

## **THE ROLE OF SOCIO-ECONOMIC STATUS AND IMPACT ON THE ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL STUDENTS OF DIMORIA BLOCK.**

**Dr. Anek Lal Barman**

Assistant Professor in Education, Dimoria College, Khetri, Assam-782403,

Mail. Id: [anek1983aus@gmail.com](mailto:anek1983aus@gmail.com)

**Dr. Dhrubajyoti Chakravarty**

Assistant Professor, PDUAM Behali, Biswanath 784184, Mail. Id: [dhruba.dibru@gmail.com](mailto:dhruba.dibru@gmail.com)

<https://doie.org/10.10399/PIMRJ.2025702344>

### **Abstract**

This study explores the role of socio-economic status (SES) and its impact on the academic achievement of secondary school students in the Dimoria Block of Assam. The findings reveal that a significant majority of students belong to the Upper Lower SES category, with 60% of families earning less than ₹27,882 per month and 47% of fathers engaged in labor-intensive occupations. Although some improvement is observed in parental education levels, it is insufficient to elevate overall SES scores. The study highlights a clear correlation between lower socio-economic status and limited access to academic resources, which may adversely affect students' educational outcomes. These findings underscore the need for targeted interventions and inclusive educational policies to support students from economically disadvantaged backgrounds.

### **1. Introduction**

Socio-economic status (SES) includes factors like family income, parents' education, and type of job. It plays a major role in how well students do in school, as it affects their access to learning resources, support, and opportunities. SES influences education in many ways, often working together with other factors like school environment, motivation, and cultural background.

The American Psychological Association explains that SES is not just about money, but also includes education, job status, and how people see their social position. SES can affect a person's quality of life and learning outcomes from early years through higher education. Understanding how SES affects students, especially in secondary schools, is important to reduce gaps in achievement and help all students succeed.

In any education system that aims to build both skilled citizens and individual growth, student performance is a key sign of progress. Though SES often overlaps with race, gender, and location, it remains one of the strongest influences on academic success.

This study looks at how SES affects the academic performance of Class IX students in Dimoria Block, a region with its own cultural background. By reviewing existing research and local data, the study suggests ways to reduce learning gaps and create fair learning conditions for all students.

## **2. Review of Related Literature:**

Research shows that socio-economic status (SES) strongly influences children's academic success, often through its effects on self-belief, parental involvement, and access to resources. Bandura et al. (2001) found that children whose parents achieved academically tend to set higher goals, driven by their parents' belief in influencing their success. Similarly, Fan et al. (2001) showed that parental involvement links SES to academic performance, with parents' aspirations playing a key role in promoting educational growth.

However, Mattingly et al. (2002) found limited evidence that parental involvement programs alone significantly improve student outcomes, suggesting that not all forms of involvement are equally effective.

Diemer and Ali (2009) observed that students from higher social classes achieve more career and academic success, benefiting from better resources like quality schools and career guidance. Dubow et al. (2009) added that educated parents provide better learning environments and have higher expectations, which lead to better long-term academic results.

Studies by Ahmar & Anwar (2013) and Preeti et al. (2015) confirmed that students from higher SES backgrounds perform better academically, largely due to financial stability and encouragement. Erola et al. (2016) emphasized the role of parental occupation in shaping academic success, linking both income and social networks to better outcomes.

Importantly, Johnson and Brown (2019) highlighted that strong parental involvement can help overcome the disadvantages of low SES, showing that supportive home environments and good family-school relationships can improve student performance across all economic backgrounds.

### **3. Rationale of The Study:**

This study aims to provide valuable insights into educational equity, social mobility, and the effectiveness of policies intended to improve academic outcomes. Exploring the influence of socio-economic status (SES) on academic achievement is essential not only for understanding performance disparities but also for informing broader efforts toward social justice and inclusive education.

Focusing on Class IX students in Dimoria Block—a region marked by varied socio-economic conditions—this study examines how SES impacts academic performance. Identifying patterns of inequality will help uncover the specific challenges students face and highlight gaps in access and opportunity.

By analyzing these relationships, the research seeks to inform policy and practice. The findings can guide the development of targeted interventions and educational policies that address SES-related barriers. For educators, policymakers, and community leaders, the study offers evidence to support strategies that promote equitable access to quality education and reduce the academic disadvantages linked to low socio-economic backgrounds.

### **4. Objective of the study:**

The present study is designed with the following objectives:

- **To assess the socio-economic status (SES)** of secondary school students in Dimoria Block using the modified Kuppaswamy scale (2022 revision by Gunjan Kumar).
- **To examine the academic achievement** levels of students in relation to their socio-economic backgrounds.
- **To explore the relationship** between socio-economic status and students' academic performance.
- **To identify key socio-economic factors**—such as parental education, occupation, and family income—that may influence students' academic outcomes.
- **To provide data-driven insights** that could inform educational planning, policy-making, and targeted interventions to support students from disadvantaged backgrounds.

### **5. Operational Definitions of the Terms**

- **Academic achievement:** This refers to the extent to which a student has successfully met their educational goals, typically measured by grades and performance on assessments.

- **Socio-economic status (SES):** SES refers to the social or economic standing of an individual or group, typically measured by a combination of factors such as education, income, and occupation.
- **Sample:** A "sample" is a subset of individuals, units, or cases selected from a larger population for the purpose of conducting a study. The sample is intended to represent the population, allowing researchers to make inferences about the entire population based on observations and analyses of the sample. Due to practical constraints such as time, cost, and logistics, researchers often use sampling techniques. In this study, the researcher selected three out of five Assamese medium schools in Dimoria Block using a simple random sampling method.

## 6. Tools and Technique

To assess the socio-economic status (SES) of the families of the sample students, the researcher utilized a modified version of the Kuppuswamy scale. This scale is a well-known tool for measuring socio-economic levels in India, applicable in both urban and rural contexts. Originally designed to measure individual SES, it has been updated to assess family SES.

Here is the **complete Modified Kuppuswamy Socio-Economic Status Scale for urban India in 2022**, as proposed by Gunjan Kumar et al. in the *International Journal of Community Dentistry* (Vol 10 Issue 1, Jan–Jun 2022).

### A. Education of Head of Family

### B. Occupation of Head of Family

Education Level	Score	Occupation Category	Score
Professional degree	7	Professional	10
Graduate	6	Semi-professional	6
Intermediate/Diploma	5	Clerical/shop/farmer	5
High School	4	Skilled worker	4
Middle School	3	Semi-skilled worker	3
Primary School	2	Unskilled worker	2
Illiterate ( $\leq 7$ years old)	1	Unemployed	1

## C. Monthly Family Income (2022 CPI-based)

Income Score	Monthly Family Income (₹)	Derived by multiplying 2012 brackets by a factor of 6.12 (CPI-IW inflation)
12	≥ 185,895	
10	92,951 – 185,894	
6	69,535 – 92,950	
4	46,475 – 69,534	
3	27,883 – 46,474	
2	9,308 – 27,882	
1	≤ 9,307	

## D. Total Score &amp; SES Classification

Total Score	Socio-Economic Class	Sum of the three parameters ranges from 3 to 29 are classified for socio
26–29	Upper (I)	
16–25	Upper Middle (II)	
11–15	Lower Middle (III)	
5–10	Upper Lower (IV)	
< 5	Lower (V)	

The data was analysed using MS Excel, with Pearson correlation analysis applied to assess the strength and direction of relationships between variables. A scatter plot was created for visual representation of these relationships.

## 7. Analysis and Interpretation of the Data

The analysis included responses from 100 students, with a set of questionnaires focusing on various socio-economic factors that may impact academic performance. Below are the key findings from the questionnaire responses:

**Table 1: Students' response regarding educational qualification of their fathers**

Fathers' Qualification	No. of Student Respondent	Percentage
Postgraduate	0	0%
Undergraduate	9	9%
Higher secondary	19	19%
High school	28	28%
Elementary school	15	15%
Primary school	20	20%
No formal education	12	12%
Total	100	100%

The data reveals that 12% of students' fathers have no formal education, highlighting a significant segment lacking basic literacy. A further 20% have completed primary education, and 28% have attained high school-level education. In contrast, only 9% hold an undergraduate

degree, and there is a complete absence of postgraduate qualifications. This distribution reflects a relatively steady progression from primary to secondary education but a marked decline at the tertiary level. The sharp drop in higher educational attainment underscores the need for targeted educational and professional development initiatives to encourage continued learning and reduce attrition rates beyond high school.

**Table 2: Students' response regarding educational qualification of their mothers**

Mothers' Qualification	No. of Student Respondent	Percentage
postgraduate	1	1%
undergraduate	5	5%
Higher secondary	11	11%
Higher school	23	23%
Elementary school	20	20%
Primary school	19	19%
No formal education	21	21%
Total	100	100%

The data indicates that 21% of students' mothers have no formal education, suggesting a substantial portion with limited literacy exposure. While 23% have completed high school, only 5% hold an undergraduate degree, and a mere 1% possess a postgraduate qualification. This distribution reflects wide disparities in educational attainment among mothers, with a noticeable drop-off beyond the secondary level. Given the well-documented influence of maternal education on children's academic outcomes, these findings highlight the importance of promoting female education as a means to support intergenerational educational advancement.

**Table: 3 Students' response regarding occupation of their fathers**

Fathers' Occupation	No. of Student Respondent	Percentage
Professional (doctor, lawyer, engineer, etc.)	0	0%
Private sector employee	11	11%
Government employee	10	10%
Small business (shops, vegetable seller, etc.)	8	8%
Cultivator/ Farmer	19	19%
Labour	47	47%
Unemployed	5	5%
Total	100	100

The findings reveal that 47% of the students' fathers are employed in labor-intensive occupations, making it the most common form of employment among the father of the respondent student. Additionally, 5% are unemployed, and only a small proportion are engaged in government or private sector jobs. Notably, none are employed in professional occupations, indicating a lack of representation in high-skilled and highly educated professions. This occupational distribution reflects the predominantly working-class background of the students' families, many of whom are involved in manual labour or agriculture-related work. These patterns suggest potential socioeconomic barriers to accessing higher education and professional opportunities.

**Table.4: Students' response regarding occupation of their mothers**

Mothers' Occupation	No. of Student Respondent	Percentage
Professional (doctor, lawyer, engineer, etc.)	0	0%
Private sector employee	11	11%
Government employee	4	4%
Small business (shops, vegetable seller, etc.)	24	24%
Cultivator/ Farmer	9	9%
Labour	34	34%
Unemployed	29	29%
Total	100	100

The data reveals that nearly one-third of the students' mothers are unemployed, which may reflect underlying economic constraints within their households. Additionally, 34% are engaged in labor-intensive occupations, and around 24% are involved in small-scale businesses—highlighting a degree of entrepreneurial initiative despite limited resources.

Notably, none of the respondents identified their mothers as professionals such as doctors, lawyers, or engineers. This absence points to restricted access to higher education and professional career opportunities for women in the region. The minimal representation of mothers in public or private sector employment further underscores the socioeconomic barriers that may inhibit women's participation in stable and well-paying jobs.

Overall, the occupational distribution of mothers reflects broader socio-economic limitations that could influence not only the household income but also the academic aspirations and opportunities available to the students.

**Table 5: Students' response regarding monthly family income**

Monthly Family Income (₹)	No. of Student Respondent	Percentage
≥ 185,895	0	0%
92,951 – 185,894	1	1%
69,535 – 92,950	8	8%
46,475 – 69,534	14	14%
27,883 – 46,474	17	17%
9,308 – 27,882	32	28%
≤ 9,307	28	28%
Total	100	100

The majority of students come from low-income families, with 28% reporting a monthly family income of ₹9,307 or less, and 60% belonging to households earning below ₹27,882. This economic disparity poses significant challenges, potentially limiting students' access to essential educational resources, participation in extracurricular activities, and overall well-being. The financial constraints faced by these families may adversely affect the academic progress and holistic development of the students.

Using the methodology of **complete Modified Kuppuswamy Socio-Economic Status Scale** for **urban India in 2022**, as proposed by Gunjan Kumar et al. in the *International Journal of Community Dentistry* (Vol 10 Issue 1, Jan–Jun 2022) in our data taking father of the respondent student it is found the following:

#### Summary Table

Parameter	Average Score
Education	3.58
Occupation	3.03
Income	3.66
Total Average	10.27 (Upper Lower IV)

#### Interpretation & Notes

- This means most student families fall into **Upper Lower SES** on Gunjan Kumar's 2022 scale.
- The primary restraint is **low to mid-range income and occupation**.



- Though education is slightly better, it still doesn't elevate the total score beyond the Upper Lower category.
- The result aligns with the high proportion of **labourers (47%)** and **low-income brackets (60% below ₹ 27,882)**.

## 8. Conclusion

The findings of the study reveal that the majority of secondary school students in Dimoria Block come from families classified as Upper Lower socio-economic status according to Gunjan Kumar's 2022 revision of the Kuppuswamy scale. This classification is primarily driven by low to moderate family income and the predominance of labor-based occupations. While parental education levels show some improvement, they are not substantial enough to elevate the overall SES classification. The strong presence of low-income households and labor-intensive work environments suggests that economic constraints are a major barrier to educational advancement. This socio-economic background is likely to influence students' access to academic resources, learning environments, and long-term educational outcomes.

## References:

- Ahmar, F. & Anwar, E. (2013). Socio economic status and its relation to academic achievement of higher secondary school students. *IOSR Journal of Humanities and Social Science*, 13(6), 13-20.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187–206. <https://doi.org/10.1111/1467-8624.00273>
- Diemer, M. A., & Ali, S. R. (2009). Integrating social class into vocational psychology: Theory and practice implications. *Journal of Career Assessment*, 17(3), 247–265. <https://doi.org/10.1177/1069072708330462>
- Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *Merrill-Palmer Quarterly*, 55(3), 224–249. <https://doi.org/10.1353/mpq.0.0030>
- Erola, J., Jalonen, S., & Lehti, H. (2016). Parental education, class and income over early life course and children's achievement. *Research in Social Stratification and Mobility*, 44, 33–43. <https://doi.org/10.1016/j.rssm.2016.01.003>
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>

- Johnson, A. D., & Brown, R. L. (2019). Parental involvement and academic outcomes in low-income families: The moderating role of social support. *Journal of Educational Research*, 112(5), 552–563. <https://doi.org/10.1080/00220671.2019.1614516>
- Mattingly, D. J., Prislin, R., McKenzie, T. L., Rodriguez, J. L., & Kayzar, B. (2002). Evaluating evaluations: The case of parent involvement programs. *Review of Educational Research*, 72(4), 549–576. <https://doi.org/10.3102/00346543072004549>
- Preeti, B., Manikandan, K., & Senthilkumar, K. (2015). Influence of socio-economic status on academic achievement of higher secondary students. *International Journal of Research – Granthaalayah*, 3(12), 37–44.
- Khairnar, M.R., Wadgave, U., & Shimpi, P.V. (2016). *Kuppuswamy's Socioeconomic Status Scale: A Revision of Income Parameter for 2016*. Indian Journal of Pediatrics, 83(1), 1–2. DOI: 10.1007/s12098-015-1933-y.