

Socio Economic Factors

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SOCIO-ECONOMIC FACTORS AFFECTING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC OUTCOMES IN LEARNING DURING THE POST-PANDEMIC

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ABSTRACT

This study aims to explore the socio-economic factors affecting students' academic outcomes in learning English especially during the post-pandemic in a Junior High School in Berau, East Kalimantan. Students' academic outcomes refer to the academic achievement that students have after the process of various assessments such as classroom participations, attendance, assignments, and final examination. Some factors believed to affect how students can achieve their academic outcomes well including the socio-economic factors such as parental involvement, parents' education level, parents' salary, and many more. This study utilized close-ended questionnaire for students and mixed open and close-ended for the teachers and the principal. These two questionnaires were distributed using Google Form. The questionnaires were adopted and modified from Michubu (2013). The sample of this study was all 7-grade students in a junior high school in Berau. The data were analyzed by using SPSS. The results of this study are predicted that parental involvement in assisting their children holds the most dominant socio-economic factor. However, parents' education level does not directly influence students' academic outcomes in learning English especially during the post-pandemic learning. The findings of this study are hoped to be one of the references for researchers in conducting similar research, to add insights for teachers or lecturers about what influence students' academic outcomes especially in learning English, and to focus on what matter to students to optimize their ways of studying. Recommendation for future researchers include the wider respondents to make good comparisons with various background.

Keywords: students' academic outcomes, socio-economic factors, post-pandemic learning

1. INTRODUCTION

The Covid-19 pandemic has shifted all aspects in society, including education. Schools, universities, and other education institutions urged the face-to-face teaching and learning process to be online or remote learning. This dramatic shift brought a lot of challenges, opportunities, and drawbacks for students especially when they must deal with technology during the process of learning. According to Nursamsu and Suryani (2021), there were some factors underlying on why students found it hard to achieve high academic score

during the pandemic. First, social distractions caused by the technology access hinder the students to have independent learning as they tend to switch to their social media and do multiple things at the same time which can reduce focus in learning. Second, schools or universities that provide higher opportunities of technology adoption usually come with higher socio-economic status, higher level of learning quality, and school quality. When students possess adequate level of learning and school quality along with their higher socio-economic status, their parents do not usually ask them to do self-learning. It occurs because parents think that the learning activities that the students have at school during the online learning is enough. Therefore, students think that they do not really need additional learning activities which further lead them to low academic scores (Dontre, 2020). This might occur because they really depended on the internet and online teaching and learning process during the pandemic.

Before the pandemic, many students might believe that having excellent academic outcomes can be affected by their previous academic background and high level of motivation in learning. They believe that students who have satisfying previous academic background can be one of the predictions that they will have satisfying score as they were born with academic excellence and skills. Similarly, students who have high level of motivation in learning will surely have more efforts, focus, and persistence. These three things can guarantee that they will achieve higher academic performance at school. Some researchers have previously conducted similar topic underlining on how previous academic background and high level of motivation in learning affect students to have high academic scores. According to Hanushek and Rivkin (2010), students' academic performance can be influenced by students' previous academic background. When students in their starting classes have satisfying or excellent academic score, it is predicted that they will have high level of motivation in learning and show better scores academically at their upper level. Similarly, Durden and Ellis (2002) as cited by Yuniar (2021) add that students' previous educational background is one of the most vital indicators to predict students' achievement in the future. In fact, this is still an intriguing topic to explore and dig more as there are a lot of contrast points of view. According to Shakeel and Peterson (2020), socio-economic factors also bring some impacts towards students' academic outcomes in learning such as teaching quality, family background, learning infrastructure, and learning abilities. They agree that students who get adequate teaching quality will show higher academic scores compared to those who get improper teaching quality at school. Students who have high educated family background will more likely perform better than those who do not. Moreover, inadequate learning infrastructure can lead students to have lower academic performance compared to well-maintain and conducive environments can foster better engagement during classes. Lastly, having faster and stronger learning abilities increases their academic outcomes, whereas those who are slow learners usually tend to hinder progress which results in low academic outcomes.

Socio-economic factors are the social and economic conditions in which they bring some influence for students in achieving their academic goals. During the pandemic, there were some socio-economic factors that hinder students to achieve high academic scores, such as unequal learning quality, lack of internet infrastructure, financial instability, parents' educational background, parental support, and digital literacy gap (Gee et al., 2023;

Tadesse and Muluye, 2020; Deguara et al., 2024; Haelermans et al., 2022). According to Haelermans et al. (2022), unequal learning quality occurred when there were some different accesses from the educational resources. Private schools or universities tend to have better school facilities, more qualified teachers, and easier technological access to modern education. In contrast, low-budget schools tend to lack of qualified teachers, adopt old-fashioned learning methodologies and modules, and have less conducive learning ambience. Similarly, remote schools have limited access to the internet and students cannot afford the internet rates to apply in daily basis. Therefore, students who learn at remote schools will have different learning outcomes compared to students who study at private schools in city center which are pampered with unlimited facilities, budgets, and technological devices.

Moreover, Tadesse and Muluye (2020) and Gee et al. (2023) mention that financial instability influences students' education quality. When parents have financial stability to afford the school fees, buy students and workbook, buy the digital devices, and provide effective learning atmosphere, then their children will not spend their time to work and afford their own needs. In other words, those students who come from poor family usually have less time to adopt new learning method along with time to learn for the upcoming classes. Besides, they add that parents' educational background becomes one of the factors affecting students' outcomes in learning especially English. When the parents have qualified high education, they will understand how hard it is to understand English and they will be more active in assisting their children in mastering it. On the other hand, families with low educational background will usually put aside information about educational opportunities including scholarship. Lastly, Deguara et al. (2024) emphasize that supports from parents in form of academic guidance, academic support, motivation, and provisions are fundamental for the students. Parents who come from wealthy families usually enroll their children in many tutoring classes, provide additional books, and have more time to monitor their students' academic matter. On the other hand, parents who spend their time by working all day tend to have little time to assist their children with academic matters which further leads them to have low academic outcomes. Besides, students from low-income families tend to have lack access of digital devices which mean that they are not familiar with digital learning. Moreover, their parents might be unable to assist or help their children in learning by using technology. This causes students to have learning loss during the online learning.

Socio-economic factors have a fundamental role in shaping and limiting educational access and quality, especially during the pandemic. Based on Alikhan and Sritharan (2024), the most dominant challenges for students in having remote learning were the limited internet access and the availability of digital devices at home which limit the educational access and their quality in learning. When students were given equal internet access and digital devices, students would have equal opportunities in learning and lower the percentage of learning loss regardless their various socio-economic background (Munir et al., 2023). This idea is in line with the theory proposed by Schnepf et al. (2024) who highlight that some countries like England, Germany, Italy, the Netherlands, Belgium, and Hungary show that lower-income students suffered bigger or greater learning loss due to the limited access to the online learning resources. In other words, the Covid-19 pandemic really brought

disadvantages for students who were left behind. This paper aims at evaluating the socio-economic factors affecting students' academic outcomes in learning English during the post pandemic.

2. METHODOLOGY

This paper employed quantitative research using questionnaire. There were two types of questionnaires namely questionnaire for students and questionnaire for teachers. These questionnaires focused on collecting elaborative and comprehensive responses in gaining various perspectives, perceptions, and experiences. Both questionnaires were adopted and modified from Michubu (2013) then distributed through Google Form. The questionnaire for students was close ended in 12 dichotomus questions and 8 personal questions. Moreover, the questionnaire for teachers and the principal was the combination of open-ended and closed-ended. There were 18 questions to answer in total, divided into 15 closed questions and 3 open-ended questions.

The population of this study was 224, 7-grade students in SMP Negeri 3 Tanjung Redeb Berau, Kalimantan divided into 113 girls and 111 boys. 83% of them are between 13 and 15 years old, whereas the remaining 17% is between 11 and 12 years old. All the respondents come from various socio-economic backgrounds, educational background, income level, and occupations. Most of their parents dominantly work as civil servants and entrepreneurs. For the educators, the respondents were 33 specifically 1 principal and 32 teachers. 23 of them were female and 11 of them were male ranging from 30 to over 50 years old. SPSS was employed to summarize the socio-economic factors affecting students' academic outcomes in learning English during the post pandemic using the descriptive statistics and linear regression was utilized to figure out whether there is significant influence between mother's and father's latest education and students' academic results.

3. RESULTS AND DISCUSSION

The results of this research give insights for educators and parents to minimize the factors that affect students in learning during the post-pandemic, as seen in the following.

Table 1 displays the studying resources at home that become some factors that influence students' academic outcomes in learning English.

Table 1. Learning Resources at Home

Statement	Percentage	
	Yes	No
Proper stationery to study	90%	10%
Comfortable table and chair to study at home	78%	22%
Study room at home	46%	54%

From table 1, 90% students have proper stationery to study. 78 out of 100 percent students also have comfortable table and chair to study at home. However, 54% respondents had no study room at home.

Table 2. Parental Involvement for Students' Academic Matters

Statement	Percentage	
	Yes	No
Parents ensure about homework completion.	91%	9%
Parents ask about school tasks and tests.	85%	15%
Parents give house chores that bother learning hours.	8%	92%
Parents visit school to keep updated about students' scores.	44%	56%
Parents provide all school needs.	95%	5%
Parents support students to study hard.	98%	2%
Parents provide additional textbooks to practice.	60%	40%
Parents give unlimited playing time after school.	58%	42%

Referring to table 2, parents dominantly ensure about their children's homework completion, ask about school tasks and tests, provide all the school needs, and support their children to study hard. Moreover, moderate percentage was found in three statements namely parents provide additional textbook to practice, parents give unlimited playing time after school, and parents visit school to keep updated about students' scores. 8% students answered that parents give house chores that bother learning hours.

Table 3. Principal and teachers' perceptions about factors affecting students' scores

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
6 Strongly Agree (4)	20	10	33	26	22	22	27	28	19	16
Agree (3)	10	10	0	6	8	8	6	5	14	14
Disagree (2)	3	6	0	1	3	3	0	0	0	3
Strongly Disagree (1)	0	7	0	0	0	0	0	0	0	0

Principal and teachers strongly believed that the availability of books, stationaries, table, and chair as the equipment to study is fundamental to provide. Besides, the presence of

table and chair at home are considered as important to provide for the students to learn. The question *"The lack of books and stationery affect students' academic outcome"* received 20 respondents strongly agreed, 10 agreed, and 3 disagreed. Meanwhile, the question *"The lack of table and chair to study¹⁶ home affect students' academic outcome"* received 10 strongly agreed, 10 agreed, 6 disagreed, and 7 strongly disagreed. These results highlight that book, stationary, table, and chair also contribute to students' academic outcome although they are not the main factors of it.

Different from the learning resources, principal and teachers expressed strong agreement on parental role in supporting, guiding, and keeping up to date with their child academically. The question *"The lack of parental role in assisting student in learning at home affect students' academic outcome"* received strongly agreed for all answer. Moreover, the question *"The lack of parental interest in keeping up to date with students' development in learning at school affect students' academic outcome"* earned 26 strongly agree, 6 agree, and 1 disagree. The questions *"The status of broken family or single parent affect students' academic outcome"* and *"Parents who prefer their child working to studying can affect students' academic outcome"* received the same 22 for strongly agree, 8 agree, and 3 disagree. Furthermore, the question *"Parents who do not motivate their child to learn can affect students' academic outcome"* had 27 respondents who strongly agreed and 6 respondents who agreed. Lastly, the question *"Communication between parents and children can affect their academic study"* received 28 strongly agree and 5 agree. These results show that parental role in supporting, guiding, and keeping up to date with their child academically is one of the main factors that affect students in having good academic outcome. Besides, having family status is also crucial in shaping students' willingness to learn.

Another factor that can be considered as the factors affecting students' academic outcomes in learning English is about the communication between parents and teachers and negative or bad examples from parents or teachers. 19 respondents strongly agreed and 14 respondents agreed with the question *"Negative or bad example from parents or teachers can affect students' academic outcomes"*, whereas the question *"Lack of communication between parents and teachers can affect students' academic outcome"* earned 16 strongly agree, 14 agree, and 3 disagree. This suggests that communication between parents and teachers and examples from them are categorized as important for improving students' academic outcome.

In addition, the findings showed that 47.7% father's last education was senior high school, followed by 30.3% bachelor's degree, 18.2% junior high school, and 3.8% no formal education. On the other hand, 37.4% out of 100% mother's last education was senior high school, followed by 31.3% bachelor's degree, 26.7% junior high school, and the remaining had no formal education.

Table 4. Linear Regression Calculation

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Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	650.811	107.550		6.051	.000
	father	26.699	40.832	.072	.654	.514
	mother	-50.015	37.546	-.147	-1.332	.185

a. Dependent Variable: students_score

From table 4, it showed that B=26.699 meaning that every unit in father's score increases, the students' score increases 26.699. It means that the mother's score is constant. Similarly, every increase in mother's score, students' score decreases 50.015 unit meaning that the father's score is constant. However, based on the linear regression calculation, it was found that parents' last education does not significantly affect students' academic results. It can be seen from the Sig. for father's and mother's score which are more than 0.05 meaning that their last education does not affect significantly to students' scores.

Based on the open-ended questions, the principal and all teachers mentioned that some factors which affect students' academic outcome in learning English during the post-pandemic other than parental role and learning resources are teacher teaching style, overuse of gadget, and self-motivation. Five respondents believed that being addicted to gadget has made students waste their time which can be used for learning. They said that the post-pandemic era led the students to be dependent on their gadgets, therefore it would be hard for them to spend their time studying. They highlighted "*Students have used gadget for too much until it becomes an addiction*". This concludes that what really differs the students' academic outcome before and after the pandemic is about the use of gadget as before the pandemic, they do not really use gadget for too much.

Furthermore, two respondents mentioned that "*Teacher teaching style is important because when students do not find the teaching style is attractive and understandable, students will have no interests to learn and it affects them to have good score*" and another respondent added, "*When students are comfortable with the teachers, it is easier for them to understand the lessons and do the test very well*". In other words, the way the teachers do the teaching and learning process in the classroom really affects on how students perceive the lessons. Similarly, there were 4 respondents who answered motivation as the factor that affects students' academic scores, however, motivation does not belong to socio-economic factor. Therefore, the answers were not considered further.

Despite those aforementioned factors, the principal and all teachers believed that there are several measures that can be taken to enhance students' academic outcome at school. Six respondents suggest that parental support and communication need to be maintained well. They reflected, "*Ensuring that the communication between parents and teachers to be effective can be a key factor to improve students' academic scores*". Another respondent

added, *"When students have the problems at home and they cannot mention to their parents, the teacher can share it to parents, so it does not bother students in learning"*. It displays that communication is fundamental not only between parents and their children but also between parents and teachers. Parents and teachers can solve the problems concerning the students, keep up to date about their children's progress, and provide guidance in learning at school and at home academically.

Second, ensuring students to keep motivated in learning and providing guidance are considered as essential to have. There were 6 teachers who suggested students to be motivated in learning by providing guidance during the teaching and learning process, providing more literacy books, and having more discussion academically. They argued, *"Adding more literacy books can widen their perspectives and broaden the knowledge rather than playing phones,"* and *"Shifting from gadget addiction to literacy addiction might help them improve their academic scores"*. Shortly, when teachers or schools provide students with something insightful like adding more books or providing additional textbooks, students can put aside their gadget and focus on the books or textbooks they read. This really helps because they can elevate their knowledge, reduce their screen time, and be more productive in learning.

Referring to the answer from the open-ended questionnaire, 31 respondents underlined the difference of parental role, including guiding, assisting, and providing the students' needs, during and after the pandemic, whereas the remaining 2 respondents did not really consider any specific differences. Most respondents emphasized that during the pandemic, parents spent most of their time in accompanying, guiding, assisting, and providing all the students' needs in learning. They devoted their time ensuring that their children did not experience learning loss which might affect their academic results. Some respondents shared, *"During the pandemic, parents tend to assist students in studying,"*; *"Parents really have a fundamental role in online home learning,"*; *"Parents have more role during the pandemic but after the pandemic, they leave their children to learn individually without too much interference,"* and *"Parents realized that teaching children to study at home is more complicated with tons of homework during the pandemic"*. On the other hand, two respondents agreed that there was no difference between the moment during the pandemic and the post pandemic. In conclusion, teachers reflect that parental role during the pandemic was very dominant compared to the post pandemic where they let the students to learn independently and ask them to manage their academic tasks by themselves.

Based on the findings of this research, students show that parental involvement and learning resources at home are two main important socio-economic factors that affect students' academic outcomes in learning English during the post-pandemic. Specifically, students thought that parental involvement was the most crucial element to fulfill when they wanted to have good academic results. In the same way, from principal and teachers' points of view, parental roles and learning resources are the vital factors in influencing students' academic outcomes in learning English. This finding is in line with the findings proposed by Agyemang and Opoku-Antwi (2024) who share that parental involvement such as encouraging students to learn, visiting school, meeting with teachers, and observing their progress have positive associations with students' academic improvement. Similarly, Montgomery et al. (2022) propose that there is positive effect between parental

involvement including assisting students in doing homework, ensuring students' school participations, providing emotional acknowledgment, and maintaining communication with teachers and students' academic success. Further, students felt more confident when their parents were involved in academic issues. Besides, Cai (2017) states that students who have proper home learning resources tend to perform better academically. Thus, the urge of providing learning resources for students at home is considered fundamental.

Second, students also showed that parent-teachers communication along with bad or negative examples from teachers and parents influence the way they increase or decrease their academic scores. The same thing occurred from the teachers' points of views who agree that effective parent-teacher communication is urgently needed for better students' academic grades. Phuyal (2023) mentions that having an effective communication between parents and teachers can influence the academic success. Therefore, parents and teachers should have built effective communication for students' academic matters.

Furthermore, Zhang (2020) emphasizes that authoritarian teaching method leads students to have lack of self-confidence which further affects them to have low academic results, whereas conflict between parents at home might establish stressful home environment which affects their mental health and academic outcomes. When students keep watching the conflicts over time, it creates low self-determination in achieving high scores academically.

In addition, overuse of gadget has been considered as another main factor affecting students' academic results. This finding parallels with the result of the research by Aprianti et al. (2023) who agree that junior high school students who use gadget excessively generally experience distractions from doing their academic tasks and low learning outcomes. In other words, the countless hours spent in using gadget after the pandemic has led them to have low academic results. This indicates that students with overuse of gadget show negative academic results. Two respondents shared that teaching style is also fundamental to consider as it affects students' academic results. This result is in accordance with Atma et al. (2021) who propose that there is a positive correlation between teaching style and the academic results. When teacher has an understandable way of teaching, it can enhance students' academic performance.

Parents' last education might have been said as one of the factors that affects students' academic results. In fact, Almira et al. (2024) underlined that parental education had no impacts on students' performance academically. They believe that students' academic performance can be affected by other factors such as learning resources, parental support, and learning motivation.

Lastly, most teachers emphasized that there was specific difference of parental role during the pandemic and after the pandemic. The parents devoted their time, effort, and money to guide, assist, and provide the needs of their children. This finding corroborates with the theory of Khomaeny and Kusumaputeri (2022) who investigate the level of parental anxiety during and after the pandemic. They share that parents had to adopt sudden form of parenting that led them to experience stress, whereas after the pandemic they have been familiar with the parenting form. When they have adopted the new parenting mode, they do not have to devote all their time in assisting their children.

4. CONCLUSION

This research displays evidence that there are some socio-economic factors affecting students' academic outcome in learning English after the Covid-19 pandemic. The findings show that students and teachers believe that parental role or involvement, learning resources, parents-teachers communication, role modeling from parents and teachers, overuse of gadget, and teaching style affect students' academic results. This study fills the gap in literature as it underlines the socio-economic factors after the pandemic so that readers or researchers might compare it before and after the pandemic. Furthermore, through this study, it is hoped that educators can maximize students' academic results after figuring out these factors and parents can provide the learning resources at home and establish effective communication with the teachers.

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