

EXAMINE AND EXPLORE THE IMPACT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT

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Abstract

Educational results are strongly influenced by socio-economic status (SES), and it continues to have an impact on students' academic ability in a variety of settings. The purpose of this study is to investigate and analyze how various variables of socioeconomic status (SES)—such as parental income, education, and occupation—affect opportunities for learning, access to resources, and overall academic achievement. The findings of the research demonstrate that students who come from higher socioeconomic status (SES) backgrounds usually benefit from enriched learning environments, greater access to technology, private tutoring, and parental involvement. On the other hand, students who come from lower socioeconomic status (SES) backgrounds often face barriers such as limited resources, reduced school readiness, and increased exposure to stressors. The effects of socioeconomic status are further influenced by the quality of schools, the level of community support, and educational policies that either narrow or exacerbate success inequalities. It is essential for educators, policymakers, and stakeholders who are working to create interventions that promote fairness in education to understand these dynamics. This study emphasizes the necessity of inclusive techniques that enable all learners to achieve their maximum academic potential, regardless of their background, by drawing attention to the complicated link between socio-economic determinants and academic performance.

Keywords: *academic performance, academic status, professional status, socioeconomic status.*

INTRODUCTION:

Although education is largely considered as a cornerstone of individual growth and social progress, there are still disparities in the quality of learning opportunities and results that are available to people. Socio-economic status (SES) is one of the most significant and long-lasting factors influencing academic accomplishment, a fact that is particularly notable given the multitude of elements that contribute to student success. Socioeconomic status (SES) is often described by metrics such as parental income, educational achievement, and occupational standing. SES not only accounts for the material resources accessible to a family, but also the social and cultural capital that can either facilitate or hinder a child's educational path. Researchers have conducted several studies examining the relationship between educational achievement and socioeconomic situations in a variety of educational systems and geographic locations. Students who come from families

with higher socioeconomic statuses typically begin their education with stronger abilities in reading and numeracy, more experience with exciting learning environments, and greater access to extracurricular resources that support cognitive and social development. On the other hand, children who come from households with a low socioeconomic status may encounter a number of obstacles, including restricted access to literature and technology, schools that lack sufficient resources, food insecurity, and a decrease in parental engagement as a result of financial demands. These discrepancies contribute to the emergence of a "achievement gap," which often continues to be a factor throughout the entirety of the educational pipeline. This gap influences students' rates of graduation, employment possibilities, and long-term socio-economic mobility. It is important to note that the impact of socioeconomic status is not consistent across the board; it interacts with other variables, including the quality of the school, peer influence, community support, and education regulations established by the government. Effective interventions, such as targeted scholarship programs, early childhood education efforts, mentorship opportunities, and enhanced school infrastructure, have demonstrated the capacity to reduce inequality in a wide range of circumstances. In spite of this, it is common for long-lasting structural disparities to maintain the cycle wherein low socio-economic circumstances translate into lower academic attainment, prolonging intergenerational disadvantage. These ramifications are significant in our current globalized and knowledge-based economy due to this link. It is imperative for educators, academics, and policymakers who are dedicated to creating inclusive educational systems that promote fairness and opportunity to understand the way in which socioeconomic status (SES) impacts students' academic results. Looking at the subtleties of this relationship also sheds light on the larger socioeconomic institutions that determine access to education and opportunities for economic success. As a result, the purpose of this study is to investigate and analyze the multifaceted influence that socioeconomic position has on academic accomplishment. It examines the ways in which economic, cultural, and social elements interact with one another to determine student success. The study utilizes theoretical views and empirical facts to emphasize the difficulties that arise from socioeconomic disparities and the solutions that might reduce their influence. In the end, the study seeks to make a contribution to the creation of a fairer educational environment.

Student Role Performance Factors (SRP).

Student Role Success Factors (SRP), school factors, family factors, and partner factors are some areas of success that are generally related to academic performance. The functional performance of the overlay refers to the effectiveness with which a person performs the task of an overlay in a learning environment. Gender, race, academic performance, extracurricular practice, irregularities, and deficiencies have been shown to significantly affect SRP and test performance. Components of school climate, p. "Factors such as school size, territory, and connections between teachers and children affect test performance Family farms have also been found to affect line test results. Research has found that financial status, parental involvement, and family size are highly important family qualities. Peer impact can also affect surrogate success. Peer tension and friend congruence can lead a person to engage in risky practices that have been shown to negatively and insidiously affect test scores".

By developing a four-domain model, this audit uses careful methodology to analyze the impact on test results. This model contains a significant number of insights that have recently been related to crash test results. “Student Role Performance (SRP) elements, family-level factors, peer impacts, and school factors are fully included. The Educational Longitudinal Study (ELS: 2002), a public source of probability data covering more than 15,000 tenth graders in the United States, is used in this research to examine the impact of these items on scores”.

Influence of socioeconomic status on academic performance

Financial status is the combination of the financial and humanistic areas of a particular labor understanding, as well as the social and monetary place of a person or family in relation to others, based on salary, educational level, and speech status. To examine the economic situation of a family, the salary, professional training and employment of the family are confirmed, as well as the joint and separate payment of a person when talking about their own characteristics. To describe the three classifications a family or individual can fall into, financial status is divided into three categories: high financial status, medium financial status, and low financial status. When a family or individual addresses one of these needs, some or all three components can be examined and evaluated, particularly money, education, and work.

The obligation to take in a young person usually falls on the legal guardians. With normal humanism it is foreseeable that the school can be an apparatus of social change, which is fundamental in this discussion. Not surprisingly, financial support from parents can have a significant impact on children's academic progress. The environment in which young people thrive can affect their preparedness or ability to respond. One of these perspectives is the situation of parents.

The monetary position of gatekeepers affects academic performance and allows low-income youth to compete effectively against their high-net-worth peers in a similar school climate. Leadership is a development tool. It expands our brain, sees the great and the terrible, trains us to discern the great and the terrible, and reminds us of the general climate well enough to improve an individual and a community.

There is a large accessible literature that examines the impact of financial status on academic achievement, e.g. B. who found that youth with high economic status outperformed those with low economic status, showing mediocre and unsatisfactory results. Academic performance Saifi (2011) examined the influence of financial status on academic performance. The results showed that school, work and parents' work influenced the wealth of students. points out, children whose parents are poor do not do well in school. The revelations also showed that the poor economic situation of the parents is negatively associated with the academic success of the students because it prevents the person from accessing the sources and resources of learning.

OBJECTIVE

1. Research of differentiation in the academic performance of high school students based on their socioeconomic status.

2. Consider the distinction between the high socioeconomic status level and the medium socioeconomic status level of upper secondary students in academic achievement.

RESEARCH METHOD

Taste

The sample for this review was selected from optional secondary schools in the Medinipur region of West Bengal, funded by public and private institutions. In this review, the sample population consisted of 510 high school students who were selected using the simple random sampling technique.

Tools

In the present study, the specialist used the Socioeconomic Level Scale (SESS), created and standardized as an indicator. Academic success refers to the results that the student achieves in the annual evaluation process. Student exposure was recorded on the school log used to create the tally sheet.

Statistical methods and techniques

As part of the review, the analyst used IBM to examine data including t-tests and Pearson's coefficient of association as a quantifiable means of dividing the data into meaningful parts.

DATA ANALYSIS

Table 1: Association between socioeconomic level and academic performance

variables	N	mean	Std. Deviation	R-value	Mr. (2 tails)
Socio-economic Status	510	51,382	16,549	0.347	0.000 *
Academic Achievement	510	58,322	11,709		

Level 0.01

“In Table 1, Parsons Coefficient of association r is assumed to be 0.347 ($p = 0.000 < 0.01$), showing that there is a positive but weak or moderate association between SES and academic performance”.

Table 2: Differences in academic performance between the highest and lowest SEL grades

Variables	N	mean	S.D	T-value	Sig.(2 tailed)
Higher Class SES	123	64.78	10,023	14,830	0.000 *
Middle Class SES	282	58.53	11:49		

Level 0.01

“The t-estimate in Table 2 is 14,830 ($p = 0.0000.01$), which shows that there is a large difference in academic performance between students from high SES families and those from intermediate SES families, as revealed by the revision”.

Table 3: Difference in performance between the middle and lower classes of the SES

variables	N	mean	S.D	T-value	Sig.(2 tailed)
Middle Class SES	282	58.53	11:49	7,988	0.000 *
Lower Class SES	105	50.20	9,155		

Level 0.01

As shown in Table 3, the t-estimate is 3.855 for low and average SES students, which is more modest than the p-value of 7.988 ($p = 0.00001$), showing that these two SES grades are similar in their orientation. Pedagogical and differ in its pedagogical orientation.

Table 4: Performance Differences between Higher SES Class and Lower SES Class

variables	N	mean	S.D	T value	Sig.(2 tailed)
Higher Class SES	123	64.78	10,023	19,383	0.000 *
Lower Class SES	105	50.20	9,155		

* Meaning at level 0.01

“As shown in the first table 4 the t-value between high socioeconomic class (mean = 64.78) and low socioeconomic class (mean = 50.2) high school students is 19.383 ($p = 0.00000.01$), showing that there is a large difference in academic achievement between students in the highest and lowest SES grades in high school”.

Table 5: Differences in academic performance between male and female upper secondary students

Variables	N	Mean	S.D	T value	Sig.(2 tailed)
Male Students	240	57.52	11.889	-.730	.466*
Female Students	270	58.84	11.634		

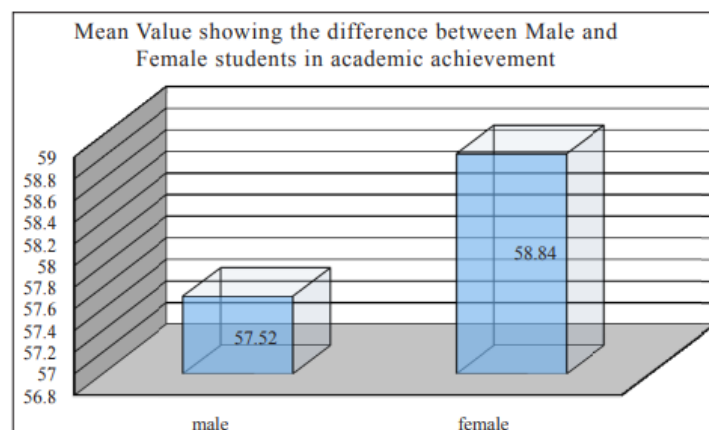


Fig. 1: Differences in the academic performance of men and women in upper secondary education students

Table 5 shows that the determined t estimate of academic performance for male and female students at -0.730 ($p = 0.000.01$) is significantly higher than the p estimate = 0.05. Therefore, speculation is welcome. In Figure 1 above, the small difference between male and female students in terms of academic performance is shown by their combined average. Due to the lopsided distribution of male and female subscribers in this assembly, the difference is negligible.

Results

1. “The audit shows that there is a positive association between the socio-monetary status and the academic performance of upper secondary students, which in all cases is very low, showing that the academic performance of students who contribute to SES are students, it is not the fundamental variable that affects the academic success of students. 2. The exam also shows that there is an academic performance rating in various meetings linked to socioeconomic status. The level of academic performance between students with a high SES (mean = 64.78) and students with a medium SES (mean = 58.53) is medium, while the difference between students with a medium SES (mean = 58.53) and students with low SES (mean = 50.20)) is also average. Be that as it may, the difference in performance between the students with the highest SEL (mean = 64.78) and those with the lowest SEL (mean = 50.20) is enormous. Figure 2 represents the academic achievement rating among the three SES characterizations”.

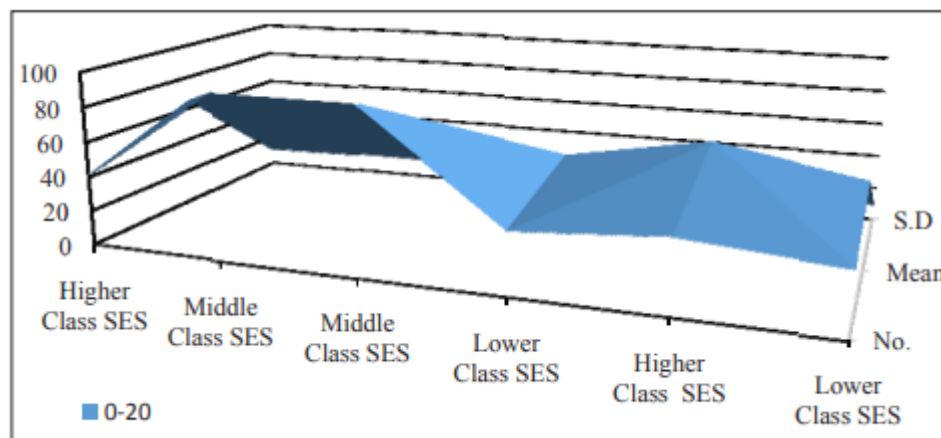


Fig. 2: “Difference in academic performance between upper class, middle class and lower class students with SES”.

1. “The present study also shows that there is no difference between male and female high school students in terms of academic performance”.

CONCLUSION

The exploration of socio-economic status (SES) and its influence on academic achievement reveals a complex but undeniable relationship. SES, reflected through income levels, parental education, and occupational status, significantly shapes the learning environment of students and their ability to succeed academically. Children from higher SES backgrounds generally enjoy access to enriched resources, supportive learning environments, and parental involvement that collectively promote stronger educational outcomes. Conversely, students from lower SES groups are often confronted with systemic barriers, such as limited access to quality schooling, inadequate learning materials, financial stress, and reduced opportunities for academic enrichment, which hinder their educational progress. However, SES does not function in isolation. Its impact is mediated by factors such as school quality, teacher effectiveness, peer influence, and community support. Importantly, targeted interventions—ranging from early childhood education programs to financial aid, mentorship, and community-based initiatives—can reduce disparities and foster resilience among disadvantaged students. These interventions underscore that while SES exerts a powerful influence, its negative effects are neither fixed nor insurmountable.

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