



## Effect of socio-economic status on academic achievement of school students

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### Abstract

This research study emphasizes the socio-economic status and academic achievement of secondary school students of Ramachandrapuram, Sangareddy district, Telangana state, India. Questionnaire tool was developed by the investigator et.al. Sample has been taken 200, descriptive survey method was used for this study. The results found that 1. The effect of socio-economic status and academic achievement is high, 2. The variable gender has significant effect on the socio-economic status on academic achievement, 3. The variable locality has significant effect on the impact of socio-economic status on academic achievement, 4. The variable type of institute has no significant effect on the impact of socio-economic status on academic achievement, 4. The variable type of institute has no significant effect on the impact of socio-economic status and academic achievement, and 5. There is positive relationship between socio-economic status and student's achievement.

**Keywords:** effect, socio-economic, academic achievement and secondary school

### Introduction

Socio-economic status plays an important role in Academic achievement and also effect to their living style in throughout life. It is major variable for influence of academic achievement to the school students. Accordingly, it seems best to offer a brief comment on them. The first is social class. Social class is a construct or measure that, like socio-economic position SES, aims to locate one's position in the social hierarchy. But unlike the multidimensional and often finally graded (continuous scale) aspects of SES, measures of social class are typically coarse and limited to one's relationship to the so-called means of production. Marxist in origin, social class measures tend to classify persons according to whether they own or control a business (or school!) or whether they are laborers in such places (Krieger 1997; Wright 1985) [5]. In any case, the understanding and use of social class is not unlike the use of SES and for purposes here, at least, I believe it is fair to use the terms synonymously.

Instead of SES, European scholars tend to use term socio-economic position (SEP) (Galobardes *et al.* 2006) [10]. I also view these two terms as synonyms. I actually prefer SEP because, among experts, SES tends connote meanings limited to occupational prestige, which is a largely outdated idea. Yet in practical terms the distinction between "status" and "position" seems trivial. But since I'm intellectually biased toward American scholarship I use the term SES here and elsewhere.

**What is Socio-Economic Status:** It may surprise some but the fact is that there is no agreed upon definition of SES, and in my view there will never be. This is because the construct necessarily entails political ideologies about existing and desired social structures, and political ideologies and science do not mix well. For the last three decades or so, some scholars have defined SES as

equivalent to simple, measurable things such as annual income. Others think race or ethnicity should be included. Some believe health status should be part of an SES measure since SES and health are so highly correlated and clearly cause each other. Few are certain how to assign SES to those not in the labor force, such as children, the elderly, or those who have intentionally dropped out. In sum, for a term that appears to be universally understood and employed it is profoundly ironic that its scientific underpinning is so under-developed.

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. Socio-economic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Additionally, low income and higher education have shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. These may be due to environmental conditions in their workplace, or, in the case of mental illnesses, may be the entire cause of that person's social predicament to begin with. Education in higher socio-economic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food and safety are priority, education can take a backseat. Youth audiences are

particularly at risk for many health and social issues in the United States, such as unwanted pregnancies, drug abuse, and obesity. Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist John Maynard Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate<sup>[7]</sup>. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Income inequality is most commonly measured around the world by the Gini coefficient, where '0' corresponds to perfect equality and '1' means perfect inequality. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

**Academic Achievement:** Academic Achievement assumes primary importance in the context of an education system aimed at progressive scholastic development of the child and human resources development at the macro level. The scientific rearing and education of a child is monitored on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be over emphasized. It acts as an emotional tonic. Sound academic records are the pillars on which the entire future personality stands. Academic achievement have always been the centre of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best. The importance of scholastic and academic achievement has raised important questions for educational researchers.

**Need of the Study:** Education is the powerful instrument and plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Annette Lareau speaks on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. An interesting observation that studies have noted is that parents from lower SES households are more likely to give orders to their children in their interactions while parents with a higher SES are more likely to interact and play with their children. A division in education attainment is thus born out of these two differences in child rearing. Research has shown how children who are born in lower SES households have weaker language skills compared to children raised in higher SES households. These language skills affect their abilities to learn and thus

exacerbate the problem of education disparity between low and high SES neighborhoods. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life.

Research depicted that SES and academic achievement as compared with students of higher SES. When teachers make judgments about students based on their class and SES, they are taking the first step in preventing students from having an equal opportunity for academic achievement. Educators need to help overcome the stigma of poverty. A student of low SES and low self-esteem should not be reinforced by educators. Teachers need to view students as individuals and not as a member of an SES group. Teachers looking at students in this manner will help them to not be prejudiced towards students of certain SES groups. Raising the level of instruction can help to create equality in student achievement. Teachers relating the content taught to students' prior knowledge and relating it to real world experiences can improve achievement. Educators also need to be open and discuss class and SES differences. It is important that all are educated, understand, and be able to speak openly about SES.

One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement individuals are characterized as high achievers, average achievers and low achievers. Many studies indicate that the academic achievement is dependent on variables like school/college set-up and its organization, socio-economic status of students, educational aspiration, well-adjusted behavior etc. Beside these the personal characters, vocational aspirations, creativity intelligence, attitude, values, etc., also effect it. But socio-economic status plays a major role. The division of society in to different classes and association of parents with a certain class and its linked with the education of their children is an all important feature of our society.

The home, as is universally accepted, is the first school of child and also primary social agent. As such, a suitable home environment is most conducive to the spread of education among its young members. Parent's socio-economic status is an important factor in shaping their attitude towards encouragement or neglect of education of children. Students belonging to high socio-economic status could get easily all the necessary things which they require for their high achievement. To realize the democratic ideal of equalizing educational opportunity, it's necessary to estimate the extent to which progress in education i.e., academic achievement at higher secondary school level in Lucknow is being effected by the socio-Economic variables. The present investigation, therefore was conducted to fulfill this need and aimed at to explore the relationship of the socio-economic variables with academic achievement It was assumed that the conclusions drawn on the basis of the study regarding the relationship between the variables and their effect on academic achievement might provide necessary guide line for improving the academic achievement of higher secondary school students.

Statement of the problem: "Socio-economic status differences in children's reading and educational outcomes are ubiquitous, stubbornly persistent and well documented" (Aikens and Barbarin, 2008). The relationship between SES and academic achievement is due to a complex interaction

of a number of variables, it appears to be generally accepted that SES impacts to a considerable extent on various aspects of students' learning experiences.

### Operational Definitions of Key Terms

**Socio-economic status:** Socio-economic status is evaluated as a combination of factors including income, level of education and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individual's health and wellbeing.

**Academic Achievement:** Academic Achievement as the sum total of information gained after completing a course of instruction (Partially or fully) in a particular grade that he has obtained on an achievement test. Secondary level: A formal education between 11 to 15 years old pupils.

### Objectives

The following objectives are delineated,

1. To find out the effect of socio-economic status on academic achievement of secondary school students.
2. To find out the effect of the following variables on the effect of socio-economic status on academic achievement of secondary school students.

**Hypotheses:** The following Null-Hypothesis is formulated for this study,

- There will be no significant difference in the effect of socio-economic status on academic achievement of boys and girls.
- There will be no significant difference in the effect of socio-economic status on academic achievement rural and urban secondary school pupils. There will be no significant difference in the effect of socio-economic status on academic achievement of private and government school pupils.
- There will be no significant difference in the effect of socio-economic status on academic achievement of education of parents.
- There will be no significant difference in the effect of socio-economic status on academic achievement of rich and middle class parents.
- There will be no significant relationship between socio-economic status and academic achievement.

### Variables

*Gender:* Boys and Girls

*Locality:* Rural and Urban

*Type of school:* Government and Private

*Parental educational background:* Literate and Illiterate

*Parental economic background:* Rich and Middle class.

**Method of the study:** The present study falls under the descriptive survey method and is a survey type research. Survey method is found to be relevant to collect data from socio-economic status.

**Scope of the Study:** The study is confined to effect/Influence of socio-economic status on academic achievement of secondary school students. The investigation intended to find out whether student achievement due to the effect of gender, residence, Type of management, parents education and socio-economic status.

### Delimitation of the study

1. The study is limited to Ramachandrapuram Mandal only.
2. The sample is limited to 200 secondary school students only.
3. The study is limited to gender, location, type of institution parental education and socio-economic status only.

**Sample and sampling techniques:** Stratified random sample of 200 secondary school children from urban and rural school children in of Medchal district will be selected. The 5, 4 schools from urban and rural areas and one section from each school will from the sample. The main strata taken from rural and urban are selected randomly. Sample is collected from government, Private schools. Sample consists of boys and Girls.

**Tool used the study:** A questionnaire is prepared by the investigator with the help of research supervisor.

**Description of the Tool:** The inventory consists of 30 statements with 2 alternates such as 'Yes' or 'No'. The student can answer each question by using these alternates.

**Scoring:** Each item of inventory possesses TWO (02) alternative answers and the subject as to tick out on any alternative on 2 items inventory. The scoring study procedure is preferred

Positive items: Yes ('1') and No ('0');

Negative items: Yes ('0') and No ('1').

**Reliability:** Reliability is the consistency of a test yielding the same results in measuring, whether it does measure i.e. consistency throughout the series of measurement. Reliability was calculated by using Cronbach's formula Psychometrica, Vol 65, No.3, (P no. 271-280) which has internal consistency. Which has got internal coefficient contending. The reliability is found to be 0.71 which indicates the questionnaire is reliable.

**Validity of the Tool:** Tool would be constructed as questionnaire on the basis of the effect of socio-economic status on academic achievement.

**Face validity:** The given test appears or seems to measure what it is to measure. Hence the tool has got face validity.

**Content validity:** The tool adequately covers both the context and an objective of the subject matter on which the test is made. i.e., it gives equal weight to all the aspects. Hence the tool has got content validity.

**Administration of the tool and the collection of data:** The data was collected before pandemic Covid-19 from secondary school students in Ramachandrapuram Mandal, Sangareddy district, Telangana State, India. Prior permission is taken from the school management and headmaster/ headmistress of private/ Govt. schools. The questionnaire was give each individual and requested to follow the individual and requested to follow the instructions given on the first page of inventory. They are asked to read each statement and express the way they generally they and felt and feel and tick the number and each that is true for them. Doubts are clarified and sufficient time is given to mark the tick to the statements. The answer sheets are collected in each school according to the schedule of day and time. In all most all schools answer sheets are collected immediately after completion of answer. The investigators received full co-operation from the students as

well as the heads of the institutions to collect the data.

**Statistical technique used:** Mean, SD, % of mean, ‘t’ Value and ‘r’ value were calculated.

**Data Analysis:** After collecting the data, we have to analyze,

**Table 1:** Impact of socio economic status on academic achievement.

Total	Mean	S.D	% of mean	1/5th of mean
200	24.43	1.74	81.43	4.886

**Observation:** From the above table it is observed that the mean, % of mean, SD are 24.43, 81.43 and 1.74 respectively. 1/5of mean value is 4.886 respectively.

**Objective -2:** To find out the influence of the following variables on the Influence of socio economic status on academic achievement of secondary school students.

- Gender – Boy/Girl
- Locality – Rural /Urban
- Type of school: Government/Private
- Parental educational background: Literate/ Illiterate
- Parental economic background (Rich/Middle class)

**Testing Hypothesis**

**Hypothesis -1:** There will be no significant difference in the effect of socio economic status on academic achievement of boys and girls.

**Table 2:** Mean, SD, ‘t’ value of boys and girls.

Variable	N	Mean	% of mean	SD	S. Ed	‘t’ value
Boys	100	24.22	80.7	1.83	0.25	2.28 S
Girls	100	24.79	82.5	1.76		

S=significant at 0.05 level

**Hypothesis -2:** There will be significant difference in the effect of socio economic status on academic achievement rural and urban secondary school pupils.

**Table 3:** Mean, SD, ‘t’ value of rural and urban school students

Variable	N	Mean	% of mean	SD	S. Ed	‘t’ value
Urban school students	120	24.06	80.0	1.75	0.22	2.90*
Rural school students	80	24.70	82.3	1.46		

\*=significant at 0.05 level

**Hypothesis -3:** There will be no significant difference in the effect of socio economic status on academic achievement of private and government school pupils.

**Table 4:** Mean, SD, ‘t’ value of government and private school students.

Variable	N	Mean	% of mean	SD	S. Ed	‘t’ value
Govt Secondary School students	100	24.40	81.13	1.69	0.25	1.44NS
Private secondary school students	100	24.76	82	1.92		

NS= Not significant at 0.05 level

**Table 5:** Mean, SD, ‘t’ value of Telugu and English medium school students.

Variable	N	Mean	% of mean	SD	S. Ed	‘t’ value
Telugu medium students	100	24.25	80.0	1.71	0.25	1.32NS
English Medium students	100	24.58	80.09	1.85		

NS= Not significant at 0.05 level

**Objective 4:** To find out the relationship between socio economic status and students’ academic achievement.

**Hypothesis – 5:** There will be no significant relationship between socio economic status and academic achievement.

**Table 6:** Impact of secondary school students.

Items	N	df	‘r’ value
Academic achievement	200	198	0.96*

\* - significant at 0.05 level.

**Findings**

- The effect or influence of socio-economic status and academic achievement is very high
- The variable gender has significant influence/effect on the socio-economic status on academic achievement.
- The variable locality has significant effect/influence on the impact of socio-economic status on academic achievement.
- The variable type of institute has no significant effect/influence on the impact of socio-economic status on academic achievement
- There is positive relationship between socio-economic status and student’s academic achievement.

**Suggestions**

- The parents should re-examine its financial support to student since such support is viewed as the main contributor towards the student academic performance.
- They should be conducted to examine the student spending habits on their academic performance.
- For district level personnel and school administrators is that they use their decision making authorities in a manner that help to empower their staff members to utilize their combined expertise to find and implement effective strategies that are geared at enhancing increased school achievement for culturally diverse students from both high and low socio-economic groups.
- Teachers, parents and students have indicated that individual help in the form of tutoring or on-to-one support have influenced the high academic achievements of culturally diverse students from both high and low socio-economic groups.

**Educational Implications**

Boys of ‘X’ grade are not hold the equal position in relation to their socio-economic status. The girls belong to rural or urban area holds the equal position in relation to their socio-economic status. Comparative study can also be conducted in relation to the socio-economic status and academic achievement of the students belongs to government and private schools.

**Conclusion**

The student’s socio-economic statuses of high school students have positive relationship with their academic achievement and influence the locality in the Sangareddy district of Telangana State. The gender has significant influence on the socio-economic status on academic achievement. The variable locality has significant influence on the impact of socio-economic status on academic achievement. The variable type of institute has no significant influence on the impact of socio-economic status on academic achievement. There is positive relationship

between socio-economic status and student's achievement. Moreover, there is significant difference between rural and urban students on the impact of socio-economic status on academic achievement.

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