



Effect of Socio Economic Status on Academic Achievement in Economic Subject of Class 9th Students

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ABSTRACT

The present study investigated the effect of socio-economic status (SES) on the academic achievement of Class 9 students in the subject of Economics. Socio-economic status, which includes factors such as parental education, occupation, and family income, has long been considered an influential determinant of student learning outcomes. In this study, a total of 100 students were selected, divided equally into Low SES and High SES groups, to examine whether differences in economic background translated into differences in academic performance. The findings emphasize the need for targeted educational interventions, such as remedial teaching, scholarships, and mentoring programs, to address the disparities caused by socio-economic inequalities. By implementing such measures, schools can create a more inclusive learning environment, ensuring that students from economically disadvantaged backgrounds receive the necessary support to achieve their academic potential. Overall, the study reinforces the critical role of socio-economic factors in shaping educational outcomes and informs policymakers about strategies to promote equity in education.



- **INTRODUCTION**

Education is the most important weapon to bring changes in the society by removing orthodoxy and superstition, and make people wise and rational. Education is the prime equipment to make the people of a state or country skilled and civilized, and leads the development of a nation through individual development of its citizen. Without educated citizen no country can make progress in Science and Technology which are the prime requisite for the development of a nation. The whole process of education is focused on academic performance or achievement of the students, the final product of education (teaching-learning process). Academic performance or achievement of a students is very much influenced by numerous factors like Socio-economic Status of the parents, residential locality of the students, gender, age, school and class room environment and many more.

- **Socio-Economic Status (SES)**

The socio-economic status (SES) of Class 9 students significantly influences their learning opportunities, ambitions, and overall growth. It is usually defined by factors like family income, parents' educational background, occupation, and availability of resources. Students from well-off families often benefit from quality educational facilities, digital tools, private coaching, and a supportive home environment, which contribute to better academic outcomes and self-confidence. On the other hand, those from economically weaker sections may struggle with limited access to quality schooling, lack of study materials, financial hardships, and minimal parental support due to work commitments. Such differences affect not only their academic performance but also their involvement in extracurricular activities, future aspirations, and social engagement. Hence, assessing the socio-economic conditions of Class 9 students is vital for teachers and policymakers to develop inclusive measures that reduce educational disparities and promote equal learning opportunities for every student.

- **Academic Achievement of Class 9 Students**

Academic achievement of Class 9 students refers to the level of knowledge, skills, and competencies they acquire in various subjects during this crucial stage of secondary education. It reflects their understanding of core concepts, critical thinking abilities, problem-solving skills, and overall performance in assessments such as tests, examinations, projects, and classroom activities. This stage is particularly significant as it lays the foundation for higher secondary education and future academic pursuits. Several factors influence the academic achievement of Class 9 students, including the quality of teaching,



parental support, socio-economic background, motivation, learning environment, and the availability of educational resources. Moreover, students' study habits, self-discipline, interest in learning, and emotional well-being also play vital roles in determining their success. Therefore, continuous assessment, effective teaching strategies, and a supportive learning atmosphere are essential to enhance their academic outcomes and prepare them for future educational challenges.

- **LITERATURE REVIEW**

Holzer, et al. (2025) explored the conventional understanding by showing that while the SES–achievement relation is generally robust, a substantial proportion of students (about 45% in their sample) do *not* follow the expected pattern — i.e. high SES but lower achievement or vice versa — underscoring the role of non-SES factors (motivation, school context) in academic success.

Iddrisu & Alhassan (2025) studied that parental income, education, and occupation positively correlate with student academic performance in mathematics, English, and science, with income being the strongest predictor.

Langensee, at el. (2024) investigated how SES and individual cognitive ability interact in their effect on students' grades, showing that SES moderates the academic benefit of cognitive ability—i.e., higher SES provides additional advantage beyond cognitive skills.

Rakesh, at el. (2024) done systematic review that examines how SES relates to academic achievement, and also explores mediators such as executive functions and language skills. The authors highlight that the SES–achievement link is partly explained by differences in these cognitive and linguistic pathways.

Seyyedmoharrami et al. (2024) developed and tests a model of factors influencing academic success among low-SES students, identifying psychological variables (e.g., motivation, identity) and family support as key mediators.

Islam & Khan (2017) found no significant differences between male and female students in their academic achievement. This study on socio-economic factor and the academic achievement of higher secondary school students, indicates that there are significant differences in their academic achievement within a group with varying socio-economic and demographic factors.

Rather & Sharma (2015) emphasized the strong relationship between the socio-economic status of high school students and their academic performance. The study had found that male students have performed



better than female students. Furthermore, their study reveals that there is no significant difference in between urban and rural students in their academic performance.

• **OBJECTIVE**

- To study the impact of socio economic status on academic achievement in economics subject of class 9th students.

• **HYPOTHESIS**

H₀ There will be no impact of Socio Economic Status on Academic Achievement in Economics subject of class 9th students.

• **METHODS**

In this research 100 students as sample has been taken.

Here independent variable is Socio Economic Status and dependent variable is academic achievement which focused on economics in social studies subject.

• **TOOL**

Socio Economic Status Scale developed by Rajeev Bharadwaj has been applied to collect the data.

• **ANALYSIS AND INTERPRETATION OF HYPOTHESES**

To examine the null hypothesis stating that-“there will be no impact of socio economic status on academic achievement in economics subject of class 9th students” t-test has been applied.

Table

t-Test For Academic Achievement In Economics

Academic Achievement in economics	Groups	Mean score	Standard deviation	t-Value
	Low SES	62.4	8.5	5.36
	High SES	71.2	7.9	
	Df=98			



Description of the Table: Interest in Economics among Class 9 Students by Socio-Economic Status (SES)

The table presents a comparison of the interest in economics among Class 9 students based on their socio-economic status (SES). The two groups considered are students from low SES backgrounds and those from high SES backgrounds. The mean score for the low SES group is **62.4** with a standard deviation of **8.5**, whereas the high SES group shows a higher mean score of **71.2** with a standard deviation of **7.9**. This indicates that students from high SES backgrounds generally have a greater interest in economics compared to their low SES counterparts. The calculated **t-value of 5.36** with **98 degrees of freedom (df = 98)** is statistically significant, suggesting that the difference in interest between the two groups is not due to chance. Therefore, socio-economic status appears to have a significant impact on students' interest in economics, with higher SES students demonstrating more interest in the subject.

SUGGESTIONS

Based on the findings of the study, it is suggested that schools and educational policymakers design and implement targeted interventions to bridge the academic gap caused by socio-economic disparities. Special focus should be given to providing financial assistance, scholarships, and free learning resources to economically disadvantaged students to ensure equal access to quality education. Teachers should adopt inclusive teaching strategies, such as differentiated instruction, remedial classes, and mentorship programs, to support learners from low SES backgrounds. Moreover, parental involvement must be encouraged through awareness programs and regular communication between schools and families to strengthen the home learning environment. Collaboration with community organizations and government schemes can further enhance support systems and provide additional educational opportunities. Lastly, continuous assessment and monitoring of students' academic progress will help identify learning needs early and offer timely interventions to improve overall achievement levels.

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