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SOCIO-ECONOMIC AND EDUCATIONAL DETERMINANTS OF ACADEMIC SUCCESS AMONG UNIVERSITY STUDENTS

Kadirova Firuza Rustamovna
Senior Teacher Samarkand State University
Samarkand, Uzbekistan
firuzakadirova396@gmail.com

Abstract

This study investigates the correlation between students' socio-economic and educational backgrounds and their academic success in English reading across three Uzbek universities: Samarkand State University (SamSU), Bukhara Pedagogical University (BPU), and Jizzakh State Pedagogical University (JSPU). Using a specially prepared teaching manual, students' improvements in Test 2 were analyzed alongside demographic factors such as parental education, occupation, income, and prior English exposure. Findings indicate that students from higher-income families and those with parents possessing higher educational qualifications generally showed greater improvements. While most students had studied English at school, the duration of study alone did not guarantee significant performance gains. The results highlight the interplay of socio-economic factors and instructional methods in shaping academic outcomes, suggesting the need for targeted educational interventions to support students from diverse backgrounds.

Keywords: Academic success, Socio-economic background, Educational background, English reading skills, Higher education, Parental education, Family income, Instructional methods students' behavior, educational process, sense of responsibility, ecological knowledge, ecological culture, sustainable development, ecological activity.

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Introduction

Аннотация

Ushbu tadqiqot uchta O‘zbekiston universitetida – Samarqand Davlat Universiteti (SamSU), Buxoro Pedagogika Universiteti (BPU) va Jizzax Davlat Pedagogika Universiteti (JSPU) – talabalarning ijtimoiy-iqtisodiy va ta’limiy fondlari hamda ingliz tilini o‘qishdagi akademik muvaffaqiyati o‘rtasidagi bog‘liqlikni o‘rganadi. Maxsus tayyorlangan o‘quv qo‘llanma yordamida talabalar Test 2 natijalaridagi o‘shirlari demografik omillar, jumladan ota-onaning ta’lim darajasi, kasbi, daromadi va ingliz tilini oldin o‘qiganligi bilan birga tahlil qilindi. Natijalar shuni ko‘rsatadiki, yuqori daromadli oilalardan chiqqan va ota-onasi yuqori ta’lim darajasiga ega bo‘lgan talabalar odatda katta yutuqlarni ko‘rsatgan. Ko‘pchilik talabalar maktabda ingliz tilini o‘rgangan bo‘lsa-da, faqat o‘qish davri samarali natija berishini kafolatlamaydi. Natijalar ijtimoiy-iqtisodiy omillar va o‘quv metodlarining akademik natijalarga ta’sirini ko‘rsatib, turli fonlardan kelgan talabalarni qo‘llab-quvvatlash uchun maqsadli ta’limiy aralashuvlarning zarurligini bildiradi.

Kalit so‘zlar: Akademik muvaffaqiyat, Ijtimoiy-iqtisodiy fon, Ta’limiy fon, Ingliz tilini o‘qish ko‘nikmalari, Oliy ta’lim, Ota-onaning ta’limi, Oila daromadi, O‘quv metodlari

Russian Translation

Аннотация

Данное исследование изучает взаимосвязь между социально-экономическим и образовательным фоном студентов и их академической успеваемостью в чтении на английском языке в трёх университетах Узбекистана: Самаркандский государственный университет (SamSU), Бухарский педагогический университет (BPU) и Джизакский государственный педагогический университет (JSPU). С помощью специально подготовленного учебного пособия анализировались улучшения студентов в Тесте 2 наряду с демографическими факторами, такими как образование родителей, профессия, доход и предварительное

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изучение английского языка. Результаты показывают, что студенты из семей с более высоким доходом и с родителями, имеющими более высокий уровень образования, как правило, демонстрировали большие улучшения. Хотя большинство студентов изучали английский в школе, только продолжительность обучения не гарантировала значительных успехов. Результаты подчеркивают взаимодействие социально-экономических факторов и методов обучения в формировании академических достижений, что указывает на необходимость целенаправленных образовательных интервенций для поддержки студентов из различных социальных слоёв.

Ключевые слова: Академическая успеваемость, Социально-экономический фон, Образовательный фон, Навыки чтения на английском языке, Высшее образование, Образование родителей, Доход семьи, Методы обучения

Academic success is influenced by a range of socio-economic and educational factors, including family income, parental education, and prior schooling experiences. In Uzbekistan, as English proficiency becomes increasingly essential, understanding these influences is crucial for improving teaching practices and student outcomes. This study examines how students' backgrounds relate to their improvements in English reading skills after using a specially prepared teaching manual at SamSU, BPU, and JSPU. By analyzing performance differences in Test 2 alongside demographic data, the study aims to identify key factors that contribute to academic success and inform targeted interventions to support students from varied socio-economic contexts.

In Part I of the questionnaire, students were asked about their background information. The purpose was to determine whether there is any correlation between students' socio-economic and educational backgrounds and their academic success

From the Test 2 results of experimental groups (EG) at each university, students who showed significant improvements in their reading skills and those who did



not show much difference were selected to identify factors contributing to their English reading skill enhancements.

At Samarkand State University, 7 out of 29 students demonstrated significant improvement in Test 2 after being taught with the specially prepared teaching manual, achieving improvement levels between 80 and 100 percent. These students formed Group 1, while the remaining 10 students, classified as Group 2, did not show significant improvement, with performance gains ranging from 0 to 40 percent despite using the same instructional material.

At Bukhara Pedagogical University, the results showed that 10 out of 30 students experienced notable improvement in Test 2 after the implementation of the specially prepared manual, with improvement levels between 60 and 100 percent. These students were categorized as Group 1. In contrast, 9 students did not exhibit substantial improvement, with score changes ranging from minus one to plus two points, corresponding to 0 to 20 percent improvement, and were placed in Group 2.

Similarly, at Jizzakh State Pedagogical University, 10 out of 38 students showed marked improvement in Test 2 following the use of the specially prepared teaching manual, achieving improvement levels between 80 and 100 percent and forming Group 1. Meanwhile, 9 students did not demonstrate significant improvement, with performance increases between 0 and 40 percent, and were therefore classified as Group 2.

The table below shows responses factors mentioned in Part I of the Questionnaire by the students from each university.

Factor	SamSU G1	SamSU G2	BSU G1	BSU G2	JSPU G1	JSPU G2
Students with improvement	7/29	10/29	10/30	9/30	10/38	9/38
Rural high income	5	7	2	1	1	0
Urban high income	1	0	1	2	3	1
Father higher education	2	4	4	5	3	2
Father professional job	2	5	4	5	3	3
Father high income	6	7	3	3	5	1
Mother higher education	3	2	3	5	2	1
Mother professional job	2	2	6	4	5	3
English taught at school	Yes	Yes	Yes	Yes	Yes	Yes

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This section examines demographic factors across experimental groups from Samarkand State University, Bukhara State University, and Jizzakh State Pedagogical University, with particular attention to how these factors relate to students' academic improvement. The experimental groups are divided into those that demonstrated significant improvement and those that did not, allowing for a comparative analysis of background variables.

Regarding place of residence and family income, students who showed significant improvement were more frequently from higher-income families across all three universities. At Samarkand State University, students in the group with significant improvement were predominantly from rural areas with high family income, while urban students were fewer and mostly from high or middle-income backgrounds. In contrast, the group without significant improvement showed a wider distribution, including students from middle- and low-income families, particularly among urban residents. A similar pattern was observed at Bukhara State University, where students demonstrating improvement were largely from middle- and high-income families in both rural and urban settings, while those without improvement showed more variation across income levels. At Jizzakh State Pedagogical University, students with significant improvement came from a mix of income backgrounds, though high-income families were more common among urban students. Overall, the findings suggest that higher socioeconomic status is more frequently associated with academic improvement, while students from lower-income families appear underrepresented among those showing significant progress.

Father's educational qualification also shows noticeable variation across experimental groups. At Samarkand State University, students who demonstrated significant improvement were mostly from families where fathers had higher or secondary education, whereas the group without improvement included students whose fathers had lower educational levels, including only school graduation or no formal education. At Bukhara State University, students in both experimental groups largely came from families where fathers had higher or secondary education, although those with significant improvement showed a slightly stronger concentration in these categories. At Jizzakh State Pedagogical


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University, students in the improvement group were more evenly distributed across higher, secondary, and school-level education, while the group without improvement was more concentrated in secondary and school-level education. These patterns suggest that higher parental education, particularly at the father’s level, may support better academic outcomes.

Father’s occupation was also analyzed in relation to student performance. Across all three universities, students whose fathers worked in professional roles, business, or farming were present in both experimental groups. At Samarkand State University, students with significant improvement more often had fathers in professional or business roles, while the non-improvement group included a higher number of fathers working as farmers and one retired parent. At Bukhara State University and Jizzakh State Pedagogical University, both experimental groups showed similar occupational distributions, mainly consisting of professional workers and farmers, with no unemployed fathers reported. This consistency suggests that while occupational stability may contribute to academic support, occupation alone does not fully explain differences in student performance, and other interacting factors are likely involved.

Analysis of father’s approximate annual income indicates a clearer relationship with academic outcomes. At Samarkand State University, most students who showed significant improvement had fathers with high income, whereas the non-improvement group included more middle- and low-income cases. At Bukhara State University, students with significant improvement were mainly from middle- and high-income families, while those without improvement showed a similar but slightly more varied distribution. At Jizzakh State Pedagogical University, students with significant improvement included a mix of income levels, but high-income fathers were more common than in the non-improvement group, where low-income cases were more frequent. These findings suggest that higher family income may provide conditions that support academic success, although income alone does not determine outcomes.

Mother’s educational qualification also appears to influence student performance. At Samarkand State University, students who showed significant improvement more often had mothers with higher or secondary education, while

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those without improvement more frequently had mothers whose education ended at school level. At Bukhara State University, both experimental groups were dominated by mothers with higher or secondary education, though the improvement group showed a stronger concentration of secondary education. At Jizzakh State Pedagogical University, students with significant improvement were more evenly distributed across higher and secondary education levels, whereas the non-improvement group included more cases of school-level education. Overall, higher maternal education tends to coincide with better academic outcomes, though it is not the sole determining factor.

Mother's occupation shows further differences between groups. At Samarkand State University, students with significant improvement came from families with diverse maternal occupations, including professional work, business, farming, and unemployment. However, the non-improvement group was characterized by a much higher proportion of unemployed mothers. At Bukhara State University, students with significant improvement were more likely to have mothers in professional or business roles, while the non-improvement group included fewer professionally employed mothers and more unemployment. A similar pattern was observed at Jizzakh State Pedagogical University, where maternal unemployment was more common in the non-improvement group. These findings suggest that maternal employment, particularly in skilled or professional roles, may positively influence student academic progress.

The analysis of mother's approximate annual income shows mixed but meaningful trends. At Samarkand State University, students who improved were more evenly distributed across income levels, while those without improvement largely had mothers with no income. At Bukhara State University, students with significant improvement were more often from families with middle-income mothers, whereas the non-improvement group included more cases of no maternal income. At Jizzakh State Pedagogical University, both groups included a high number of mothers with no income, though students with significant improvement showed slightly greater income diversity. Overall, the presence of

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maternal income, especially at middle or high levels, appears to be associated with better academic performance.

With regard to whether English was taught at school, the data shows that almost all students across all universities and experimental groups studied English during their school years. Both students who showed significant improvement and those who did not had similar exposure to English instruction. This indicates that studying English at school is a common experience and, by itself, does not guarantee academic improvement at the university level.

Similarly, the number of years spent studying English at school does not show a clear relationship with academic improvement. Across all three universities, students in both experimental groups reported similar durations of English study, most commonly between five and nine years. Some students studied English for shorter or longer periods, but these differences did not consistently align with improvement outcomes. This suggests that factors beyond the duration of English study, such as teaching quality, learning strategies, or instructional materials, may be more influential.

In interpreting the overall findings, the results indicate that a substantial proportion of students across all three universities showed improvement after the introduction of the specially prepared teaching manual, suggesting its effectiveness in enhancing performance. At the same time, demographic factors such as family income, parental education, and parental occupation appear to interact with instructional methods in shaping academic outcomes. Students from higher socioeconomic backgrounds tend to be more represented among those showing significant improvement, highlighting existing disparities.

These findings suggest that both instructional quality and demographic background play important roles in student achievement. Educational policymakers and practitioners can use this information to design targeted support for students from less advantaged backgrounds and to refine teaching materials and methods to promote more equitable academic success across different university contexts.

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Conclusion

In conclusion, this study demonstrates that both instructional strategies and demographic factors play a significant role in shaping students' academic performance across Samarkand State University, Bukhara State University, and Jizzakh State Pedagogical University. The use of the specially prepared teaching manual was associated with noticeable improvement in Test 2 results among a substantial proportion of students, indicating its pedagogical effectiveness. At the same time, variables such as family income, parental education, and parental occupation showed meaningful associations with academic outcomes, with students from more advantaged socio-economic backgrounds generally exhibiting stronger improvement. Factors related to English learning background, including whether English was taught at school and the number of years studied, appeared less decisive on their own, suggesting that quality of instruction and supportive learning conditions are more influential than duration alone. Overall, the findings highlight the need for an integrated approach that combines effective teaching materials with targeted support for students from less privileged backgrounds in order to promote more equitable academic success in higher education.

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