



EFFECT OF SOCIO-ECONOMIC CIRCUMSTANCES OF FAMILY ON STUDENTS EDUCATIONAL ACHIEVEMENT IN JAMMU DISTRICT

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ABSTRACT

Taking care of the issues that cause difficulties for our young minds is the most crucial role of society. In current society, the issue of social class is highly prominent. The academic success of students has always been influenced by their socioeconomic status. Children from various social backgrounds exhibit varied levels of academic achievement. Their social position has an impact on how well they succeed academically. Previous research has demonstrated a high correlation between students' academic achievement and their parents' socioeconomic status. The current study investigates how various socioeconomic status categories of pupils affect their academic performance. In addition, the study investigates the connection between students' socioeconomic situations and academic achievements. The study's design is strictly descriptive, and in order to gather the data, mean, standard deviation, and crucial ratio were used to compute results. The 11th-grader enrolled in the Government schools in the Jammu district of J&K (India) were the subject of a study. The study's conclusions showed that a family's socioeconomic situation significantly affects a student's ability to succeed in school.

KEYWORDS: Educational Achievement, School students, Socio-Economic Status

1. INTRODUCTION

The social and economic standing of family members serves as a reflection of and a gauge for socioeconomic level. The common consensus is that socioeconomic status and children's academic achievement and cognitive development are strongly and consistently correlated. Socio Economic Status (SES) includes not just money but also level of education, financial stability, and self-perceived social standing and class. A person's socioeconomic standing might include aspects of their quality of life as well as the possibilities and privileges they have access to in society. One of the most extensively researched concepts in the social sciences is an indication of one's total social standing or prestige in society. The only thing that separates people in society and creates socioeconomic level gaps



is human behaviour, even though God has created everyone as equals. To improve society, the government has established a number of educational institutions. To close the gap between rich and poor and provide all children an equal chance, the government has put in place a number of projects. Educational Achievement is the highest level of education that a person has successfully completed. A level of education is considered to have been successfully completed when the learning objectives for that level have been met, which is often verified by the evaluation of previously acquired information, skills, and abilities. These consist of your academic performance, involvement in student life, community service, honours, awards, competitive outcomes, and experiences that highlight your resiliency and resilience. Anything you have finished, including a degree, certification, or standardised test, may count as an accomplishment.

Different components of a person's personality, their socioeconomic level, their study habits, their intelligence, and their attitudes towards school can all have an impact on how well they perform in school. Academic success is regarded in contemporary society as a crucial factor in determining one's overall potential and capacities. Therefore, academic success plays a crucial role in both the educational process and the learning process itself.

A detailed meta-analysis of 58 papers was carried out by Sirin (2005). With an average effect of 0.27 (95% CI: 0.28-0.29), Sirin confirmed a medium to significant relationship between SES and accomplishment for a sample from the United States. Similar to this, Liu et al.'s (2019) meta-analysis utilised 215,649 students from 78 distinct samples. The sample from Mainland China showed a mediocre relationship ($r = 0.23$) between SES and academic success. The processes underlying the association between SES and child development are still not known, though. The relationship between family socioeconomic status and academic achievement is known in the literature as a socioeconomic gradient because it is gradual and increases across the range of SES (Adler et al., 1994; Williams, 2002, 2003), or as a socioeconomic gap because it implies a gap in academic achievement between the students of high and low SES families.

The fact that not everyone is treated equally in every society is a fact of life. Some are extremely wealthy, some are somewhat wealthy, and some are impoverished. While some people are ignorant, others have varying levels of education. As a result, a society as a whole can be split into strata or classes of people, each of which is referred to as a social class (Okoye 2000). Generally speaking, there are three classes in most societies: These are the wealthy and aristocratic upper class, as well as the professionals and educated elites who make up the middle class. The masses, who are primarily unskilled, make up the third class, which is the bottom class (Ayeni & Adu 2003). According to Okoye (2000), the acquisition of significant quantities of inherited wealth is frequently a defining characteristic of the upper class in contemporary capitalist cultures. When a youngster from a lower or middle class family lacks numerous amenities that children from a higher class enjoy, earning a living becomes a challenge for them. Therefore, it is the responsibility of every government to offer these advantages to underprivileged kids and to start a number of programmes to ensure their welfare. When compared to children of moderate socioeconomic status and lower socio economic status, children of upper socioeconomic status frequently outperformed them. Every student should be given an equal chance to succeed in school because all children are created equal. However, it has



been shown that higher socioeconomic status students perform better overall in terms of their educational achievements than students from lower socioeconomic statuses. According to Cole and Corandstaff (2000), a middle-class family's youngster lives in a house with his own bedroom, his own clothes, and constant access to food, light, and shelter. They differ from their classmates from lower socioeconomic backgrounds in this way. A youngster from a lower socioeconomic background might share a room, a bed, and clothing, and they are aware of what it feels like to be cold and hungry. More frequently than native intelligence, these factors are linked to academic advancement.

2.REVIEW OF LITERATURE

Rather (2013) investigated the impact of socioeconomic status (SES) on academic achievement of secondary school students. The researcher's hypothesis was that there is no discernible difference in academic achievement and achievement in school subjects between the different SES categories (upper, middle, and lower). It is noted that there is a sizable mean difference between the top, middle, and lower SES categories. It was discovered that there were significant differences in secondary school pupils' academic achievement and achievement in various academic areas, and that achievement rises with an increase in SES.

Chandra (2013) investigated the relationship between socioeconomic status (SES) and academic achievement, and the study's findings highlighted the distinctions between high, average, and low SES groups in terms of academic ability. Academic achievement and SES are found to be positively correlated.

Singh and Singh (2014) investigated how parents' socioeconomic position and the home environment affected their children's study habits and academic performance. They also discovered that the socioeconomic position of parents had no discernible impact on students' academic achievement when they randomly selected 90 primary school students from the Meerut region of Uttar Pradesh for the study.

Zebun and Islam (2017) conducted research on the effect of socioeconomic status on academic achievement among senior secondary school students. The results of the study revealed a positive correlation between socioeconomic status and academic achievement of senior secondary school students as well as a statistically significant difference between male and female academic achievement across different SES groups.

In their (2014) study, Bilal and Ateeiq looked at the relationship between senior secondary students who are enrolled in the science stream's socioeconomic position and their academic performance. The study found a strong positive link between SES and academic achievement for science stream pupils at the secondary level.

In their (2018) study, Rikuya and Toshiki looked at how socioeconomic status affected behavioral issues in children from preschool to the beginning of elementary school. They discovered that socioeconomic position, as measured by factors like family economics and educational attainment as SES indicators, has a significant impact on a child's health and well-being. Family income and parental education at the time of the child's preschool entry were also significant predictors of mental health issues later in life.



By observing the actions of the students, Houser (1994) was able to determine the socioeconomic condition of the school community.

According to White's (1982) research, there is a strong correlation between pupils' socioeconomic background and academic success.

McLloyd (1998) stressed the significance of lunch (mid-day meal) programmes on school grounds to assess socioeconomic level.

According to Sirin (2005), there is a strong correlation between pupils' academic success and their family's socioeconomic level.

Alsbaugh (1992) contrasted socioeconomic indicators and accomplishment in rural and urban communities.

Hiregange (1970) examined the degree to which three variables—intelligence, social-emotional adjustment, and socioeconomic status—reacted in relation to academic accomplishment. It was confirmed that intellect was the best single predictor of academic performance. Socio emotional adjustment was the second-best predictor.

Bhagat (2014) looked on the connections between senior secondary school students' academic success, IQ, and socioeconomic status of their parents. Academic success and parental education among senior secondary school students were found to be strongly correlated. There is a significant correlation between academic achievement and the socioeconomic status of parents of senior secondary school students. The relationship between IQ and socioeconomic status is hazy, though.

The impact of socioeconomic status on academic ability was examined by Cedeno, Arias, and Bueno (2016) from the viewpoint of the teacher. The purpose of this essay is to inform instructors of the need of understanding the scope in order to more fully appreciate how socioeconomic status affects academic performance. They need to set up programmers for cognitive training interventions to help the students, youth from low-income families who are having difficulty in school have hope by repairing disrupted attention. Additionally, they discovered in their research that socioeconomic status is a potent predictor of educational success.

The effect of socioeconomic position on students' social, emotional, and behavioural issues was examined by Gnanadevan, Selvaraj, and Kumar (2015) using a random sampling method. This approach was used to choose the sample. The sample for the study consisted of teenagers from the Adi-Draavidar Welfare School in the Cuddalore region of Tamilnadu. The socioeconomic status scale developed by Kuppuswamy (n.d.) was used to analyse the data after it was collected using R. Gnanadevan (n.d.). Social, emotional, and behavioural problems in children were found to be strongly influenced by socioeconomic level.

In order to understand how parental socioeconomic status and gender affect adolescent well-being, Sundaram and Paul (2016) looked into the socioeconomic position and wellbeing of early adolescents. The sample that was chosen for the socioeconomic status study will show how gender and the socioeconomic position of the family affect how well-off an early teenager feels. Girls are thought to feel better about themselves than boys do. By giving kids more options and pointing them in the right direction, this research helps us understand how to create policies that will help them have a brighter future.



A comparison study of college students' academic success and adjustment was undertaken by Ganai and Mir in (2013). The results showed that the scores were cumulative. The two groups did not differ in terms of the scores they each independently earned on any aspect. Additionally, there was no discernible difference between the two groups in terms of academic achievement.

2. OBJECTIVE

To study the effect of Socio-Economic condition of family on the Educational Achievement of student.

3. HYPOTHESIS

There is significant effect of socio-economic conditions of family on the educational achievement of students.

4. METHODOLOGY

The researcher chose the best methodology for the study. The population for the current study is made up of schoolchildren from Jammu and Kashmir's district of Jammu. The study is descriptive in nature. The researcher used a straightforward random selection technique to choose 100 individuals from the population of 11th graders enrolled in Government schools in the Jammu area as the sample.

5. TOOL

Socio-economic scale proposed by Kuppuswamy was used to collect the data

Kuppuswamy's Socio Economic Status Scale 2018:-

Sr.No.	Score	Socio economic Class
1.	26-29	Upper(I)
2.	16-25	Upper Middle (II)
3.	11-15	Lower Middle (III)
4.	5-10	Upper Lower (IV)
5.	<5	Lower (V)

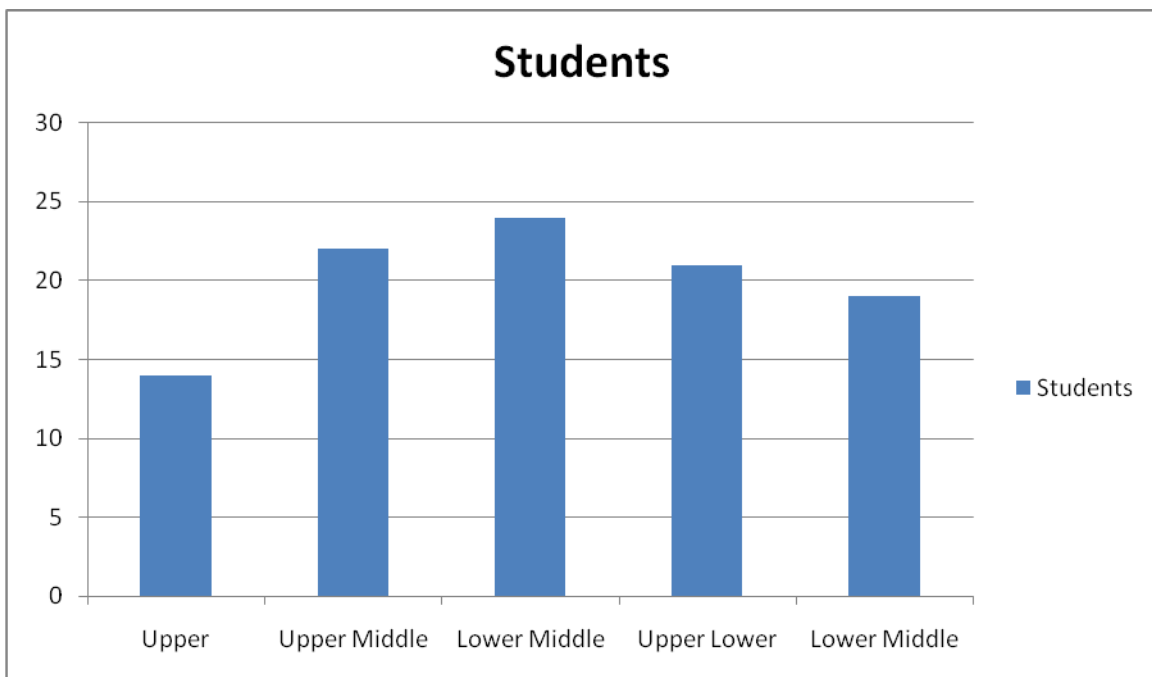
6. DATA COLLECTION

Collection of data was done on the 11th class students studying in Government schools by giving them the SES scale and educational achievement was assessed from their Annual report card.

7. RESULTS AND DISCUSSIONS

Table 1: Calculation of No. of students of different SES

S.E. Class	No. of Students	X	X ²
Upper	14	-6	36
Upper Middle	22	2	4
Lower Middle	24	4	16
Upper Lower	21	1	1
Lower	19	-1	1
Total (5)	100	0	58

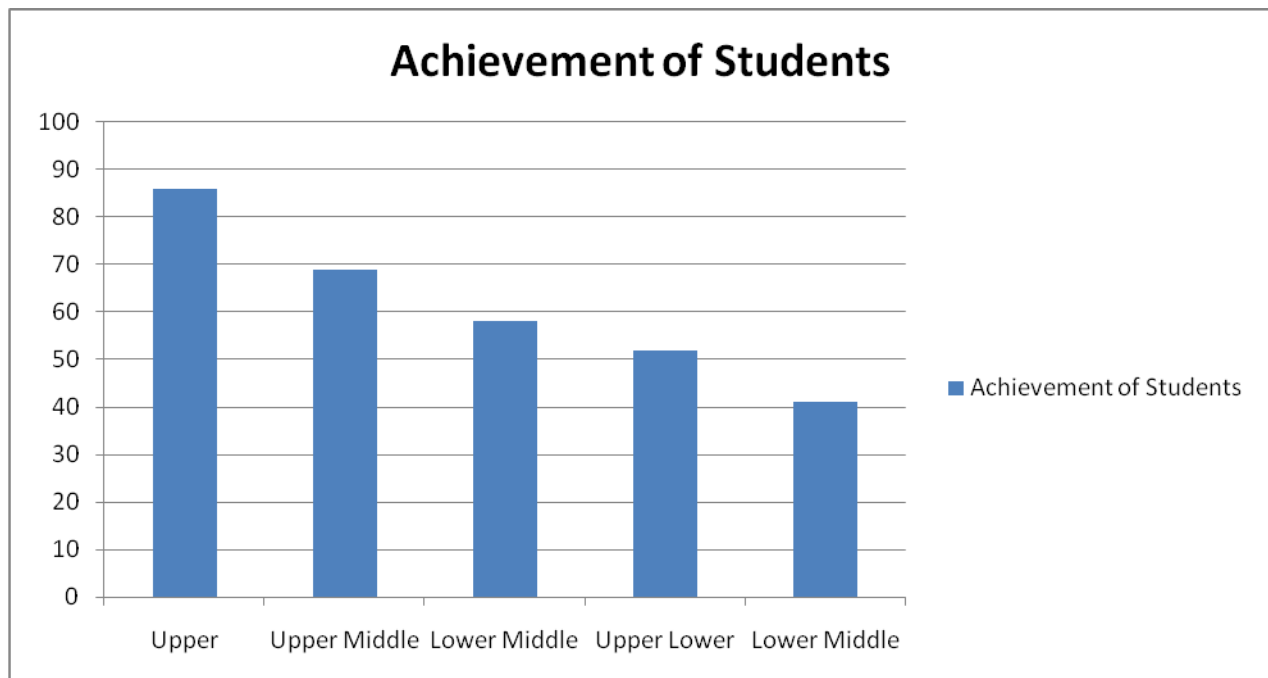


The above table and the graph shows that the total sample selected was 100 students, among them 14 were having upper status, 22 were having Upper Middle, 24 were having Lower Middle, 21 were having Upper Lower and 19 were having Lower. No. of classes are 5 after solving it $N=5$ and $\infty^2 = 3.45$.



Table 2: Total Educational Achievement of Students of different SES

S.E. Class	Achievement of Students	X	X ²
Upper	86	24.8	615.04
Upper Middle	69	7.8	60.84
Lower Middle	58	-3.2	10.24
Upper Lower	52	-9.2	84.64
Lower	41	-20.2	408.04
Total (5)	306	0	1178.8



The above table and graph shows that the overall performance of Upper Class students is 86% Upper Middle is 69%, Lower Middle is 58%, Upper Lower is 52% and Lower is 41%. Number of classes are 5 and after solving it $N=5$ and $\chi^2 = 15.35$.

Table 3: Showing the significance of difference of SES with regards to Educational Achievement.

N	Mean	S.D	C.R	Level of Significance



N1 = 5 N2 = 5	M1 = 20 M2 = 61.2	$\infty 1 = 3.45$ $\infty 2 = 15.35$	C.R = 5.9	Significant at 0.01 level of confidence.
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The critical ratio is significant at 0.01 level of confidence and hypothesis is accepted. Thus it is concluded that there is a significant effect of the economic conditions of parents on the educational achievement of students. High SES children perform well as compared to Middle and Lower SES Children. The hypothesis indicating that there exists a significant effect of the economic circumstances of the parents on the educational attainment of students has been accepted based on the results provided in the above table.

8. CONCLUSION AND SUGGESTIONS

According to the results above, upper class students scored 86%, upper middle students scored 69%, lower middle students scored 58%, upper lower students scored 52%, and lower class students scored 41%. It has been shown that those from the upper class perform better due to better familial economic circumstances. It is found that the economics does have a significant impact on our lives in all contexts, with pupils from higher economic strata performing better than those from lower economic strata. The educational accomplishments of students in various classes are strongly influenced by the socioeconomic background of the family. The conclusions from this study are meant to help and assist parents, teachers, and society in understanding the issues that their future citizens are facing and in assisting them in leading problems-free lives. Parents and social organisations are urged to take the required actions to close the social class gap by ensuring that all pupils have access to free school supplies and books in order to improve their academic performance.

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