



RESEARCH PAPER

Parental Education, Socio-Economic Status, Psychological Well-being, Self-Esteem and Academic Achievement: A Review

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ABSTRACT

This paper is a review of existing literature on Parental Education, Parental Education, Socio-Economic Status, Psychological well-being, Self-Esteem and Academic Achievement. All the above variables are interconnected and have significant relationship with each other. To review the literature, 37 studies were selected as per their relevance to the topic. A brief description of the connections between these variables has been summarized in this study. This study is helpful and provides a foundation for further research into the fields of Education, Economics, Psychology and Sociology simultaneously.

KEYWORDS Parental Education, Socio-Economic Status, Psychological well-being, Self-Esteem and Academic Achievement

Introduction

Students' academic achievement depends on a number of factors like Parental Education, Socio-Economic Status, Psychological well-being and Self-Esteem and many more that are still unknown and researchable. To explore the relationship between these variables, the existing literature was reviewed. The variables Parental Education, Socio-Economic Status, Psychological well-being and Self-Esteem were selected and the nature of relationship among these variables was explored in light of the existing studies in multiple disciplines like Sociology, Psychology, Education and Economics.

Literature Review

Parents are children's initial proximal mentors. Parental education is essential for a child's healthy development since it can have a significant impact of a parent's values, worldview, and attitudes. The definition of parental education is "organized actions carried out by specialists to help parents achieve particular goals or outcomes with their children" (Mahoney, Kaiser et al., 1999). Parental education language employees that parents need to have their skills improved since they are weak, ineffective, or inadequate (Sloop, & Rodriguez, 1999). It suggests that parents lack the information necessary to raise children properly. In fact, many parents react adversely to the idea of parent education because they are sensitive to these underlying judgments (Greene, 1999). Parent Education was an offensive term that gradually lost favor because it failed to respect parent ability (Dinnebeil, 1999).

Socioeconomic Status

The term "socioeconomic status" refers to a person's or a group's social standing or class as determined by their values, level of education, level of income, and line of work. Additionally, SES stands for a sophisticated graded hierarchy of social ranking, which is used to depict a person's entire reputation or social status. Several notions, including employment position, occupational status, level of education, and income & wealth, can serve as indicators (Graetz, 1995). In a general sense, the term "socioeconomic status" refers

to where people, relatives, or other entities fall on one or more stratification dimensions (Fergusson, Horwood and Boden, 2008). A variety of criteria has been used to assess socioeconomic status, such as level of education and work, likelihood of living in poverty, income, and likelihood of experiencing unfavorable life events like unemployment or singular-parental households (Fergusson et al, 2008). Social inequality was evaluated on individual, family and community levels (Bradley and Cowyn, 2002 as cited in Fergusson et al, 2008). According to Bowden and Doughney (2011) children are more aspire to higher education, which have high level of socio economic status. Large discrepancies in academic performance—also known as “socioeconomic gaps” in academic achievement—can result from variations in students’ socioeconomic position in schools (Ma, 2001). Low socioeconomic class families and people experience a high incidence of psychological traits like cynicism, hostility, and low self-esteem (Blacksher, 2002). The socioeconomic situation might differ substantially from one nation to the next. Countries with high socioeconomic disparities also tend to have large variations in educational accomplishment (PISA, 2009). Additionally, while socioeconomic position and academic performance are linked, this does not imply that the wealthy are inherently intelligent. This merely indicates that kids from wealthier homes are more likely to receive exposure to a variety of stimulating events (Sandro, 1987).

Psychological Well Being

Psychological well-being is defined in positive perspective as positive relationship, autonomy or in words defined it as personal mastery, having feeling of well growth and development and meaning full life living. This is in result the condition in which person lived a balanced life with challenge and reward taking events of life. Two perspective of this is defined and they are eudemonic and hedonic perspective (Peterson et al., 2005). The hedonic perspective is one that argues pleasure or pleasant is the greatest thing or feeling which really brings the feelings of happiness to the life of individuals, this feeling is basically, related to the subjective well-being of a person that in results the unavailability of negative emotion and lead to experience of positive emotions that is necessary of satisfaction (Kim-Prieto & Diener, 2005). The eudemonic perspective argues that happiness is consist of self-governance, accomplish of goals and personal strengths. The psychological well-being of a person it would include self-examination and capabilities as positive aspect of psychological functioning of person (Ryan & Huta, 2009). Psychological wellbeing contains enormous deviations and series of changes which effects the psyche of an individual, mental health of students could be effected by both internal and external environmental factors. In these factors Finance, stress, SES, career development, life goals and social support have strong implications on psychological wellbeing, with time and these changes across time have develop benefit efforts to interventions which can affectively assist the students as they receive change from school to university and ultimately to post university (Cooke et al., 2006).

Self-esteem

As an evaluation of the self-worth that is based on the sentiments of self-efficacy (White, 1959), self-esteem is regarded as the evaluation which an individual then maintains in association with himself (Coppersmith, 1981). It shows a feeling of objection or acceptance for oneself and also tells the level at which the individual thinks about himself as competent, important and successful. This feeling leads to the formation of negative and positive impactful messages and it is also interlinked with processes of motivation and intellect. If centered surrounding the general concept of self-esteem, this description of self-esteem suggests that self-esteem might differ over variety of areas, experiences and in line with the sexual identity, the age along with conditions defining their roles as well. For instance, an individual might think about himself as a worthy person as a learner of a language, somewhat worthy in the role of a student, and completely unworthy in the face of a singer (Pramita, 2012).

Academic Achievement

Academic achievement can be explained as it refers to the “performance outcome” that indicates the extent to which an individual has accomplished his/her specific goals, all these activities are fundamentally related to those activities which are provided by the educational institutions, Mostly, in colleges and university these activities are measured by CA (Cumulative average), (Taylor, 2014). Recent research studies have revealed that students who gained good parenting have shown high level of academic achievement as compared to others. (Berger, et.al, 2011).

According to Sukardi (1992), achievement is a result of learning and teaching process based on competence in subject. Additionally, Simanjuntak(1990) revealed that achievement is a capacity of an individual which is an outcome of that individual's participation in particular exercise or in return of results of exercise identified after final test., Winkel (2004, p,338) said that” achievement is basically students mastery on certain subject matter that are obtained from results of test which occurs after learning and teaching which expressed in form of a score. First of all children learn from their parents, who are their first teachers and plays and effective role in modeling procedure. As children learn by imitation, so, the role of a parent is very important to be effective for the right upbringing of a child. In all this process of learning the major role is “parental education” which leaves a strong and major impact on student's academic performance. Ahmad (2013) recommends that children who belong to families where parents are not educated have performed systematically worst, as compared to pupils whose parents have sufficient education. All this is because parents who are highly qualified they can provide financial and economic, social and psychological support to their children which make children e more comfortable and adjusted to their learning development and as result students achieve higher academic performance. Many researches have shown and impact of parental education on student's performance as result of good or poor grades. Musarat (2013) accompanied study with 250 students from University of Sargodha in Pakistan, he discovered a connection between parental education and student's GPA. Results of the study revealed that pupils with educated parents have better and higher GPAs than students belong to uneducated parents. According to his research, a mother's education has a noteworthy effect on her children's grades. Students with highly qualified mothers generally did better in school. Femi (2012) also came to the conclusion that children of educated parents had higher mean scores than children of parents with little or no education. As a result, parental qualifications have a big impact on how well youngsters do in school. A research study by Ahmad et al. (2013), asserted that an educational background of parents effect a lot on the academic performance of students. He concluded that parents who are educated and are in good position are supposed to be the second teachers to their child who nourish their child according to the needs of current societal norms, they could be presented their roles as a guide, counselor and ultimately affect the performance of the student in education. This intention is also supported by Musgrave, (2000), he recommended children belong to educated parents invariably prefer to follow the footpaths of their families and by this, work actively and focus to their studies. As this concept is explained by Tomul, et al. (2013) in his research, who conducted a research on 691 undergraduate senior students that were being trained at University of Suleyman Damirel. He explored that parents with high education provide a most effective and contented environment to their children so that their children focused on their study and have good grade in performance in their education. These studies have indicated that parental education plays mandatory role in student's academic performance. Feinstein and Sabates (2006) accentuated the implication of parental educational behaviors and attitudes on children's educational accomplishment especially, in the development of psychological literature. Kean (2005) has inspected the impact of SES, especially parent's schooling and their revenue which they invest on their children's educational achievement. Established socio-economic factors are conditioned with children's academic accomplishments. Fan (2001) discovered the consequence of parental participation and involvement in their children's educational development. The results of Studies showed that

parents' are fundamental aspiration for their children's in education attainment, they had a consistent and positive effect on students' academic development and achievement.

Umberson (1992) explored relationship between parents and children which in return produce significant impact on the psychological suffering level. Moreover, the consequences of inter-generational associates on the distress levels, sometimes depends on the structural situations of parents and children. Loasa (1982) studied association between schooling of parents and the parent-child relationship as the global theoretical mode which was developed to know the link of parental schooling, family communication and school enactment. Studies suggest that parental involvement is also important factor that affects the performance of children but these factors depends on parental education. The level of parent's education is part of a larger constellation of psychological and sociological variables influencing children's school consequences. This factor background is depending upon the fact that parents' higher levels of education may be entrance to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education. Moreover, level of parental education impacts parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are directly related to children's school achievement. Some of them have positive effects on children performance and some effects negatively on performance i.e., higher education, which can be enhanced when parents are involved in their children education and this also enable parents to acquire new model skills and techniques to solve the problems of their children so that children's lead to academic success with using an affective problem solving strategies. A study explored that educated parent's involvement in learning of new things has positive effect on Children's learning, This positive effect is not only in child's academic achievement but also in general and higher education (Fan & Chen, 2001). This in results leads the child to have higher academic achievement, greater cognitive competence, more enjoy school life and attendances of child are better and have fewer problems at school but they are more competitive (Feinstein and Symons 1999). In some way the impact has also been identified with individual literacy practice in particular life. For instance, early experience with parents reading experiences with parents they prepare children's for the benefits formal literacy instruction. In order we can concluded that parents involvement in their children reading those children are found to be most important determinant in language and emergent language. Although parental contribution has great effect in early development of children, effects to children's education and in learning to higher score continue in teenage and even in adulthood (Desforges & Abouchaar, 2003). Feinstein and Symons (1999) found in their studies that parents who take interested in their child's education is a single most powerful and important predictor at the achievement at the age sixteen. Bowden's and Doughney's study (2011) have shown that students are more likely to aspire to a university if they have interest from their home by getting motivation and encouragement from their parents and their teachers to pursue for higher education. It is also discovered by studies that cultural and economics both of two variables palys a vital role in the determination of learners and this upturn importance predicative power in attending university because it is a significant feature of the SES of school learners because it is expected that parental and learner's education is considerably correlated. Peters and Mullis (1997) determined that parental qualification is a very important variable which had a significant effect on academic attainment of the students. The studies have shown that the mother's education had 20% more impact on children education than of father's education on individual achievement. According to Eamon (2005), maternal education is significant and have a significantly positive influence on academic accomplishment of the students. The individual who's mother are educated obtain higher score in test. Caldas and Bankston (1997) have examined, academic background of parents and their professional status had a significant impact on their academic achievement than, low income family. As study by James (2002) also shows that educational level of parents clearly exposed to pattern of variation in students attitude toward school and higher education in college or university. In a similar vein, Western (1998) discovered that children of more educated parents have access to a wider range of resources that help and enable them to actively contribute in

university studies. According to Ahmed (1991), out of 56 individuals who were selected for the Khyber Pakhtunkhwa Provincial Public Commission Pakistan's competitive test for positions in the public sector, 30 of the candidates' parents hold bachelor's degrees or higher in education. According to Krashen's (2005) research, students with educated parents do better on standardized tests than students with uneducated parents. The socioeconomic position of the family has a significant impact on academic success. According to Omoraka (2001), all children have some critical needs, such as physical and sociological requirements, which can have a good impact on academic achievement if they are addressed. In terms of educational attainment, these demands may include a favorable reading environment, wholesome food, a playground, the availability of books and other materials, and enrollment in the best schools possible. All of these requirements aid students in fostering successful learning and academic success in the classroom. Quality education is an important key in improving living standards when good quality education provide the students to have right human resources for social and economic production in which it facilitate the individual to improved their living sectors (Abdullah, 2011). Department of International Development (1998) in a report has revealed that kingdoms who consider the level of education as key importance in individual's overall socioeconomic status and consequently, dispense an annual basic substantial amount of resources to it. Female students have mandatory individual benefits in terms of their options and resources over their lifetime, which have post primary education. These benefits extended enhance beyond to individual female individual personality, it's effects the whole society includes enhance in economics development, educated to next generation, and individual female is being mentally and physically healthier and cause fewer death (UNICEF, 2004). The benefits of education for females and society can be defined by the effect that education is presented to be a strong factor in empowering females to acquire and use new personnel, social and economic behavior that in turn affect societal change (Moulton, 1997). The literature explains that the pupil's SES of the family establishes the only solid forecaster when it derives to educational outcomes (Franso et al, 2005). To elucidate, this marvel, the researcher knows that parents who come from low socioeconomic status are less involved in their children educational activities and support them less as compared to parents who are economically strong and support to their children in their education and provided them all facilities that are required for higher educational achievement (Siliskas et al, 2010). The average correlation in studies conducted between 1918 and 1975 was 0.29, according to Sirin (2005), but the average correlation today is 0.34. Depending on the economy, region, or country, there are wide variations in how socioeconomic position affects performance (Zhao et al, 2011). Another study by Sandro (1987) revealed that 46% of the students are with lower middle class to upper middle class SES or are from working class parents hunt higher education. One recent research conducted in 2009 about the socioeconomic status, cultural status and academic performance, showed that students who have parents with low level education, unemployed or with jobs with low wages, have greater difficulties in getting engaged in curricular and extra-curricular activities which leads to lower academic performance than other pupils (PISA, 2009). Due to their parents' socioeconomic level and the high school's performance expectations, kids of poor socioeconomic status tend to underestimate their own abilities, according to Harmon and Redmond (2010). The Investment Model places a strong emphasis on the benefits a child has in terms of development because of the family's financial stability and affluence. Conferring to the concept, families with abundant financial resources will be able to invest in their children's development, whereas families with little financial resources are unable to do so since they must priorities meeting their own fundamental requirements (Bradley & Corwyn, 2002). For instance, economically successful families are able to support children's learning through advanced training and tutoring, they are able to provide suitable nourishment, housing, clothing, and health care, and finally, they live in beneficial regions that further support children's capability development. The IM model disregards the importance of parental education. According to Conger and Donnellan (2007), parental education has a similar impact on a family's wealth or income. The fundamental claim is that educated parents are more likely to have higher-level positions

and prioritise their children's development. In conclusion, family income indicates success in school, career, and finances (Bradley & Corwyn, 2002; Mayer, 1997; Teachman, Paasch, Day, & Carver, 1997) and the income of the family enable parental investments in return develop social, emotional and cognitive competencies in their children.

The literature on psychological well-being has advanced quickly over five decades ago since the emergence of the field. Social scientists and psychologists have taken steps in their comprehension about important aspects that influence and have impact on psychological and subjective wellbeing to understand how people evaluate themselves and their lives? According to a study conducted by Diener (1997), there are two factors, first of all is cognitive form which explores that an individual assess his/her own life and pass evaluative judgments about their life satisfaction. The second is most effective factor which is hedonic evaluation (in which a person estimates on the basis of their emotions and feelings as results occurrence to which people experience pleasure or unpleasant mood in reflection to their lives). Current social problem indicator such as violence, divorce, environmental dilemmas, infant mortality, gender equality, etc. illustrates the quality of life but on other hand these indicators do not highlight the financial predictors. Hence, the subjective failure is the result of disturbed subjective wellbeing because they lack actual image of experiencing relationships with others which results difficulty in emotional regulation and the individual starts suffering from isolation and depression. In sum, conclusion could be drawn that isolation and depression in daily life causes devastating impact on financial and economic condition of an individual (Deci and Ryn, 2008). Economic outcomes can be beneficial but are not always a direct result of psychological well-being. According to substantial research by Diener (2006) and his colleagues, people scored high on psychological wellbeing later earn more and perform better at workplace than those who scored less on psychological wellbeing. Moreover, Physical health also has a strong connection with higher economic output, therefore, psychological well-being is significant not just because it more directly assesses well-being but also because it produces favorable results as economic, financial and social predictor. (Pilkington , 2012)

Social scientists are now interested to study the wellbeing of children in economics context. As many studies explained that early life period is basic foundation of whole life and this period highlights the biological and other social factors which affects the childhood stage. Conti and Heckman (2012) viewed that human development is occurred in a dynamic process. Children who are raised in an infected and non-beneficent environment suffer with both biological and socioeconomic experiences and prone more towards low academic performance. Wellbeing is a comprehensive term. The Ryff is a simple and condensed survey that evaluates the psychological aspect of well-being. Seifart (2005) The psychological well-being model developed by Carol Ryff differs from other models in one significant way: well-being is multidimensional and goes beyond happiness and good feelings. Instead of being narrowly focused, a good life is balanced and comprehensive, involving all of the diverse facets of wellbeing. Self-acceptance, personal growth, purpose in life, meaningful relationships with others, and environment mastery are Carol Ryff's six areas of well-being. The individual who has a positive outlook on themselves; acknowledges and accepts many elements of themselves, including both positive and negative traits. Personal growth is the process of realising one's own potential and improving oneself and one's conduct through time in ways that demonstrate increased self-awareness and efficacy. Person strongly have clear view ,aims and objectives for living. The person who mastery to the situation in which person live. The person also has positive and good relationship with others. These all aspect are important for the well being of individual. Affectionate characteristics are one of most effective key factors that have effect on academic performance of child. Many researches showed that the children who's mother's are more educated there children have higher self esteem. And also Mothers who delay the childbearing, those provide more "cognitively stimulating" and supportive environments at home to there children which in result show a positive effect on school performance of their children. In same way if the family size has very effective linked with higher achievement in academic performance. Research shows

that students who have fewer siblings are more likely to receive more attention of parents and proved them more access resources for higher achievement as compared to children from large family. The parents attention, affection, love and support lead the child to performed better in school performance (Eamon 2005). Research on the relationship among self concept and students academic performance in an educational settings is major concept that focus of research form many years. Among which many of Studies supported that there is persistent and an very significant relations of self concept and academic performance which results shows that change in one seems to be associated with change in other. In a major study of Hamachek (1995), has investigated the relationship among self-concept of ability and academic performance on more than 1000 male and female students at time when started seventh grade to the time they complete 10th grade. Form the results it was concluded that self concept is an important factor in academic achievement at each grade level studied. Rosenberg (1989) proposed a Self-esteem theory. This theory has proposed that Self-esteem sees self-determination as a basic human goal. All people try to take care of themselves and maintain self enhancement. According to this perspective, self-esteem has three sources: reflected appraisal, social comparison and self-perceptions. This means that it is to understand that others admire you and like you, to understand someone's own performance, effective actions, and compare themselves to others, increase self-esteem (Gecas, 1989).

As self-esteem performing as a socio-meter, the Socio-meter Theory (ST) mumbles that a least level of the social relations or social belongings are imposed by individuals to propagate and thrive. The ability to make a prediction regarding others' feelings that significantly create an impact on ones' status is beneficial in developing and conserving a few number of effective relationships. Being away or eliminated from a decent association has an adverse impact on one's self-esteem, whereas it is beings involved in a accumulating amount of significant relationships which has a positive affected that is preferable to barely being perceived in a positive way (Leary et al., 1995). Another study conducted by Dev and Qiqieh (2016) explored the relationship in mastery level of English, academic achievement and self-esteem of 200 students of both sexes from the University of Abu Dhabi. Different inventories and scales were administered for measurement of variables. But the results of this research study suggest that no positive relationship exists among the study variables. This study also found out that ielts had no considerable impact on scores of self-esteems of students and their academic achievement. Self-esteem has developed an interest in this domain among psychologists for more than a century and it is considered as a fundamental research construct in the field of social sciences (Bleidorn, 2018). And there are so many researches that claims that self-esteem and self-worth are linked to each other. Self-esteem influences our goals and actions. "People try to feel good and happy about themselves and maintain their self-esteem". This is the basis of human nature (Yang, 2016). Human's quest for the self-esteem can arise from an additional crucial human need for making appropriate associations and becoming a participant of the group, thereby leading to an increase in our survival capacity (Workman & Reader, 2015). After all, working in groups has improved survival potential for us in order to survive in an evolved environment. Sociometer theory develops this idea by suggesting that self-esteem is an important indicator of social acceptance (Ellison & colleagues, 1989). Having low self-esteem is a warning. It shows that individuals are under threat of social exclusion and must reestablish their social relationships. Therefore, just as thirst leads to specific actions to eliminate the need, so does self-esteem (MacDonald & Leary, 2012). Low level of self-esteem is linked with serious mental health related problems and it also serves as a criteria that met for many psychological problems (American Psychiatric Association, 2013).

Material and Method

37 studies were critically examined for the purpose of literature review. There findings were compared with each other. A critical review was written thereafter.

Results and Discussion

It was found that in the existing literature, variables Parental Education, Socio-Economic Status, Psychological well-being, Self-Esteem have strong, positive and notable relationship with Academic Achievement.

Conclusion

Parental Education, their Socio-Economic Status, students' Psychological well-being, Self-Esteem and Academic Achievement are positively correlated. To enhance the students' achievement, all the above factors contribute in a collective manner.

Recommendations

It is recommended for the future researchers to investigate the factors in analytical as well as wholistic manner. Many longitudinal studies and Case Studies may be conducted to investigate the nature and relationship between and among the variable studied in this review paper.

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