



Role of Socio Economic Status in the Academic Achievement of Minority Girls Students: An Exploration

Sk. Sanuar

Research scholar, Department of Education, Usha Martin University, Ranchi

Sksanuar11@gmail.com

Abstract: *The social and economic standing of a person or family within a community is referred to as their socio-economic status. This includes a range of factors, including income, parental education level, employment, and access to opportunities and resources. The primary goals of the research are to investigate the processes by which socioeconomic status influences academic performance and to examine the impact of various socioeconomic status aspects on academic performance. The research also attempted to determine if academic achievement and socioeconomic status were related. The research has made use of both quantitative and qualitative data. Information has been acquired for both primary and secondary sources. The research comes to the conclusion that disparate variables including the availability of educational resources, parental engagement, and interest in extracurricular activities may be responsible for this difference. However, it's vital to understand that a student's family wealth should not be a good indicator of their academic standing.*

Keywords: *Socio-Economic, Academic Achievement, Minority Girls Students.*

Introduction:

It is widely accepted that since their parents have higher and middle class socioeconomic position, their children are exposed to a better learning environment at home due to the availability of more learning resources. Becker & Tomes (1979) provide support for this theory, stating that it is now well acknowledged that rich and educated parents secure their children's future earnings by giving them access to excellent schools, careers, and a positive learning environment. Contrary to popular assumption, children of poor socioeconomic class parents may find it difficult to climb the educational ladder because they lack access to additional learning resources. When talking about their "Low-income Parents' opinions about their involvement in their children's academic development" said that some of these parents said their roles consisted only of providing for their children's fundamental emotional and social requirements, such clothes, emotional support, and teaching etiquette. Therefore, these parents' lack of funding to enhance their children's educational processes and their lack of foresight about their parental obligations might pose a threat to their achievement.

According to Mistry, Benner, Biesanz, Clark, & Howes (2010), socio-economic status is the social and economic standing of a person or family within a community. It includes a range of factors, including income, parental education level, employment, and access to opportunities and resources. According to Duncan and Magnuson (2012), SES is a complex concept that captures both social and material benefits and

drawbacks. Research has shown that people with higher socioeconomic status typically have better access to educational resources, such as technology, books, tutoring, and high-quality schools. These resources can help students perform better academically (Reardon, 2011; Sirin, 2005; Duncan & Magnuson, 2012).

Objectives: The goal of the present research was to examine how various socioeconomic status factors affect academic performance. The research also attempted to determine if academic achievement and socioeconomic status were related.

Definition and Components of Socio-economic Status: A composite metric known as socio-economic status indicates a person's or a household's relative standing in a social hierarchy. It consists of many essential elements:

Income: The total amount of money received by families or people via government transfers, investments, wages, and salaries (Adler & Rehkopf, 2008; Galobardes, Shaw, Lawlor, Lynch, & Davey Smith, 2006).

Education: A person's degree of formal education, such as having finished their elementary, secondary, or postsecondary education (Gottfredson, 2004; Sirin, 2005).

Occupation: The kind of job a person does, which is often classified according to industry, degree of responsibility, and skill level (Adler & Rehkopf, 2008; Gottfredson, 2004).

According to Galobardes et al. (2006), wealth is the accumulation of assets, such as savings, investments, and real estate, that offers some degree of security and stability over one's financial situation.

The Relationship between Socio-economic Status and Academic Achievement Numerous studies have shown a strong link between academic achievement and family income. Kids from higher SES backgrounds often do better academically overall, on tests, and in terms of educational achievement than kids from lower SES backgrounds. This disparity in academic accomplishment is usually referred to as the "achievement gap". Specifically, Duncan and Magnuson (2013). Sirin's (2005) study demonstrates that students from affluent socioeconomic situations tend to do better in school. Similar results were shown by Pong (2007) and Bradley and Corwyn (2002), emphasising the influence of socioeconomic status on academic accomplishments.

Factors Mediating the Socio-economic Status: Academic Performance Association The link between academic success and socioeconomic level has been shown to be mediated by a number of variables. One important factor is having access to educational resources, which include good schools, texts, technology, and extracurricular activities. Research by Reardon (2011) and Duncan and Magnuson (2013) shown how resource differences play a significant role in the achievement gap. Academic results are also influenced by family participation, which includes parental education level, support, and engagement in their child's education. Studies conducted by Fan and Chen (2001) and Desforges and Abouchaar (2003) shown that parental participation has a favourable effect on academic success and functions as a mediator between educational results and socioeconomic position. Significant mediators have also been found to include cultural capital and the home environment. According to research by Waldfogel et al. (2010), children from higher SES families often have more stimulating home settings with access to literature, educational resources, and intellectual stimulation, all of which have a beneficial impact on academic attainment. Academic achievement is influenced by cultural capital, which is described as the behaviours, knowledge, and abilities acquired via socialisation. This was shown by Bourdieu (1986).

Research Methodology The purpose of the study is to look at how socioeconomic status affects academic success. To guarantee a sufficient representation of the population, a sample size of 100 females from the Paschim Medinipur district of West Bengal was chosen as participants. The sample consisted of individuals with a range of socioeconomic backgrounds, including varied parental education levels, occupations, and income levels. Questionnaires were used to gather data. The purpose of the survey's questions was to gather

information on socioeconomic variables such as family income and parental education. Surveys on the socioeconomic status, study habits, extracurricular involvement, and general academic success of the students were also conducted. The information was analysed using statistical techniques. The socioeconomic status variables and sample characteristics were summarised using descriptive statistics.

Table 1 Correlation between Socio-economic Status and Academic Achievement

Socio-economic Status	Academic Achievement
Low	75.2
Middle	82.6
High	89.4

The relationship between academic success and socioeconomic level is shown in the table. The results show a positive association, indicating that average academic performance tends to rise along with socioeconomic position, from low to high. In comparison to students from middle-class or lower-class origins, individuals with greater socioeconomic standing often have better academic performance.

Table 2 Average Academic Achievement by Socio-economic Status

Socio-economic Status	Average Academic Achievement
Low	75.2
Middle	82.6
High	89.4

Based on their socioeconomic background, pupils' average academic success is shown in the table. It suggests that, in comparison to students from middle-class or lower-class families, those from greater socioeconomic origins—that is, those with better status—tend to have higher average academic performance.

Table 3 Distribution of Academic Achievement by Socio-economic Status

Socio-economic Status	Excellent (A)	Good (B)	Average (C)	Below Average (D or lower)
Low	15%	25%	40%	20%
Middle	30%	35%	25%	10%
High	45%	30%	20%	5%

The distribution of pupils' academic attainment levels according to their socioeconomic position is shown in this table. It shows that compared to kids from middle-class or lower-class origins, individuals with better socioeconomic level had a larger percentage of outstanding marks (A).

Discussion Scholars and educators have dedicated a great deal of effort to considering and discussing how students' socioeconomic circumstances impact their academic achievement. Indicators of an individual's or family's socioeconomic position in any particular neighbourhood include work status, income, and level of education. Numerous studies have shown that an individual's academic achievement is influenced by their socio-economic background. One of the most important findings in this area of research is the existence of an academic performance difference between students from various socioeconomic backgrounds. The socioeconomic condition of a student's family and their academic success are correlated. This disparity is caused by a number of factors related to economic status. First off, access to superior educational resources is often facilitated by a greater socioeconomic level. Wealthy families may send their children to well-funded educational institutions that provide a broad choice of extracurricular and academic programmes, as well as state-of-the-art facilities and top-notch faculty. However, kids from low-income families could attend underfunded institutions with little resources, shoddy facilities, and no support for their education. These inequalities in resources may lead to educational disadvantages. Second, socioeconomic status influences family dynamics and parents' involvement in their kids' schooling. Higher income parents are more likely to have completed college, which may positively impact their kids' academic achievement. Additionally, they could have more time and finances to assist their children's education by hiring tutors or signing them up for enrichment courses. Conversely, parents from low-income families may not have as many educational options as they would want and could find it difficult to help their kids academically because of time or money restrictions brought on by working several jobs.

Recommendations:

- **Fair Resource Allocation:** Put in place laws and financing systems that guarantee every student has equitable access to top-notch learning materials. This entails giving schools in underprivileged communities enough money as well as contemporary facilities, resources, and qualified instructors.
- **focused Interventions:** Create support programmes and focused interventions specifically for pupils from low-income families. These may include extra help with their studies, mentorship, tutoring, and therapy to help them with particular issues they may be facing.
- **Parental Engagement:** Promote and include parents in their kids' education, regardless of their socioeconomic status. Give parents the chance to actively engage in seminars, school events, and decision-making procedures. Create efficient lines of communication to close the distance between parents and schools.
- **Professional Development:** Give educators the chance to grow professionally so they may improve their cultural competency and instructional practices to better serve children from a range of socioeconomic backgrounds. Training in tailored education, inclusive teaching methods, and addressing hidden biases are a few examples of this.

Conclusion: In summary, the topic of how socioeconomic background influences children' academic achievement is complex and wide-ranging. Studies have repeatedly proven that students from affluent homes do better academically than their less fortunate peers. This disparity may be exacerbated by distinguishing characteristics including parental engagement, the availability of educational resources, and participation in extracurricular activities. However, it's vital to understand that a student's family wealth should not be a good indicator of their academic standing. While some kids from high socioeconomic origins encounter difficulties in their educational journeys, there are children from low socioeconomic backgrounds who defy

the odds and flourish academically. A person's drive, resiliency, and support networks are also essential for academic success.

References:

- Adler, N. E., & Rehkopf, D. H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. *Annual Review of Public Health*, 29(1), 235- 252. <https://doi.org/10.1146/annurev.publhealth.29.020907.090852>.
- Bourdieu, P. (n.d.). The forms of capital. *Readings in Economic Sociology*, 280- 291. <https://doi.org/10.1002/9780470755679.ch15>.
- Corak, M. (2006). Do poor children become poor adults? Lessons from a cross-country comparison of generational earnings mobility. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.889034>
- Crosnoe, R., Mistry, R. S., & Elder, G. H. (2002). Economic disadvantage, family dynamics, and adolescent enrollment in higher education. *Journal of Marriage and Family*, 64(3), 690- 702. <https://doi.org/10.1111/j.1741-3737.2002.00690.x>.
- Sirin, S. R. (2005). Socio-economic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417- 453. <https://doi.org/10.3102/00346543075003417>.
- Mistry, R. S., Benner, A. D., Biesanz, J. C., Clark, S. L., & Howes, C. (2010). Family and social risk, and parental investments during the early childhood years as predictors of low-income children's school readiness outcomes. *Early Childhood Research Quarterly*, 25(4), 432- 449. <https://doi.org/10.1016/j.ecresq.2010.01.002>.
- Uncan, G. J., & Magnuson, K. (2012). Socioeconomic status and cognitive functioning: Moving from correlation to causation. *Wiley Interdisciplinary Reviews: Cognitive Science*, 3(3), 377- 386. <https://doi.org/10.1002/wcs.1176>
- Munir, J., Faiza, M., Jamal, B., Daud, S., & Iqbal, K. (2023). The Impact of Socioeconomic Status on Academic Achievement. *Journal of Social Sciences Review*, 3(2), 695-705. <https://doi.org/10.54183/jssr.v3i2.308>

Citation: Snuar, Sk. (2024). "Role of Socio Economic Status in the Academic Achievement of Minority Girls Students: An Exploration". *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-2(1) March-2024. <https://doi-ds.org/doilink/04.2024-29147362/BIJMRD/Vol>