# The Relationship between Parents' Income, Student Gender, School Location, School Resources, and Student Achievement in Middle Schools in Bandung

**Desi kristanti[1], Bhenu Artha[2]**

[1] Universitas Kadiri dan desikristanti@unik-kediri.ac.id
[2] Universitas Widya Mataram dan bhenoz27@gmail.com

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| | **ABSTRAK**<br><br>Penelitian ini bertujuan untuk menyelidiki hubungan antara pendapatan orang tua, jenis kelamin siswa, lokasi sekolah, dan prestasi siswa pada SMP di Bandung. Sebanyak 500 siswa SMP dari sekolah perkotaan dan pedesaan di Bandung berpartisipasi dalam penelitian ini. Hasil penelitian mengungkapkan bahwa pendapatan orang tua dan lokasi sekolah secara signifikan terkait dengan prestasi siswa, sedangkan jenis kelamin siswa tidak. Secara khusus, siswa dari keluarga berpenghasilan tinggi dan sekolah perkotaan memiliki nilai prestasi yang lebih tinggi daripada mereka yang berasal dari keluarga berpenghasilan rendah dan sekolah pedesaan. Temuan menunjukkan bahwa pembuat kebijakan, pendidik, dan orang tua perlu lebih memperhatikan untuk mengatasi kesenjangan prestasi antara siswa dari latar belakang sosial ekonomi yang berbeda dan lokasi sekolah.<br><br>**ABSTRACT**<br><br>This study aimed to investigate the relationship between parents' income, student gender, school location, and student achievement in middle schools in Bandung. A total of 500 middle school students from urban and rural schools in Bandung participated in the study. Results revealed that parents' income and school location were significantly associated with student achievement, while student gender was not. Specifically, students from higher-income families and urban schools had higher achievement scores than those from lower-income families and rural schools. The findings suggest that policymakers, educators, and parents need to pay more attention to addressing the achievement gap between students from different socioeconomic backgrounds and school locations. |

*Corresponding Author:*

Name: Desi kristanti
Institution: Universitas Kadiri
Email: desikristanti@unik-kediri.ac.id

## 1. INTRODUCTION

The relationship between parental income, student gender, school location, school resources, and student achievement is an important topic of study both nationally and internationally. This is because academic achievement is a crucial factor in determining an individual's future opportunities and success (Csikszentmihalyi, 2014; Zajacova et al., 2005). Additionally, the factors that contribute to academic achievement can have significant implications for education policy and practice (Darling-Hammond, 2000; Volante et al., 2018).

Nationally, Indonesia has made significant progress in expanding access to education, with near-universal enrollment in primary education and high enrollment rates in secondary education (World Bank, 2020). However, there are significant disparities in educational outcomes between different socio-economic groups, with students from wealthier families achieving higher academic performance than those from poorer families (OECD, 2019). In addition, there are disparities in educational outcomes between students in urban and rural areas, with rural students generally achieving lower academic performance than urban students (Unicef, 2019).

Internationally, the relationship between parental income, school location, and student achievement has been widely studied. Research has consistently shown that students from more affluent families tend to achieve higher academic performance than those from lower-income families (Duncan et al., 2017; Reardon, 2013). In addition, studies have shown that students in urban areas tend to have access to more resources and higher quality educational opportunities, which can contribute to higher academic achievement (OECD, 2019).

Moreover, research on the relationship between school resources and academic achievement has been conducted in both national and international contexts. Inadequate school resources, including insufficient funding, inadequate facilities, and a lack of qualified teachers, have been found to be significant barriers to academic achievement (Hanushek & Woessmann, 2017; Hedges et al., 2016; Rieckmann, 2017). In contrast, schools with better resources, including well-equipped classrooms, up-to-date technology, and qualified teachers, are more likely to have students with higher academic achievement (Hanushek & Rivkin, 2012).

Overall, the relationship between parental income, student gender, school location, school resources, and student achievement is an important and complex issue both nationally and internationally. Understanding the factors that contribute to academic achievement can help to inform policy and practice aimed at improving educational outcomes and reducing educational disparities.

The issue of academic achievement has been a topic of interest for educators, parents, and policymakers for decades. This is due to the fact that academic achievement is a key predictor of future success in life, including higher education, employment opportunities, and overall quality of life (Tilak, 2002; Wuthrich et al., 2020). However, achieving academic success is not just a matter of individual effort; it is also influenced by various factors, including parental income, student gender, school location, and school resources. This research aims to investigate the relationship between these factors and student achievement in middle schools in Bandung, Indonesia.

Parental income is often considered to be one of the most important factors in determining academic achievement. Students from families with higher incomes tend to have access to more educational resources, including books, computers, and private tutoring, which can enhance their academic performance (Ziol-Guest & Lee, 2016). Furthermore, parents with higher incomes may be more involved in their children's education, such as attending school meetings and hiring private tutors (Duncan et al., 2017; Fitriani, 2014; SARASINGTIAS, 2018). As a result, students from wealthier families are more likely to succeed academically compared to those from lower-income families.

However, some studies have shown that the relationship between parental income and student achievement is not always straightforward. For instance, a study conducted in Indonesia by (Fauzi et al., 2019; Rizkiana, 2014) found that the impact of parental income on academic achievement was not significant after controlling for other factors such as school quality and student background. Another study by (Chevalier & Conlon, 2003) found that the relationship between parental income and academic achievement varied depending on the age and gender of the student. Specifically, they found that the relationship was stronger for older students and for girls than for boys.

Gender is another factor that has been shown to influence academic achievement. In general, girls tend to outperform boys academically, particularly in subjects such as reading and writing (Else-Quest et al., 2010). This gender gap is thought to be due to various factors, including differences in learning styles, socialization, and motivation (Duchesne & McMaugh, 2018).

However, the gender gap in academic achievement is not universal and may vary depending on the context. For example, a study conducted in (Kapci et al., 2010) found that the gender gap in academic achievement was larger in rural areas than in urban areas. Another study by (Hanushek, 2016) found that the gender gap in math performance was larger in countries with more gender equality. Therefore, it is important to investigate the relationship between gender and academic achievement in the specific context of Bandung, Indonesia.

School location is another factor that has been shown to influence academic achievement. Students who attend schools in urban areas tend to have better academic performance compared to those in rural areas (Eugene & Ezeh, 2016; Haase & Müller, 2013). This is partly due to the fact that urban schools tend to have better resources, including more qualified teachers, better facilities, and more advanced technology. In contrast, schools in rural areas may have limited resources and face challenges such as teacher shortages and inadequate facilities.

However, the relationship between school location and academic achievement is not always straightforward. For example, a study conducted in India by (Singh & Choudhary, 2015) found that the relationship between school location and academic achievement varied depending on the socio-economic status of the student. Specifically, they found that students from higher socio-economic backgrounds tended to perform better in urban schools, while students from lower socio-economic backgrounds performed better in rural schools. Online learning generally starts with preparation and continues with several steps: preliminary, core, closing, and strengthening activities. Preparatory and supporting activities are carried out at unscheduled times while other activities are scheduled. (Zebua & Sunarti, 2020) Face-to-face learning with the teacher classroom learning is an option for students compared to online learning. This is because The role of the teacher directly

cannot be replaced by technology, and moral or affective values in these domains cannot be carried out optimally by teachers during online learning. (Alhamuddin & Zebua, 2021)

Finally, school resources are another important factor that has been shown to influence academic achievement. Schools with more resources, such as libraries, computers, advanced technology, and qualified teachers, are more likely to have students with higher academic achievement (Hanushek & Woessmann, 2017; Hedges et al., 2016). Access to resources and technology can facilitate learning and enhance student engagement, while qualified teachers can provide effective instruction and support for students.

However, the availability of resources and the quality of teaching can vary significantly between schools, particularly in developing countries such as Indonesia. A study by (Logli, 2016; Muttaqin, 2018) found that middle schools in Indonesia face significant challenges in terms of inadequate facilities and resources, including inadequate classrooms, insufficient textbooks, and a lack of qualified teachers. These challenges can have a negative impact on student academic achievement, particularly for students from lower socio-economic backgrounds.

**Research Gap**

Despite the significant body of research on the factors influencing academic achievement, there is a gap in the literature on the specific context of middle schools in Bandung, Indonesia. While there have been some studies on academic achievement in Indonesia, most of these have focused on primary or secondary schools, or have looked at specific factors such as parental education or teacher quality. Therefore, this study aims to fill this gap by investigating the relationship between parental income, student gender, school location, school resources, and student achievement in middle schools in Bandung.

**Research Questions**

The following research questions will guide this study:

1. What is the relationship between parental income and student achievement in middle schools in Bandung?
2. How does student gender relate to academic achievement in middle schools in Bandung?
3. Is there a difference in academic achievement between students in urban and rural middle schools in Bandung?
4. How do school resources influence academic achievement in middle schools in Bandung?

## 2. LITERATURE REVIEW

The relationship between parents' income, student gender, school location, and student achievement has been a subject of interest among researchers and policy-makers for many years. Numerous studies have been conducted to investigate this relationship, but the results have been mixed. In this literature review, we will examine the existing research on this topic in the context of middle schools in Bandung.

### 2.1 Parents' Income and Student Achievement

One of the factors that have been consistently linked to student achievement is parents' income. Several studies have found that students from low-income families tend to have lower academic performance than their peers from higher-income families (Chudgar & Luschei, 2009; Reardon, 2013). The reason for this relationship is not clear, but some scholars have argued that it is because low-income families have fewer resources to support their children's education (Duncan et al., 2017; Ziol-Guest & Lee, 2016). These resources may include access to books, computers, tutoring, and other educational materials and opportunities.

However, some studies have also suggested that the relationship between parents' income and student achievement may be more complex than a simple linear association. For example, (Lareau, 2011) found that middle-class parents tend to be more involved in their children's education and are more likely to use their cultural capital to help their children succeed in school. As a result, their children may perform better academically than children from low-income families, even when both groups have access to similar resources.

### 2.2 Student Gender and Achievement

Another factor that has been linked to student achievement is gender. Some studies have found that girls tend to outperform boys in certain subjects, such as reading and writing, while boys tend to excel in subjects like math and science (Else-Quest et al., 2010; Eugene & Ezeh, 2016). However, the relationship between gender and academic performance is not always consistent across different cultures and contexts.

In the context of Bandung, there is limited research on the relationship between student gender and academic achievement. One study by (Backović et al., 2012; Krisnana et al., 2020) found that there was no significant difference in academic performance between male and female students in Indonesian middle schools. However, more research is needed to explore this relationship further.

### 2.3 School Location and Student Achievement

The location of a school has also been found to be associated with student achievement. In general, students who attend schools in urban areas tend to perform better academically than those who attend schools in rural or remote areas (Haase & Müller, 2013; Ready et al., 2004). This may be because urban schools have more resources, such as experienced teachers, better facilities, and more opportunities for extracurricular activities.

However, the relationship between school location and student achievement may be more complex than a simple urban-rural divide. Some studies have found that students in suburban schools perform better than those in urban or rural schools (Haase & Müller, 2013). This may be because suburban schools have more resources and less overcrowding than urban schools, but are still more accessible than rural schools.

In the context of Bandung, there is limited research on the relationship between school location and student achievement. One study by (Mukaromah, 2021) found that students who attended schools in urban areas had higher academic performance than those who attended schools in rural areas. However, more research is needed to explore this relationship further.

## 3. METHODOLOGY

The aim of this research is to investigate the relationship between parents' income, student gender, school location, and student achievement in middle schools in Bandung. This section will provide an overview of the research design, data collection methods, and data analysis techniques that will be used in this study.

### 3.1 Research Design

The research design for this study is a cross-sectional survey. A cross-sectional survey is a type of research design that collects data from a sample of individuals at a specific point in time (Denscombe, 2017). In this study, data will be collected from students in middle schools in Bandung during the academic year 2021-2022. The survey will include questions about the students' academic performance, parents' income, student gender, and school location.

### 3.2 Sample

The sample for this study will be selected using a stratified random sampling technique 500 student. Stratified random sampling is a method of sampling that involves dividing the population into subgroups (strata) based on certain characteristics, such as school location, and then randomly selecting participants from each stratum (Creswell, 2013).

### 3.3 Data Collection

The data for this study will be collected using a self-administered questionnaire. The questionnaire will be distributed to the selected participants during class time, and they will be given approximately 30 minutes to complete it. The questionnaire will be designed to collect data on the following variables:

**Academic performance:** This variable will be measured using the students' most recent report card, which will be provided by the school.

**Parents' income:** This variable will be measured by asking students to report their parents' total monthly income.

**Student gender:** This variable will be measured by asking students to indicate whether they are male or female.

**School location:** This variable will be measured by asking students to indicate the location of their school (urban, suburban, or rural).

### 3.4 Data Analysis

The data collected from the survey will be analyzed using both descriptive and inferential statistics. Descriptive statistics will be used to summarize the data and provide an overview of the distribution of the variables. Inferential statistics, such as regression analysis, will be used to examine the relationship between parents' income, student gender, school location, and student achievement. Specifically, a multiple regression analysis will be conducted to determine the unique contribution of each predictor variable in explaining the variance in student achievement with SPSS analysis.

## 4. RESULTS AND DISCUSSION

### 4.1 Descriptive Statistics

The survey was administered to 500 middle school students in Bandung. Descriptive statistics were conducted on the sample of middle school students (N = 500) to examine the

distribution of parents' income, student gender, school location, and student achievement. The results are presented in Table 1.

**Table 1:** Descriptive Statistics of Parents' Income, Student Gender, School Location, and Student Achievement

| Varible | Mean | Standard Deviation | Minimunm | Maximum |
|---|---|---|---|---|
| Parental Income | 2.38 | 0.82 | 1.00 | 5.00 |
| Student Gender | 0.52 | 0.50 | 0.00 | 1.00 |
| School Location | 0.55 | 0.50 | 0.00 | 1.00 |
| Student Achievement | 74.69 | 12.32 | 45.00 | 98.00 |

Source: Primary Data Analysis by SPSS 26 (2023)

Note: Parents' income is measured on a scale from 1 (less than 1 million IDR per month) to 5 (more than 5 million IDR per month). Student gender is coded as 0 for male and 1 for female. School location is coded as 0 for rural and 1 for urban.

As shown in Table 1, the mean parents' income in the sample was 2.38 (SD = 0.82), indicating that the majority of the students came from families with a monthly income of less than 3 million IDR. The mean student gender was 0.52 (SD = 0.50), indicating that the sample was roughly evenly split between male and female students. The mean school location was 0.55 (SD = 0.50), indicating that the sample included slightly more students from urban schools than rural schools. Finally, the mean student achievement was 74.69 (SD = 12.32), indicating that the sample had a moderately high level of academic achievement.

Correlation Analysis & Multiple Regression Analysis

The correlation coefficients between parental income, student gender, school location, and student achievement. The results show that parental income ($r = 0.43$, $p < 0.001$) and school location ($r = 0.23$, $p < 0.001$) were positively correlated with student achievement. However, student gender was not significantly correlated with student achievement ($r = -0.02$, $p = 0.742$).

To examine the relationship between parents' income, student gender, school location, and student achievement, a series of multiple regression analyses were conducted. The results of these analyses are presented in Table 3.

**Table 2:** Results of Multiple Regression Analyses Predicting Student Achievement

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 6.267 | 1.895 | | 3.319 | .001 |
| | Parents' Income | .523 | .111 | .226 | 4.702 | .001 |
| | Student Gender | .213 | .134 | .113 | 1.597 | .112 |
| | School Location | .354 | .121 | .183 | 2.925 | .004 |

a. Dependent Variable: Student Achievement

Source: Primary Data Analysis by SPSS 26 (2023)

Note: Student achievement is measured as a continuous variable ranging from 0 to 100. Beta coefficients represent standardized regression coefficients.

As shown in Table 3, parents' income was a significant predictor of student achievement (B = 5.23, SE = 1.11, β = .22, p < .001), indicating that students from higher-income families tended to have higher academic achievement. School location was also a significant predictor of student achievement (B = 3.54, SE = 1.21, β = .18, p = .004), indicating that students from urban schools tended to have higher academic achievement than those from rural schools. Student gender, on the other hand, was not a significant predictor of student achievement (B = 2.13, SE = 1.34, β = .11, p < .112)

**Discussion**

The present study aimed to investigate the relationship between parents' income, student gender, school location, and student achievement in middle schools in Bandung. The findings revealed that parents' income and school location were significantly associated with student achievement, while student gender was not. The results have important implications for policymakers, educators, and parents.

The finding that parents' income was significantly associated with student achievement is consistent with previous research in education. Students from higher-income families tend to have greater access to educational resources, such as private tutors, educational materials, and technology, which can contribute to higher academic achievement (Hedges et al., 2016; Iskandar, 2023; Lareau, 2011). Moreover, higher-income families may have greater social capital, which can lead to greater academic success through access to networks of educational and occupational opportunities (Bourdieu & Richardson, 1986; Muttaqin, 2018). In this study, students from higher-income families had significantly higher achievement scores than students from lower-income families. This finding suggests that policymakers and educators need to pay more attention to addressing the achievement gap between students from different socioeconomic backgrounds.

Furthermore, the present study found that school location was significantly associated with student achievement. Specifically, students from urban schools had higher achievement scores than those from rural schools. This finding is consistent with previous research, which has suggested that urban schools tend to have greater access to educational resources, such as libraries, technology, and extracurricular activities, which can contribute to higher academic achievement(Hedges et al., 2016; Ready et al., 2004). Moreover, urban schools may have greater social and cultural diversity, which can lead to greater exposure to different perspectives and ideas (Back et al., 2016). This finding suggests that policymakers and educators need to pay more attention to addressing the achievement gap between students from different school locations.

Interestingly, the present study did not find a significant association between student gender and student achievement. This finding is inconsistent with some previous research, which has suggested that girls tend to outperform boys academically (Duckworth & Seligman, 2006; Else-Quest et al., 2010; Eugene & Ezeh, 2016). However, other studies have found no significant gender differences in academic achievement (Hannover & Kessels, 2004). It is possible that the lack of significant association between gender and achievement in this study is due to the fact that gender differences in academic achievement may vary by cultural context (Backović et al., 2012; Duckworth & Seligman, 2006). Further research is needed to explore this issue in more depth.

Overall, the findings of the present study suggest that there is a need for policymakers, educators, and parents to pay more attention to the achievement gap between students from different socioeconomic backgrounds and school locations. One possible approach to addressing this issue is to provide more equitable access to educational resources and opportunities for all students,

regardless of their family income or school location. For example, policymakers could provide more funding for schools in rural areas to ensure that they have access to the same resources and opportunities as schools in urban areas. Moreover, educators could provide more targeted support for students from low-income families, such as after-school tutoring or mentorship programs.

Another approach to addressing the achievement gap is to promote a more equitable and inclusive school culture. For example, educators could work to create a more culturally responsive curriculum that reflects the diversity of their student population. They could also provide more opportunities for students to engage in cross-cultural dialogue and learn from each other. By promoting a more equitable and inclusive school culture, educators can help to ensure that all students feel valued and supported, which can contribute to greater academic success.

**Implications**

The findings of this study have important implications for policymakers, educators, and parents. Firstly, policymakers need to focus on providing more equitable access to educational resources and opportunities for students from different socioeconomic backgrounds and school locations. This can be achieved by providing more funding for schools in rural areas to ensure they have access to the same resources and opportunities as schools in urban areas. Additionally, policymakers should consider implementing policies that promote equity in education, such as scholarships, grants, and affirmative action programs.

Secondly, educators need to provide more targeted support for students from low-income families and rural schools. This can include after-school tutoring, mentorship programs, and providing access to educational materials and technology. Furthermore, educators should promote a more culturally responsive curriculum that reflects the diversity of their student population and provides opportunities for cross-cultural dialogue.

Thirdly, parents need to be involved in their child's education by encouraging and supporting them academically. This can include providing a supportive home environment, monitoring their child's academic progress, and seeking out resources and opportunities to supplement their child's education.

**Limitations**

This study has some limitations that should be acknowledged. Firstly, the study only collected data from middle schools in Bandung, which limits the generalizability of the findings to other regions and contexts. Future studies should replicate the present study in other regions and contexts to confirm the generalizability of the findings.

Secondly, the study relied on self-reported data from students, which may be subject to response bias. Future studies should use multiple sources of data to validate the self-reported data.

Thirdly, the study did not consider other factors that may influence student achievement, such as student motivation, teacher quality, and school resources. Future studies should investigate the influence of these factors on student achievement.

## 5. CONCLUSION

The present study investigated the relationship between parents' income, student gender, school location, and student achievement in middle schools in Bandung. Results showed that parents' income and school location were significantly associated with student achievement, while student gender was not. The findings suggest that policymakers, educators, and parents need to focus on addressing the achievement gap between students from different socioeconomic

backgrounds and school locations. This can be achieved by providing more equitable access to educational resources and opportunities, promoting a more culturally responsive curriculum, and providing targeted support for students from low-income families and rural schools. Future studies should replicate the present study in other regions and contexts to confirm the generalizability of the findings and investigate the influence of other factors on student achievement.

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