



The Impact of Parental Socioeconomic Status on Academic Performance of the GCE A/L Students: A Case Study of Island Educational Zone, Jaffna

K.Kumudhini^{a*} S. Mathusha^b

^{ab}Postgraduate Institute of Humanities and Social Sciences, University of Peradeniya.

ABSTRACT

Education is a powerful tool to trigger the economic development of the country. As a developing country, Sri Lanka faces many issues due to the lack of educational facilities in the rural areas. Therefore, the study demonstrates how the parental socioeconomic status affects the academic performance of the GCE A/L students. The data have collected through a structured questionnaire from 50 Students by using the stratified random sampling method. The findings show that 76% of the sample units belonged to the poor income group. According to the regression analysis, the education level of parents is positively affects their child's education. The R squared value of the model is 79.97%, which represents the high explanatory power of independent variables. However, the education level of the mother is compulsory for children's performance in academics. Moreover, the coefficient of family income is 0.319 and it is positively correlated with the calculated A/L score. Family income and available facilities at home also positively impact student's performance. Moreover, public education facilities and student's interest in academics lead to better academic performance. The study suggests that parents should improve their economic and social support for their children to improve their child's academic performance. The government should make public policies and plans to improve education facilities. Public policies should be oriented more towards providing cheaper, more widespread, and better educational opportunities.

Keywords: Academic performance, Government facilities, Parental socioeconomic status, Random sample, Regression analysis

*Corresponding kumudhini2@gmail.com

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1. Introduction

Education is one of the key factors for human capital improvement and development. Every country needs substantial investment in human capital to achieve sustainable development. Education enhances people's understanding of themselves and the world. It improves the standard of life which leads to broad social benefits to individuals and society. Education plays a vital role in improving income distribution and social

progress. The economic and social development of a country is directly associated with human capital development. The Students' academic performance plays a significant role in producing the best excellent graduates who will come to be great leaders and Manpower for the country's economic and social development (Mohamed et al. 2018).

Dr. C.W.W. Kannangara, Minister of Education, introduced free education in Sri Lanka. The free education policy emphasizes the compulsory free education requirement of every child above the age of five and no more than sixteen (<https://nec.gov.lk>). The education system of Sri Lanka consists of three stages such as primary, secondary, and tertiary education. The population of Sri Lanka had an adult literacy rate of 92.3% in 2019, which is above average by world and regional standards (Central Bank report 2019). Although Sri Lanka has recognized as a high literacy level country in South Asia, its statistics show major shortcomings in rural areas of the country. Lack of clear state educational policy, unplanned policy changes, politicization of recruiting procedures of school teachers and administrative staff, lack of proper teachers training, educational reforms based on foreign donor agencies, and miss match of curriculum have been the main factors for the deterioration of the academic performance in rural areas.

The Island educational zone of Jaffna district, overall educational achievements are low compared to other educational zones in Jaffna. The eligibility percentage to follow G.C.E A/L in the country is 73.84 %. At the same time, Northern Province and Jaffna district are around 67.74% and 69.27% respectively. However, the island educational zone reflects only 43.54% (Department of Examination, 2019). This is a low performance when compare with the country level and district levels. Out of 246, 163 students passed in G.C.E A/L examination in 2019 and most of them are qualified for the Arts stream. (Annual school census of Sri Lanka (2019). The Island area is geographically and economically marginalized. Most of the people are farmers and fishermen. They have poor economic conditions where the income is insufficient for the educational expenses of their children. Lack of family income and poor knowledge of parents may cause lower educational achievements of students. Thus, this study attempts to find out, how parental socioeconomic status affects students' academic performances in the study area.

Objectives

Primary objective

- To identify the socioeconomic factors that affect the academic performance of G.C.E. A/L students in the Island educational zone, Jaffna.

Secondary objectives

- To identify the level of student's academic performance within the Island educational zone.
- To visualize the parental socioeconomic status within the Island educational zone.

2. Literature Review

There are several studies revealed the impact of parental socioeconomic status on the academic performance of the students. The relationship between parental socioeconomic status and the academic performance of

the students has been well documented in this literature review. Kumari et al. (2017) investigated the effects of family factors on the academic achievement of residential school children and rural government school children in India. The results imply that high parental aspirations and expectations helped achieve high achievement in both groups. But compared to rural government school children the achievement of private residential school children is high. Further, the study found there was a significantly higher parental contribution to the academic achievement of boys than girls in private residential schools. The research on impact of parental level of income on students' academic performance especially on high school students in Japan has been done by Machebe et al. (2017). Their results expose that students of financially rich families attained greater academic achievement. Parents' financial status has a significant impact highly Involvement of parents in students' school activities has a larger impact on academic achievement than the parent's financial status.

Singh et al, (2016) investigated the factors influencing students' academic performance in India. The findings of the study imply that learning facilities, communication skills, and proper guidance from parents have positive and statistically significant impacts on student academic performance. Further, the findings revealed that learning facilities are the most important factor for student academic performance and they affect the students' performance through communication skills and proper guidance from parents. Mushtaq and Khan (2012) also focused on the factors affecting students' academic performance in Pakistan. The results of the correlation analysis explore whether there is a positive association between communication and student performance and learning facilities and proper guidance. The regression analysis found communication, learning facilities, and proper guidance have a positive impact on students' performance, and family stress has a negative impact on the student's performance.

Hussain et al (2018) have identified the relationship between parental involvement and students' academic performance in Faisalabad. The study proved that there is a strong positive and significant relationship between parental involvement and academic performance. Parents' self-efficacy, extracurricular activities, parent role, parent support, school environment, and parent-teacher meetings have a positive and strong correlation with academic performance. Also, the female students' parents have a strong association with their studies compared to male students' parents. Likewise, parents of urban areas and science students have a great influence on the progress of their academic performance as compared with parents of rural and art students.

Li and Qiu (2018) studied the effect of family background on children's educational achievement in China. The study found that parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Parenting behavior and educational support for their children should improve children's learning habits and affect academic performance. The study also confirms that urban students' academic performance is highly affected by their families' socio-economic status compare to rural students.

Mootoocurpen et al. (2021) examine the relationship between academic performance and socioeconomic status. The results found that social, cultural, and economic factors affect the student's performance at school. Social factors like indiscipline, sickness, lack of interest in school, broken families, and substance abuse are the main factors that negatively affect performance in school. Also, the lack of parental involvement negatively affects student performance.

Mekonnen (2017) analyzed the effects of family educational background, dwelling, and parenting style on students' academic achievement in Bahir Dar. ANOVA and t-test results found that overall academic achievement is non – significant. Further, the results show that family educational background is an influencing factor in students' academic achievements and it is not statistically significant. The study reveals that there is a huge mismatch between the number of informants who preferred the authoritative parenting style and the rating as their parent's actual practices.

Tarraga Garcia (2018) focused on the influence of family involvement on academic performance. The results imply that informal education resources and parents' employment have a statistically significant impact on academic achievement and family involvement is not significantly significant. Further, the students of employed parents perform best and those with no work perform worst. However, gender does not significantly influence academic achievement. Moreover, the results show that girls attain better school performance and receive more family attention than boys.

Yunus et al. (2014) investigated the effect of family environment on student academic performance and adjustment problems in the School of Health Technology Keffi, Nasarawa State. The results revealed that family environment and parent's relationship with children have not significantly effects the Academic Performance of the Student. There is no gender difference in school adjustment and academic performance of the participants, also family environment has a significant effect on school adjustment.

Several studies have revealed the Academic performance of the students can be depend on family issues, gender differences, poor income, school quality, and lack of parental contribution on the global scale and country level. However, it is hard to find systematic research regarding the impact of family socioeconomic status on the academic performance of students in the Island educational zone of Jaffna. Therefore, this study attempts to fill this particular research gap in the literature.

3. Research Methodology

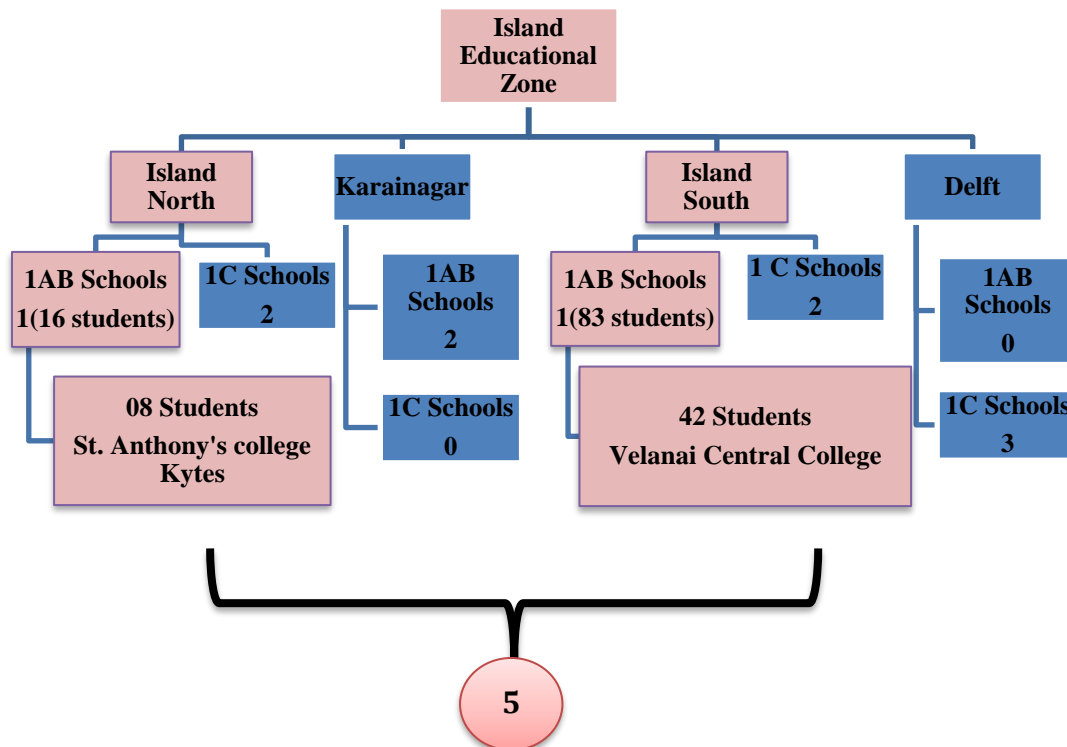
Data Collection

Primary data was collected through structured open-ended questionnaires from G.C.E.A/L students in the Island educational zone. The designed questionnaire was presented to the sample of students who sat the G.C.E.O/L exam in 2019 by the interview. Secondary data was collected from secondary sources such as the Jaffna district office Annual Report, the Island Educational Zone Annual Report, Research articles, the

Internet, and government and non-government magazines. The year 2019 was used as a base year to collect data.

Sampling Design

The research used the stratified random sampling method. Island educational zone is one of the educational zones among five educational zones in the Jaffna district. This consisted of four divisional secretariat divisions and two divisional secretariat divisions were selected (Karainagar and Delft) randomly. There were two 1AB Schools and four 1C schools in these two divisional secretariat divisions. Among them, two 1AB schools and their students who sat the G.C.E O/L exam in 2019 have been selected. These two schools contain 99 students. Among 99 students, 50 students have been selected randomly. The research did not consider the 1C schools because 1C schools have only two streams in the A/L s.



Model Specification

Multiple regression model was employed to achieve the main objective of this study. Further, descriptive, graphs and tables were used to describe the data. The study was not included educational expenditure as a variable in the regression model due to the multicollinearity issue. Multiple regression model is specified as follows:

$$Z = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \beta_7X_7 + \beta_8D_1 + \beta_9D_2 + \beta_{10}D_3 + U$$

Variables	Short Symbols	Variables' Description
Dependent Variable		
Academic Performance	Z	The variable was calculated based on students' Ordinary Level results. Score weights were given for each grade like A = 4, B = 3, C = 2, S = 1, and W = 0. The total score of the respondent was calculated using the weights.
Independent Variables		
The education level of the father	X_1	Number of schooling years
The Education level of the mother	X_2	Number of Schooling years
Family issues	X_3	This variable includes many issues such as parental illness, parental disability, parental abuse of alcohol, and parental abuse of drugs. Each issue takes 1 score value. If both father and mother are affected by one issue, then the score will be two. Therefore, the total score value will be 8.
Fight between parents	X_4	Number of fights between parents at home per month.
Facilities available at home	X_5	This variable was calculated based on the following facilities which were available for the students during the study period. The study considered the following facilities: Separate room for study, separate table and chair, Internet access, computers, and a peaceful environment. Each facility gets 1 score. If the student has all five facilities he/she will get a five score.
Income	X_6	Total monthly income of a family (in 1000 Rs)
Number of Children	X_7	Number of children in the family.
Public education facilities	D_1	If the student receive any public education facilities = 1, otherwise = 0
Student's personal interest	D_2	If the student have personal interest on education = 1, otherwise = 0
Male-headed	D_3	If the family is male-headed = 1, otherwise = 0

Diagnostics Tests

Test for Multicollinearity

Test of multicollinearity is very important when we employ multiple linear regression models, which include more than one independent variable. This test is based on the eighth assumption of the regression model; the covariance (linear correlation) between any two independent variables should be equal to zero.

$$\text{COV } X_i, X_j = 0$$

If this situation is valid, that situation is called no multicollinearity, which indicates that there is no linear relationship between any two independent variables. This assumption is important to identify the impact of these independent variables separately. There are some statistical techniques to detect whether multicollinearity exists or not. Here, in this study variance inflation factors.

Test for Heteroscedasticity

This test is based on the fifth assumption that should be satisfied in the regression model; the variance of the error term should be constant.

$$\text{Var } u_i X_i = \sigma^2$$

It is assumed that the variance of the error term should be constant. This indicates that the variance of the error term does not depend on the sample unit. In other words, the variance of the error term does not change in response to the sample size. This constant variance of the error term is called 'Homoscedasticity' and the violation of this assumption is called 'Heteroscedasticity'. Therefore, it is more important to detect the Heteroscedasticity. The study used the 'Breusch-Pagan-Godfrey test to identify the issue.

Test for Autocorrelation

No Autocorrelation is another important assumption and the violation of this assumption is called 'Autocorrelation'. Autocorrelation occurs when the residuals are not independent from each other. The autocorrelation can be tested by using the Durbin - Watson's d test. Durbin-Watson's d tests the null hypothesis that the residuals are not linearly auto-correlated. While d can assume values between 0 and 4, values around 2 indicate no auto-correlation. As a rule of thumb values of $1.5 < d < 2.5$ show that there is no auto-correlation in the data. Further, the LM test can also be used to test the serial correlation.

Test for Normal Errors

This is based on the seventh assumption of the regression model; the regression error term has a normal distribution.

$$U_i \sim N(0, \sigma^2)$$

The error term has a normal distribution with zero mean and constant variance. This assumption is important in statistical inference. A normality test was used to identify this issue.

4. Data Analysis and Discussion

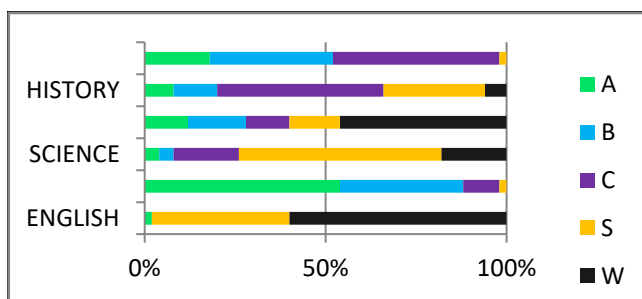
Descriptive analysis

The descriptive analysis is used to summarize the socioeconomic factors of this study since socioeconomic characteristics of a given population have their implication and relation with students' academic performance. The descriptive analysis summarizes the family socioeconomic factors that affect the student's academic performance in the Island educational zone. The description of the socioeconomic characteristics of the target

population gives some basic information about the educational status, expenditure, income, facilities, family issues, and family environment of the respondents.

Students' academic performance

Students' academic performance is the dependent variable of this study. Figure 1 shows that all the students are good in Tamil languages and Religion. As Tamil is their mother tongue, it shows 100% performance. But the students have very poor knowledge of English and Mathematics. 40% of students have received simple passes in the ordinary level examination and more than 50% of the students have a sound knowledge of mathematics. Therefore, improvement in English and Mathematics knowledge is necessary for these students and they need to update themselves.

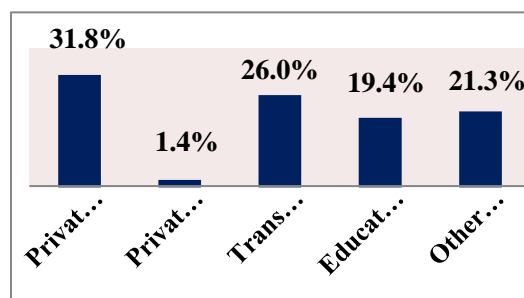


Source: Survey data

Figure 1: Educational Achievements of the student

Educational Expenditure

Expenditure on education is vital in analyzing the students' educational achievement. Parents spend nearly 10% of their income on their children's education in the research area. Students spend money on tuition fees, transport, and buying equipment for their studies. Figure 2 properly explains their expenditure on education. Respondents of the study area spend 33% of their money on private tuition classes, 26% on transport purposes, and 19% of the money to buy educational equipment like books and stationaries. They mentioned Food and beverage in other cost categories and expended 21% of the money on it.

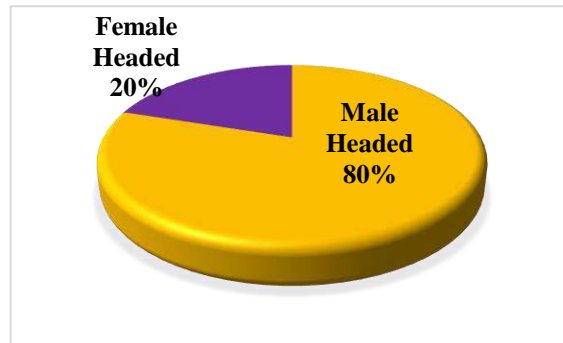


Source: Survey data

Figure 2: Educational Expenditure

Headship of the family (male-headed or female-headed)

According to Figure 3, 80 % of the families are male-headed while only 20% are female-headed. Most of the families depend on the father's income and mothers are homemakers. After the husband's death, the wife plays the head role in some families and it is nearly



Source: Survey data

Figure 3: Headship of the family in Percent (male headed or female headed)

Some female-headed families are economically poor as they lose their primary income earner or get separated from each other. But, the majority of parents are living together. So, the family environment is calm and peaceful.

Education level of parents

Parents' education is an important factor for students' education. According to our research area, most of the parents are educated up to G.C.E. Ordinary level. 80% of parents are primarily educated and nearly 2% percent of parents have completed their first degree. Approximately 15% of parents completed their advanced level and joined the labor force. Most of the mothers are educated up to the primary level compared to fathers. In contrast, fathers are more educated than the mother at the secondary level. Most of the parents have dropped out of school after grade eleven.

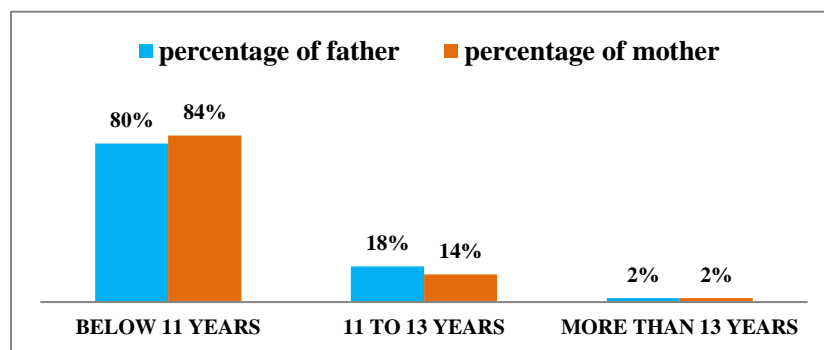


Figure 4: Education level of parents

Source: Survey data

Table 1: Education level of parents

No	Years of education	Father	Mother	Father's %	Mother's %
		Frequency			
Primary education	Below 11	40	42	80	84
Secondary education	11-13	9	7	18	14
Higher education	More than 13 years	1	1	2	2

Source: survey data

Income level of Parents

Figure 5 clearly explains the income level of the parents. 76% of the families earn low income and only 8% earn high income. Most of the families are earning less than 15000/= per month. 18% belong to the income range between 15000/= and 20000/=. Overall, the sample respondents are a relatively poor income group. The income that they are earning is insufficient to fulfill their basic needs. Therefore, it directly affects the student's academic performance.

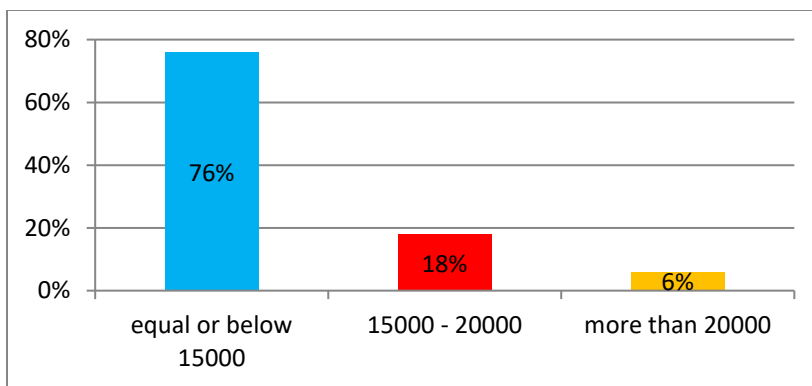
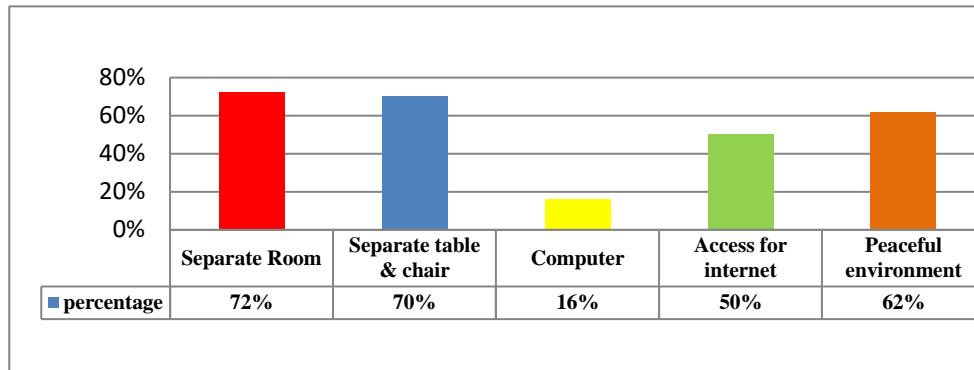


Figure 5: Income level of Parents

Source: survey data

Available facilities at home

The computer is essential equipment for education in recent times. Only 16% of students have a personal computer for their study purposes in the sample. Figure 6 clarifies the situation. Approximately 70% of the students have a separate room, table, and chair for their study purposes. 62% of the students have a peaceful environment and it will positively affect the academic performance of the students. Further, 50% of the students have the facility to access the internet.

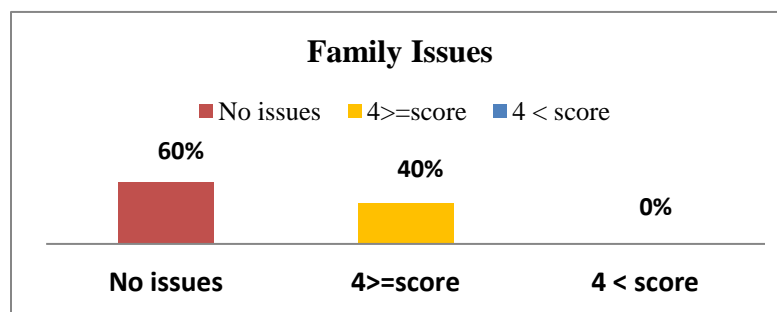


Source: Survey data

Figure 6: Available facilities at home

Family Issues

Figure 7 explains that 60% of the students did not have any issues regarding their education. It means the students don't have any family issues like parental illness, parental disability, domestic violence, parental abuse of alcohol, and parental abuse of drugs. 40% of the students are suffered from at least one issue mentioned above.



Source: survey data

Figure 7: Family Issues

Regression analysis is used to identify the linear relationships between parental socioeconomic status and student's academic performances. It concerns the dependence of one variable (dependent variable) on one or more other variables (independent variable). Further, it tries to measure the impact level quantitatively.

Table 2: Overall estimation

No of observation	50
Probability of F – statistics	0.0000
F – statistics	15.57
R-squared	79.97
Adjusted R-squared	74.84

Source: survey data

The R-squared value of the coefficient of determination indicates how much variation in students' academic performance is explained by socioeconomic factors while keeping all the other variables constant. According to Table 2, the R squared value of the model is 79.97%, which represents the high explanatory power of independent variables. The probability value of the F-statistics is 0.0000 and it is significant under 5% significance level. Adjusted R squared represents the modification of R squared that is adjusted for the number of explanatory variables in the model. According to Table 2 Adjusted R Squared value is 74.84%. It implies that the model is fitted well.

Table 3: Results of Multiple Linear Regression Model

Variables	Coefficient	Std. Error	t - Statistics	Prob.
C	5.145785	2.793575	1.842007	0.0731
The education level of the father	0.419227	0.189805	2.208725	0.0331**
The education level of the mother	0.520558	0.148093	3.515257	0.0011**
Family Issues	-0.198540	0.677069	-0.293235	0.7709
Fight between parents	-0.326646	0.694702	-0.470196	0.6480
Facilities available at home	1.475843	0.483260	3.053933	0.0041**
Income	0.319213	0.125266	2.548275	0.0149**
Number of Children	-0.304060	0.456334	-0.666309	0.5091
Public education facilities	6.688909	1.893840	3.531930	0.0041**
Student's personal interest	5.082745	1.867165	2.722173	0.0096**
Male-headed	0.009553	1.800310	0.005306	0.9958
Durbin-Watson stat	1.939428			

Source: survey data

According to Table 3, the education level of the father is statistically significant at a 5% significance level. When the educational level of the father increases by one year, the calculated A/L score will increase by 0.419 units, holding other variables constant. Meanwhile, the education level of the mother also positively and significantly affects the calculated score value. When the parents are well educated, they can guide their children to get the best performance in academics. Therefore, an increase in the parent's level of education increases the academic performance of students.

Facilities are available at home positively and significantly affect the calculated score at a 5% significance level. When the calculated score of facilities increases by one unit, the calculated A/L score will increase by 1.475 units, while all other factors remain fixed. When available facilities increase, students can study at home

without any difficulties and this causes to increase the academic performance. The coefficient value of number of children is -0.304. When the number of children increases by one the calculated A/L score will decrease by -0.304 units, holding all other variables constant. When a family has more children, it may disturb the student's studies at home. Moreover, the income generated by the family is not enough to spend more on children and parents will not spend more on their child's education. This situation may reduce the student's academic performance.

The coefficient of family income is 0.319 and it is positively correlated with the calculated A/L score. When the family income increases by 1000 RS, the calculated A/L score will increase by 0.319 units, while remaining all other factors constant. Increasing income level causes to spend more on children's education and increases the students' academic performance. Furthermore, it is statistically significant since the p-value (0.0149) is less than the alpha value (0.05).

Public education facilities positively and significantly affect students' academic performance. This is the variable that has a large effect on students' academic performance. When the student receives government assistance for his/her education, his/her total score will be 6.689 units higher than the student who doesn't receive the government facility for his/her education. When the government provides educational assistance for students, it will be helpful to spend more on education or reduce the cost of education. These motivate to increase the academic performance of students.

Student personal interest in academics positively and significantly affects calculated A/L score. If a student has a personal interest in academics he/she will get 5.082 units higher score than the student who doesn't have a personal interest in academics. When a student has a more personal interest in academics it increases his/her study time and curiosity. It causes to increase in the academic score value.

When considering the headship of the family, the student in the male-headed family gets a 0.781 higher score than the student in the female-headed family, holding all other factors constant. This impact is not statistically significant. Males are higher income earners than females and high income earning motivates parents to spend more on their child's education. Therefore, male-headed family students get a higher score than female-headed.

The Results of Diagnostics Tests

Table 4 :Result of Serial correlation Test

Breusch-Godfrey Serial Correlation LM Test:			
F-statistic	1.900345	Prob. F(2,35)	0.1646
Obs*R-squared	4.897710	Prob. Chi-Square(2)	0.0864

Source: survey Data

In this model, the observed R-squared value is 4.897710 and the probability chi-square is 0.0864 which is greater than 0.05. Therefore, this model does not suffer from the autocorrelation problem. It means that two error terms are not correlated. Further, the Durbin-Watson d Statistic is 1.939428 (See the output table of the regression model which implied the coefficient values). According to these statistics, it lies between 1.5 and 2.5. Therefore we can conclude that this model does not suffer from autocorrelation issue.

The result of Multicollinearity Test

Table 5: Result of Multicollinearity Test

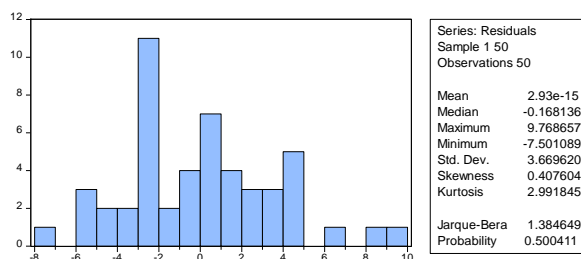
Variables	Coefficient of variation	Uncentered VIF	Centered VIF
The education level of the father	0.036026	13.42900	1.512236
The education level of the mother	0.021932	6.890141	1.457783
Family Issues	0.458422	1.736524	1.115070
Fight between parents	0.482611	2.917269	1.478861
Facilities available at home	0.233540	9.430107	1.515217
Income	0.015692	9.858325	1.495506
Number of Children	0.208241	10.47294	1.444729
Public education facilities	3.586629	1.445354	1.300818
Student's personal interest	3.486303	12.36333	1.483600
Male-headed	3.241117	10.44894	2.089789

Source: Survey Data

Since this model has regressors and constants, it is better to use the centered value of variance inflation factors. The general rule says that the VIF values should not exceed 10. In this model, all the centered VIF values are below 10. It is reflected that all variables are not cause to exist the multicollinearity issue. Therefore, this model does not have the multicollinearity issue.

Result of Normality Test

Jarque-Bera test statistics are used to test the normal errors. In this test output, the Jarque - Bera test statistics is 1.384649 which is under the probability level of 0.500411. However, this test requires a higher probability value than 0.05. Hence, the probability value is above 0.05, we can conclude that the residuals of this model are normally distributed.



Source: Survey Data

Figure 8: Results of Normality Test

Result of Heterocedastisity Test

Table 6: Results of Heterocedastisity Test

Heteroskedasticity Test: Breusch-Pagan-Godfrey			
F-statistic	0.871642	Prob. F(12,37)	0.5813
Obs*R-squared	11.01957	Prob. Chi-Square(12)	0.5272
Scaled explained SS	6.009708	Prob. Chi-Square(12)	0.9156

Source: Survey Data

In this model, the observed R-squared value is 11.01957 and the probability chi-square is 0.5272, meaning that more than 5 percent. Therefore, this model does not suffer the heteroscedasticity problem. It means that the variance of the error term is constant.

Result of Model Specification Test

Table 6: Results of Model Specification Test

Omitted Variables: Squares of fitted values			
	Value	df	Probability
t-statistic	1.065707	36	0.2937
F-statistic	1.135732	(1, 36)	0.2937
Likelihood ratio	1.553034	1	0.2127

Source: Survey Data

In this model, the t – statistics is 1.0657 and the probability is 0.2937, meaning that more than 5 percent. Therefore, this model does not suffer from the omitted variable problem. It means that the model is specified correctly.

5. Conclusion and Recommendation

The objective of this study is to identify the impact of family socioeconomic factors on student educational achievements in the Island educational zone of Jaffna District. To achieve this objective primary and secondary data were collected through well-structured questionnaires and secondary data sources. Descriptive analysis was used to identify the characteristics of each variable. Further, a multiple regression model was utilized to estimate the impact of each independent variable on the dependent variable.

Descriptive analysis shows that students have performed well in Tamil and Religion. Most of the students have very poor knowledge of English and Mathematics. When we consider the family characteristics of the respondents, most of the families are male-headed, and only a few of them are female-headed. Further, most of the families belong to low low-income category and parents have several schooling years below 11 years.

In addition, the students were getting all facilities at home above 50% except computer during their study period. A large portion of students in the sample are not affected by family issues and few of them are suffered.

According to the regression analysis, the variables such as available facilities at home, total monthly income, education level of mother and education level of father, and student's interest in education and public facilities have positive and statistically significant impacts on students' academic performance. Moreover, fights between parents, family issues, and the number of children in the family have a negative impact on it but the impacts are not statistically significant. Finally, the student in a male-headed family gets a higher score than the student in a female-headed family.

The study suggests that the Northern Educational Ministry should take necessary actions to improve the students' English and Mathematics knowledge. Parents should provide economic and social support, a peaceful environment, and facilities for their children's education. Further, the students should increase their personal interest in their studies since it largely affects their academic performance. Moreover, the government should make public policies and plans to improve public education facilities since the variable has a positive impact on academic performance. Public policies should be oriented more towards providing cheaper, more widespread, and better educational opportunities.

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