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Assis. Lectu. Kawther Hameed Naeem

Thi-Qar Education Directorate

Email: kokaalseedi228@gmail.com

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The Effect of Family Wealth on Language Learning of Iraqi High School

A B S T R A C T

This research will examine the effect family wealth on English learning language of Iraqi secondary school and determine main factor and contrast low-family wealth with high- family wealth this study recommended emphasizing background factors in the forms of family wealth and parent education level in reading achievement of students in Iraq. The study utilizes Student Assessment data in Iraqi secondary school, where approximately 213 students participated because a sample was used. The present study also focused on family wealth and education level of parent analysis in potentially forecasting the students' reading in Iraq. As in this study and by experience analyzing data, a quantitative approach has to use which and put SPSS statistically to different analysis i.e. t-test, one-way ANOVA, two-way ANOVA, correlation and multiple linear regression analysis also have to use in SPSS software. The result of sample revealed there were significant different reading scores among students of different family wealth and parent education levels. The wealthy family students performed better than them with the middle and low wealthy. Likewise, the highly educated mother and father high school student performed high scores compared to students whose parents were low and didn't go to primary school. Secondly, the results of correlation and regression analysis revealed that the predictor variables, the factors, correlate highly and predict improved reading English language performance among Iraqi 18-year-old students. Therefore, the study's implications highlight potential for educational policy reform through data and evidence.

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تأثير ثروة الأسرة على تعلم اللغات في المدارس الثانوية العراقية

م.م. كوثر حميد نعيم
مديرية تربية ذي قار / قسم تربية الشطرة

الملخص:

تشير النتائج إلى أن عوامل الخلفية الأسرية، المُقاسة بثروة الأسرة الكبيرة في المدارس الثانوية العراقية ومستوى تعليم الوالدين، قد أثرت بشكل كبير على مستوى تعلم الطلاب، سواءً في اللغة الإنجليزية أو في عوامل أخرى تُحسّن أدائهم الدراسي.

وُجدت اختلافات كبيرة في درجات التعلم بين الطلاب من مختلف المستويات التعليمية للأسرة الكبيرة والوالدين. حقق الطلاب ذوو الثراء المرتفع نتائج أعلى من الطلاب ذوي المستويات التعليمية المنخفضة. علاوة على ذلك، أكمل الطلاب ذوو الثراء المرتفع جميع مراحل التعليم، وحصلوا على درجات أعلى من الطلاب الذين لم يُكمل آباؤهم جميع مراحل التعليم. وبالمثل، حقق الآباء ذوو المستويات التعليمية العالية أداءً أفضل من أولئك الذين لم يُكمل آباؤهم مرحلة التعليم الأساسي، وخاصةً في المرحلة الثانوية، لكلا الجنسين. ومن المهم أن بعض الدراسات خلصت إلى أن الآباء ذوي الثراء والتعليم العالي يميلون إلى دعم وإشراك أنشطة تعلم أبنائهم في المنزل، أو إرسالهم إلى مدارس خاصة، وتوفير الموارد المنزلية والوقت لممارسة التعلم. لذلك، يمكن القول إن مستوى ثروة الأسرة ومستوى تعليم الوالدين يُسهمان بشكل كبير في أداء تعلم أبنائهم في اللغة الإنجليزية أو عوامل أخرى.

علاوة على ذلك، ترتبط الثروة ارتباطًا وثيقًا بالتحصيل التعليمي العالي والتنقل التعليمي، مما يشير إلى أن ثروة الأسرة عامل مهم في تعزيز التحصيل التعليمي. وتظل هذه العلاقة قائمة حتى عند مراعاة دخل الأسرة وخصائص أخرى. إن انخفاض احتمالية التحاق الطلاب من الأسر ذات الثراء المنخفض بالجامعة له آثار على تفاوت الثروة على المدى الطويل.

الكلمات المفتاحية: انخفاض ثروة الأسرة، ارتفاع ثروة الأسرة، انخفاض المستوى الاجتماعي والاقتصادي، انخفاض الدخل.

Introduction

Intergenerational transmission of family wealth is central to educational inequality and social mobility. Wealth also provides access to higher quality educational resources, beyond what income itself may purchase, such as books, private tutoring and advanced language instruction, especially in the private secondary sector (Duncan & Murnane, 2011; OECD, 2018). 4) Economic and other security: Monetary wealth offers some economic stability as well as peace of mind, since privileged students do not have to worry about financing their education during higher education (Conley, 2009). Education is a key way out of poverty, and having more wealth allows more opportunity for academic success and social mobility, such as richer learning environments allowing higher levels of English language development.

Earlier educational research has regularly shown large differences in education according to family wealth, even when income and demographic variables are considered (Pfeffer, 2018). Students from high-wealth backgrounds are significantly more likely to graduate from school and attend postsecondary education compared to their low-wealth peers (Sirniö et al., 2020). Additionally, first-generation students from more affluent families exhibit greater college persistence and completion rates, underscoring the distinct role of wealth in upward mobility (Conley & Glauber 2008). High-wealth students also experience faster rates of language acquisition, specifically in English, than do low-wealth students as a result of increased access to educational instructional materials and learning-enriched contexts .

(Hart & Risley, 1995).

This study investigates the relationship between family wealth, achievement in high school English language learning, and potential social mobility among Iraqi students. Using longitudinal perspectives and survey data collected in 2021 from students aged 15–18, the research examines how parental economic status influences educational outcomes at the high school level, with particular attention to first-generation collegestudents and their achievement relative to low-wealth family backgrounds within Iraqi schools.

Research objectives

1- Show relationship between high-family wealth and improve language learning for Iraqi' students in high school.

2- Show relationship between low-family wealth and downturn language learning for Iraqi' students in high school.

Research Questions:

3- Does high-family wealth effect on language learning for Iraqi' students in high school?

4- Does low -family wealth effect on language learning for Iraqi' students in high school?

Problem statement

Despite recent attempts to reconstruct the Iraq education system, high variations in family wealth still generate unequal education results, especially at secondary school. Long-term conflict, economic hardship, and underinvestment by the government has left schools ailing; there are relatively high drop-out rates, poor quality education provision and limited access to schooling – particularly among children from low-wealth households. There is evidence of a huge difference in the completion of secondary education between rich and

poor students, showing that socio-economic status plays an overwhelming role in determining who will finish learning.

Although current research suggests that poverty and war have widespread effects on schooling in Iraq, there is little empirically-based research to show how family wealth influences high school English language achievement and students' overall levels of social class mobility. This gap is especially pivotal because of how young Iraq's population is and affluent families' growing dependence on private education to ensure they can get the best results possible. The lack of such research is closely related to the main issue -- there has yet been no systematic examination on how household wealth relates with English language achievement at high school, and potential social mobility in the future for Iraqi student.

Literature review

The importance of family wealth in determining educational outcomes and social mobility is well established. Income, unlike wealth which is more of a long term measure resource, reflects immediate financial resources and resources upon which one can draw in the very short term (Conley, 2009). The role of family wealth has been established in various empirical studies as an independent predictor of educational achievement, also when controlling for parent's income and education and other family characteristics (Pfeffer, 2018).

Studies consistently report that students of high wealth status are more likely to earn higher levels of educational attainment than their low-wealth counterparts. Duncan and Murnane (2011) contend that wealthier families have an opportunity to invest more wisely in the education of their children by buying into private schools, supplementing with tutoring and enriched learning environments. Similarly, Sirniö et al. (2020) Adolescents from high-wealth families are significantly more likely to finish secondary school and enroll in higher education.

We see it very starkly in the case of first generation college students. Conley and Glauber (2008) find that students who are the first in their families to attend college but come from more advantaged backgrounds are more likely to enroll and persist in college than those whose family wealth is lower. This implies that wealth cancels out the economic insecurity and mental stress which frequently interrupt academic persistence and a transfer route upwards.

This research on language development also illuminates disparities in family wealth. Hart and Risley (1995) found that children living in more affluent homes experience richer linguistic environments which corresponds with accelerated growth of the vocabulary and language abilities. In the field of English as a Foreign Language (EFL), private language

tutoring, digital learning resources, and exposure to English beyond school are key factors that contribute to higher attainment in students from more privileged backgrounds (OECD, 2018).

Despite a substantial international literature in Iraq there exists very little research considering the association between family wealth, performance on English language and social mobility. The majority of research to date investigates Western or higher-income settings, and thus we have limited knowledge about how economic inequality influences education when it occurs in developing or post-conflict settings. This lack is what this article aims to fill, and it does so by focusing on the impact of household wealth on high school achievement in English with a view to upward social mobility among 15- to 18-year-old Iraqi students.

Family and Investment

The limitations imposed by insufficient finance extend far beyond the immediately apparent, insidiously affecting the academic prospects of lower socioeconomic students in an additive way.

Since an early part of their lives, members of low-income families are prone to poorer health, a difficulty with extensive long-term implications for learning, particularly via increased absence. This disadvantage disadvantages them particularly in terms of learning because they gain more from going to school than members of more affluent groups.

Besides, low-wealth students are also at greater risk of physical health problems because they live in substandard housing. They are also likely to sleep in communal sleeping areas and have more crowded and noisy households, which impair their ability to concentrate and their cognitive development.

Low-income children in families with lower financial status also receive fewer exposures to social and human capital. They are more likely to be given less personalized attention, less talk time, and less home reading. Their parents also stand a higher chance of long work hours, lowering their in-home presence. These all compound together and reinforce one another and create a widening gap between the cognitive abilities of children in high- and low-income families, which is planted in infancy and continues to hold throughout the school career.

Theories of Stress

A less advantaged families' economic well-being is more negatively affected compared with that of their more privileged counterparts. An important source of that disparate impact is the investment gap these families face. This often includes the condition of being food insecure. Among low income families, being is relatively more susceptible to emotional distress from doing without or worrying about finding what's necessary for the next month.

This chronic stress is especially harmful to low-income children for two reasons: 1) Chronic stress hinders brain development and effects cognitive function over time. Second, chronic stress results in a parenting style that is less stable and often more punitive.

The personal stress of a student in combination with exposedness to stressed others will elicit more pronounced structural brain mechanisms and internal coping strategies related to stress. The influence of the stress experience or its perception is particularly relevant in childhood and adolescence, when, if prolonged for a long time can have negative consequences impacting acquisition of emotion skills and competences. It is only more recent literature that has shown stressful experiences are harmful for students' capacity to form new memories, an essential component of the ability to successfully acquire what one learns. Finally, stress is also associated with less efficient learning and memory functions because of less working memory capacity among stressed students.

These challenges also amplify the already existing achievement gap between high and low-socioeconomic status (SES) students. While those with fewer resources are more likely to experience ongoing emotional stress, which is likely magnified in the home environment,' parents in higher socioeconomic groups offer greater emotional support that cushions longer term effects of sources of stress on their children.

Effect Teachers on students

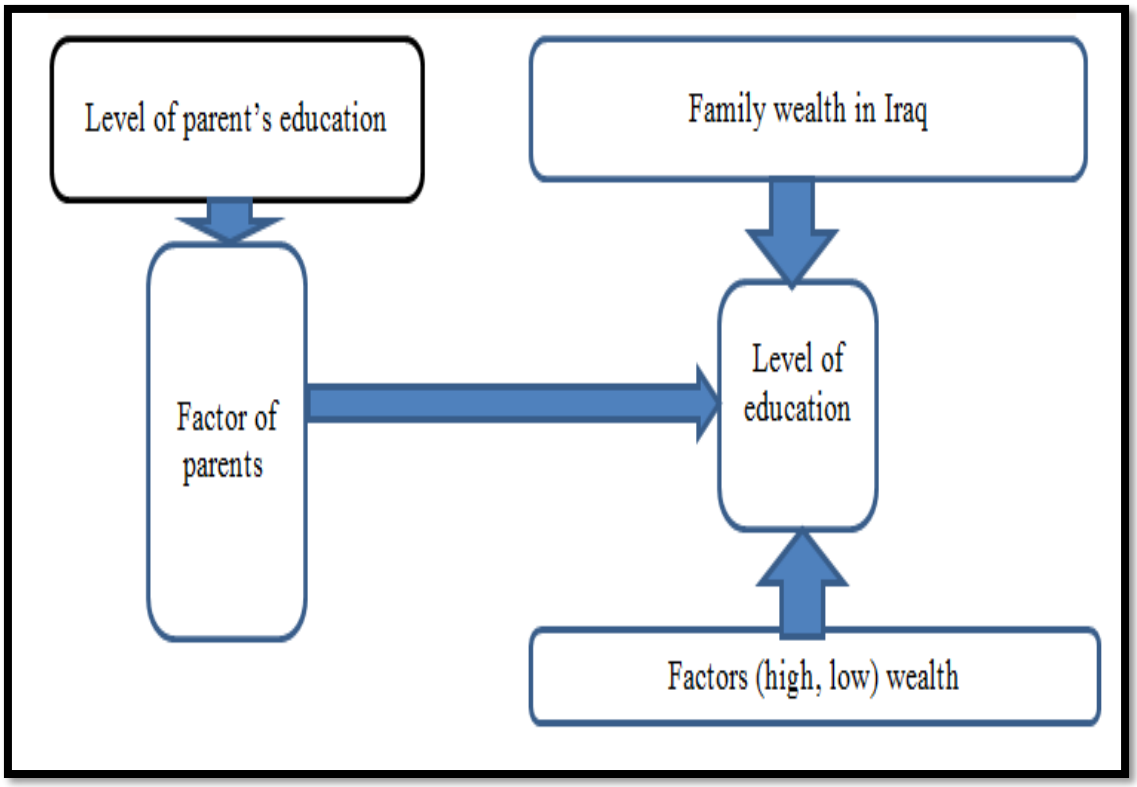
Teachers walk a tightrope fine line: acknowledging the difficulties students from low-income socioeconomic backgrounds encounter, without lowering expectations for their behavior and academic performance. High expectations need not equate to additional stress where there is extensive support.

The realization that a student's environment can be characterized by noise, congestion, and danger makes it all the more crucial to build a peaceful, joyful classroom. It is the responsibility of teachers to establish the nurturing environment which is withheld at home from some children. This way, through learning and modeling behavior, teachers pass on human and social capital to their students. This has to be accomplished within a peaceful and peaceful environment, transmitted both through deliberate instruction and example.

Offering stable, supportive learning environments in the classroom can lower the levels of stress hormones, opening the door to cognitive potential for all students, no matter what their backgrounds or difficulties they experience.

Finally, lower socioeconomic students usually experience a series of challenges in terms of financial, human, and social capital; these are then exacerbated by variations in investments from parents and chronic exposure to stress, particularly in such nations as Iraq. Also, teachers can further reduce the stress by establishing a serene and supportive environment, imparting high standards of levels, and actively and passively transmitting human and social capital, especially this period of electronic learning in education.

There are numerous studies that show how school academic achievement of students is influenced by family background traits – particularly those experienced with parents who are both affluent and educated, as in this study framework illustrated below:



Conceptual framework

Method of Research

Quantitative research, or "evidence for a theory by measurement of variables that produce numerical data," was utilized by the sample in this research. More particularly, it is also termed a form of objective theory analysis that looks at the interaction between variables and makes use of statistical methods with the aid of SPSS software to analyze numeric data.

Instrumentation of Research

Participants' information was collected from an electronic questionnaire that had been created in a Google Classroom. 213 students took part in the questionnaire, which was distributed as an electronic survey. Out of the total 213, there were 114 girl students and 99 boy students. Official school emails and teachers encouraging students to respond to questionnaires were used in order to randomly recruit participants.

Result of Study

The effect of the family wealth level on the students must be analyzed in this study using one-way ANOVA and independent sample t-test analysis, based on a factor hypothesized in conceptual farm work. Based on the sample, the results overall indicated that students from wealthy families outperformed students from poorer families. Secondly, the students' factor achievement differed significantly in the groups. Based on the sample results, one can confidently assert that family levels of affluence had an enormous impact on students' academic performance and abilities to attain the best results. Students whose parents were more educated and had better incomes performed well in comparison to students whose parents were less educated and had lower incomes.

CONCLUSION

The findings of the research demonstrate a high correlation between features of a student's home environment and academic performance of the student among Iraqi secondary students. High family prosperity, as gauged by indicators of wealth, and parents' level of education played an influential role in the learning of the students of either English or other issues, which are essential for learning. Hugely different grades were seen among students from different wealth categories and parents with varying education levels. The students from more affluent families always had higher grades than their peers from poorer families. Further, the children of parents with the more advanced education credentials also performed better in school than children whose parents lacked such educational qualifications. This also grew stronger at their secondary school level, both for males and females. Further research identified a pattern whereby more affluent families with greater educational achievement exhibited a willingness to take an active interest in their children's schoolwork. This was evident through access to home resources, after-school coaching, or adherence to a home learning environment. Hence, there is strong evidence to assume that available financial resources for a family and parents' academic achievements represent

powerful factors in a student's academic progress in different disciplines, like English. Moreover, a strong correlation was found between family success and university-level achievement, along with increasing academic progress, validating family finance's pivotal position in fostering higher academic accomplishments.

The reported association between a specific family's economic status and school success of their children remained statistically significant after controlling for family income, and other relevant family data. The unfortunate fact that students from economically disadvantaged backgrounds have a lower likelihood of attending institutions of higher learning is one part of what maintains economic disparities in the long run.

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