and upward Mobility through two interconnected objectives. Firstly, the study endeavors to examine the Impact of Family Socioeconomic Status on Educational Attainment. Secondly, it aims to assess the Influence of Family Support Structures on Academic Success. Through these objectives, the research seeks to provide valuable insights into the dynamics of the role of family in educational attainment and upward mobility.

3. Methodology and Data

The study utilized both primary and secondary data collection methods to determine “Role of Family in educational attainment and upward Mobility” The primary data is collected via a structured questionnaire through random sampling that has been used for students. The questionnaire has been designed based on demographic factors and the variables of the study “(i.e. Family Socio-Economic Status (SES), Parental Educational Background, Family Structure, Parental Involvement in Education Parental Aspirations and Expectations, Access to Early Childhood Education)”. These questionnaires were distributed to 385 respondents (students), out of which responses from 200 respondents were received. Finally, data from 140 respondents has been considered for the study who completely fulfilled the questionnaire. The secondary data for the study has been collected via various “Websites, Newspapers, Articles, various Internet Media and other reliable sources”. The study employed a mixed-method research design. Excel and SPSS software have been used to examine the data. The statistical tools mean, standard deviation (SD), and correlation have been used to test the study’s hypothesis.

4. Results

➤ Demographics table

Sr. no.	Demographic characteristics	Category	N	%
1.	Gender	Male	80	57.1%
		Female	60	42.9%
2.	Age	Below 10 years	62	44.3%
		10-14 years	31	22.1%
		15-19 years	31	22.1%
		Above 19 years	16	11.4%
3.	Location	Urban	93	66.4%
		Rural	47	33.6%
4.	Parental Educational level	Advanced degree	23	16.4%
		Bachelor’s degree	70	50%
		High School Diploma	47	33.6%
5.	Household income	High Income	24	17.1%
		Middle Income	70	50%
		Low Income	46	32.9%
6.	Parental Involvement	Attendance at parent-teacher conferences	84	60%
		Involvement in school activities	56	40%
7.	Family Structure	Extended Family	23	16.4%
		Nuclear Family	70	50%
		Single Parents Family	47	33.6%

Table 1 shows the Demographic Characteristics of the respondents in the context of their Gender, Age group, Location, Parental education level, Parental involvement, Family structure, and Household income of respondents. According to the table, out of 140 respondents, 57.10% of the respondents are male and 42.90% of the respondents are females who belong to Rural and Urban areas and specify their age groups, parental education level, parental involvement, and household income.

Objective 1: Examine the Impact of Family Socioeconomic Status on Educational Attainment.

Objectives	Regression Weights	Beta Coefficient	R	R ²	F	t-value	p-value	Hypotheses Result
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Objective 1	Family Socioeconomic Status > Educational Attainment	0.170	0.170	0.029	4.103	2.025	.045	Supported
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Table 2 shows the regression analysis for the hypothesis analyses if there is a significant impact of Family Socioeconomic Status on Educational Attainment. The “dependent variable” is educational attainment to test the hypothesis. $F = 4.103$, $p < 0.05$, demonstrating the impact of Family Socioeconomic Status on Educational Attainment. ($b = 0.170$, and $p < .005$). Moreover, the $R^2 = 0.029$ of the Educational Attainment, an alternative hypothesis is accepted.

Objective 2: Assess the Influence of Family Support Structures on Academic Success.

Objectives	Regression Weights	Beta Coefficient	R	R ²	F	t-value	p-value	Hypotheses Result
Objective 2	Family Support Structures > Academic Success	0.409	0.409	0.168	27.775	5.270	0.00	Supported

Table 3 shows the regression analysis for the hypothesis analyses if there is an influence of Family Support Structures on Academic Success. The “dependent variable” is Academic Success to test the hypothesis. $F = 27.775$, $p < 0.05$, demonstrating the Influence of Family Support Structures on Academic Success. ($b = 0.409$, and $p < .005$). Moreover, the $R^2 = 0.168$ of the Academic Success, an alternate hypothesis is accepted.

5. Discussion and Findings

In the light of education mobility and the role of parents and family background, Yang and Zhao, (2020) noted it was more beneficial for children's academic achievement when parents used an authoritative style, but parents from better socioeconomic backgrounds are more likely to use a permissive approach. Although parenting styles had a bigger impact on children from low-income families, mother's styles had a far more significant impact on their children's academic achievement than fathers' styles. Although Assari, S. et. al., (2019) observed that while there is a correlation between high parental educational attainment and better outcomes for children overall, this correlation is statistically smaller for Black and Hispanic adolescents compared to non-Hispanic white youth. This puts Black and Hispanic adolescents from middle-class homes at a higher risk for health problems. Upstream social factors could be blamed for the declining returns of parental educational attainment in ethnic minority households' ability to convert their capital and human resources into health outcomes, given the systemic pattern for outcomes across domains. Zhang, F. et. al., (2020) also acknowledged that Parents' academic participation has a direct correlation to their children's academic success, and this correlation is largely reliant on the parents' subjective upward mobility. Espinosa, L. L., et. al., (2018) acknowledged that for students from minority groups and low-income households, where income mobility is often stagnant and educational achievement is disproportionately poor, minority-serving institutions (MSIs) are crucial to their education. On the other hand, Hirata and Kamakura, (2018) emphasized that the authoritarian parenting style had little to no effect on self-esteem and most subscales of personal growth initiative, it did have a substantial impact on the willingness for change subscale of personal growth initiative among female students. Similarly, Sanders and Turner, (2018) determined that the impact of parental quality in shaping a child's developmental competence and, by extension, their life course trajectories, is substantial throughout childhood and adolescence. Children's emotional and physical well-being, their ability to communicate and self-regulate, their connections with their siblings and classmates, their academic success, and the quality of their relationships with their parents are all profoundly influenced by the parent-child bond. This study expands on previous research by consolidating results from many studies to offer a full comprehension of the intricate correlation between parenting styles, parental educational achievement, and children's academic achievement. The present study provides a more comprehensive and detailed viewpoint by integrating information from multiple sources, such as research on different parenting styles, minority-serving institutions, and the influence of the parent-child interaction on various aspects of development. In

addition, this study aims to fill gaps in existing research by examining how characteristics such as socioeconomic class, ethnicity, and gender overlap and influence educational results. This statement recognizes the institutional obstacles that prevent ethnic minority families from effectively utilizing their resources to achieve positive health and academic results. It highlights the underlying disparities within the school system. Furthermore, this study expands the investigation by analyzing how parental subjective upward mobility and willingness for change impact children's academic success. It offers valuable insights into the psychological processes that drive parental engagement in education. In summary, this study combines information from various studies and fills in gaps in existing research. It provides a more complete understanding of the factors that affect children's academic performance. Additionally, it emphasizes the significance of considering various aspects of parental involvement and socio-economic background in educational research and policymaking.

6. Conclusion

Finally, the family has a pivotal role in influencing scholastic achievement and social advancement. Families exert a substantial effect on the academic and socio-economic path of their children through diverse parenting methods, educational achievements, and levels of participation in their children's schooling. Studies suggest that parenting styles, such as authoritarian and permissive approaches, can have varying effects on children's academic achievement, with parental participation typically playing a crucial role. Furthermore, there is a constant correlation between the educational attainment of parents and improved educational achievements in children. However, structural inequalities may impede the effective utilization of parental resources, especially for underprivileged populations. Moreover, the parent-child connection, which includes elements of communication, support, and encouragement, has a substantial influence on children's growth and scholastic achievement. Understanding the many ways in which families impact educational achievements highlights the need to implement comprehensive strategies to aid children's academic accomplishments and enhance social advancement across different socio-economic contexts. To resolve disparities in educational achievement and promote upward social mobility, it is crucial to establish robust collaborations across families, educational institutions, and communities.

7. Implication, Limitations, and Recommendations for further studies

The study's findings about the influence of family on educational achievement and social advancement have complex and varied implications. The findings highlight the substantial impact of family variables, such as parenting styles, parental participation, and socioeconomic position, on children's academic achievement and long-term socio-economic prospects. This underscores the significance of focused interventions and support structures for families, especially those from underprivileged origins, to augment scholastic prospects and enable social advancement.

Nevertheless, the study also uncovers certain constraints that require careful thought. An inherent constraint is the dependence on self-reported data, which might potentially induce response bias and restrict the precision of the conclusions. Furthermore, the study could not encompass the complete spectrum of elements that affect educational achievement and social advancement, such as the impact of peers, the school setting, and personal attributes. To overcome these constraints and gain a more thorough grasp of the intricate relationship between family dynamics and socio-economic outcomes, future research might utilize longitudinal designs and mixed-method techniques.

Given the consequences and limits discussed, various recommendations can be made for future investigations. A study is needed to examine how diverse family characteristics affect educational achievement and social mobility in various cultural and socio-economic settings. Furthermore, longitudinal studies, which monitor individuals over an extended period, might provide useful insights into the enduring impact of family dynamics on socioeconomic outcomes. Furthermore, there is a need for intervention research to assess the efficacy of family-based programs and policies in enhancing educational achievement and social advancement. In summary, ongoing investigation in this field is crucial for supporting evidence-driven strategies and regulations designed to advance educational fairness and socio-economic advancement for individuals, irrespective of their familial origins.

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