



Original Article

Impact of Socio-Economic Status on Academic Achievement of the Students Studying in SRTMUN and Affiliated Colleges

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Abstract

Education is a most important tool for changes in society and development of the nation. Specifically, the higher education is very much useful in the career building of the students. Swami Ramanand Teerth Marathwada University, Nanded (SRTMUN) and its affiliated colleges have great contribution in imparting higher education and development of the region. But many of the students could not take benefit of higher education due to their socio-economic problems. In fact, there are different factors affecting academic achievement of the students. There are different studies available on socio-economic status and academic achievement of the learners. Actually, students come from different socio-economic background which can influence to their academic achievements. With this sense, in this study, researcher tried to explore and examine the Impact of Socio-Economic Status on Academic Achievement of the Students Studying in SRTMUN and Affiliated Colleges. The investigator used a descriptive survey research method for the present study and selected 400 UG and PG students studying in Swami Ramanand Teerth Marathwada University, Nanded and affiliated colleges as a sample population from four districts (Nanded, Latur, Parbhani and Hingoli) involved in jurisdiction of the university by using stratified random sampling technique. Socio-economic status scale developed by Kalia and Sahu (2012) was used for data collection regarding student's social economic status and previous average marks of the students considered as academic achievement of the students. For data analysis, different statistical techniques have used like: mean, standard deviation correlation coefficient developed by Pearson, and t- statistics with the help of IBM SPSS 25.0. The findings of the study exposed that there is no significant relationship between socio-economic status and academic achievement of the students studying in SRTMUN and Affiliated Colleges; it also revealed that there is no significant relationship between socio-economic status and selection of faculty. Also, this study has not found any considerable difference between male and female student's performance regarding their academic grades.

Keywords: Impact, Socio Economic Status, Academic Achievement, Students, SRTMUN and Affiliated Colleges.

Introduction

Education plays an important role in the development of any country in the world by development of human capital. Without educated citizen no country can make progress in science and technology which are the prime requisite for the development of a nation (Md Rofikul Islam and Zebun Nisa Khan, 2017). As per article 21-A, of the Indian constitution and Right to Education Act, 2009, an elementary education is the fundamental right of all children in the age group of six to fourteen in India. With elementary education, secondary and higher education is also to be focused, in this regard government has to promote education facilities for providing affordable and quality education to all. In budget 2025, government of India has allocated only 2.7% share in GDP for education but as compare to developed nations, this share is found less.

The outcome of education depends upon the students' performance therefore; achievement of the students is much focused point to be studied here. On the basis of different studies it is found that, the major factor affecting academic performance or achievement of the students are socio-economic status of the parents, class room environment and institute or school, age, gender and residential locality of the students etc.

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And education determines an individual's occupation, income, status or position in the society. Adams in 1996 stated, "Low parental SES has negative effect on academic performance of students because basic needs of students remain unfulfilled and hence they do not perform better academically."

Socio-economic status of a person refers to the, "status of his /her family in relation to their level of socio-cultural participation, ability to influence mass, level of education, kind of occupation, financial position, health-wellbeing, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys". (Kalia and Sahu, SES Scale, 2012)

Academic achievement is considered in terms of marks secured by the students in the examination. Actually, grades or marks are treated as learning outcome of the pupils as a result of their endeavours and knowledge imparting by the teaching faculty.

Significance of the Study:

The importance of present study on topic 'Impact of Socio-Economic Status on Academic Achievement of the Students Studying in SRTMUN and Affiliated Colleges.' is as follows:

- For understanding the relationship between socio-economic status of the students and selection of faculty.
- For understanding the impact of socio-economic status of the students on their academic achievements.
- For understanding the socio-economic status and problems of the students studying in the jurisdiction of SRTMUN.
- For making recommendations to improve the socio-economic status of problem facing students.

Review of Literature:

Md Rofikul Islam and Zebun Nisa Khan (2017): Researchers have studied on topic, "Impact of Socio-economic status on Academic Achievement among the Senior Secondary School Students". The researcher found a positive correlation between Socio-economic Status and Academic Achievement of the students, and significant difference in academic achievement of different socio-economic status groups.

Faaz and Khan (2017): Researchers have studied on topic, "A study of Academic Achievement of upper primary school students in relation to their Socio-economic Status". They were selected 121 respondent students from AMU school by using simple random sampling technique for study. Socio-economic Status Scale developed by Bhardwaj (2014) was used to define SES of the students. The previous examination score obtained by the students was considered as Academic Achievement of the students. It found a positive significant correlation between socio-economic status and academic achievement of the students.

Saifullah Saifi and Tariq Mehmood (2011): Researchers in their study entitled, "Effects of Socioeconomic Status on Students achievement" have found that the positive impact of stable socioeconomic status of a family on academic achievement of the students. But, this study didn't find any influence of parent's education in academics of pupils.

Musarat Azhar et. al. (2014): Researchers in their study entitled, "Impact of Parental Education and Socio-Economic Status on Academic Achievements of University Students" has found that, parent's education and financial condition of family has great role in academic performance of the students.

E. TOMUL and G. POLAT (2013): Researchers have studied on topic, "The Effects of Socioeconomic Characteristics of Students on Their Academic Achievement in Higher Education". Researcher has found that the role of high school or education institute is more significant in academic achievement of the student rather than family background.

Objectives:

1. To study the impact of socio-economic status on academic achievement of the student studying in SRTMUN and Affiliated Colleges.
2. To study the impact of socio-economic status of the students on selection of the faculty.
3. To explore the difference in academic achievement of male and female students studying in SRTMUN and Affiliated Colleges.
4. To identify the difference in academic achievement of students from different class of socio-economic status.
5. To recommend the possible policy to improve the socio-economic status of needy students for providing them justice.

Hypotheses:

The following null and alternative hypotheses are formulated for present research work:

1. H_{01} : There is no significant relationship between socio-economic status of the students and selection of faculty.
2. H_{11} : There is significant relationship between socio-economic status of the students and selection of faculty.
3. H_{02} : There is no significant impact of socio-economic status of the students on their academic achievement.
4. H_{12} : There is significant impact of socio-economic status of the students on their academic achievement.
5. H_{03} : There is no significant difference in academic achievement between female and male students.
6. H_{13} : There is significant difference in academic achievement between female and male students.
7. H_{04} : There is no significant difference in academic achievement between the students from higher, middle and lower class of socio-economic status.
8. H_{14} : There is significant difference in academic achievement between the students from higher, middle and lower class of socio-economic status.

Research Methodology:

Data Collection: This research is based on both primary and secondary data.

1. **Primary Data:** The primary data related to the research topic 'Impact of Socio-Economic Status on Academic Achievement of the Students Studying in SRTMUN and Affiliated Colleges.' has been collected from survey by using questionnaire of descriptive survey method. The sample survey was done of UG

and PG students studying in SRTMUN and affiliated colleges from Nanded, Latur, Parbhani and Hingoli district. Total 400 samples have been collected systematically by stratified random sampling.

- Secondary Data:** The secondary data related to the research topic has been collected from various sources like: published reports, journals, periodicals, reference books, news papers and authentic websites etc.

Survey Tool and Statistical Techniques:

The investigator used a Socio-economic status scale developed by Kalia and Sahu(2012) for data collection regarding student's social economic status and previous average marks of the students considered as academic achievement of the students. The data has been analyzed by using different statistical measures like: mean, standard deviation, correlation, and student't' statistic etc. with the help of IBM SPSS 25.0.

Data Analysis and Interpretation: Various statistical tools have been used for the data analysis and results have been interpreted as follows.

Table No.1: Relationship between Socio-economic Status and Selection of Faculty

Study Variables	Sample Size	r-value	p -Value/ Sig.(2 tailed)
Socio-economic Status	400	0.075	0.132
Selection of Faculty	400		

In table no.1 the calculated value of correlation coefficient 'r' is found 0.075 which shows that a very low and negligible correlation between socio-economic status of the students and selection of faculty. As p-value 0.132 is greater than 0.05 ($0.132 > 0.05$) there is no significant relationship between socio-economic status of the students

and selection of faculty. It means that the students from various socio-economic statuses are studying in all four faculties (Humanities, Commerce and Management, Science and Technology and Inter-Disciplinary Studies). Hence, null hypothesis 1 is accepted.

Table No.2: Relationship between Socio-economic Status and Academic Achievement

Study Variables	Sample Size	Mean/ Average	Standard Deviation	r-Value	p -Value
Socio-economic Status	400	45.70	4.85	-0.08	0.875
Academic Achievement	400	69.62	9.44		

In table no.2 the computed value of correlation coefficient 'r' is found -0.08 which indicates that a very low and negative correlation between socio-economic status and academic achievement of the students. Negative correlation shows that the student from middle and lower class of socio-economic status are giving better performance than higher

class of socio-economic status in academic achievement. But, the r-value is very low and as p-value 0.875 is greater than 0.05 ($0.875 > 0.05$) there is no any significant relationship between study variables: i) socio-economic status and ii) academic achievement of the students. Hence, null hypothesis 2 is accepted.

Table No.3: Comparison of Academic Achievement between Female and Male Students

Gender	Sample Size	Mean/ Average	Standard Deviation	t-Value	p -Value
Female Students	200	69.19	9.49	0.914	0.361
Male Students	200	70.05	9.39		

The table no.3 shows that the calculated t-value is less than table value ($0.914 < 1.960$) at 5% level of significance (95% confidence interval), it means there is no significant difference in academic achievement between

female and male students studying in the jurisdiction of S.R.T.M. University, Nanded. Hence, we can't reject null hypothesis 3, so that, it is accepted.

Table No.4: Comparison of Academic Achievement between Higher and Middle Class Students

Student's SES Class	Sample Size	Mean/ Average	Standard Deviation	t-Value	p -Value
Higher Class Students	65	67.93	8.70	- 1.778	0.076
Middle Class Students	273	70.25	9.65		

The table no.4 shows that the calculated t-value is less than critical value ($- 1.778 < 1.960$) at 5% level of

significance (95% confidence intervals), it exposes that, there is no significant difference in academic achievement between

the students from higher and middle class of socio-economic status.

Table No.5: Comparison of Academic Achievement between Higher and Lower Class Students

Student's SES Class	Sample Size	Mean/ Average	Standard Deviation	t-Value	p-Value
Higher Class Students	65	67.93	8.70	- 0.419	0.676
Lower Class Students	62	68.59	9.10		

The table no.5 shows that the calculated t-value is less than its population based critical value ($- 0.419 < 1.960$) at 5% level of significance (95% confidence intervals), it reveals

that, there is no any significant difference in academic achievement between the students from higher and lower class of socio-economic status.

Table No.6: Comparison of Academic Achievement between Middle and Lower Class Students

Student's SES Class	Sample Size	Mean/ Average	Standard Deviation	t-Value	p-Value/
Middle Class Students	273	70.25	9.65	1.238	0.217
Lower Class Students	62	68.59	9.10		

The table no. 6 shows that there is no significant difference in academic achievement between the students from middle and lower class of socio-economic status because; an obtained value of 't' test is less than critical value ($1.238 < 1.960$) at 5% level of significance (95% confidence intervals). Hence, null hypothesis 4 is accepted.

socio-economic status, it is observed that the middle class students performed slightly better than students from lower class of SES. But, statistically there is not found any significant difference in academic achievement between the students from middle and lower class of socio-economic status.

Findings:

1. The study reveals that positive but very low and negligible correlation between socio-economic status of the students and selection of faculty which is not found statistically significant. It means socio-economic status of students doesn't matter much while selecting any faculty out of the four faculties (Humanities, Commerce and Management, Science and Technology and Inter-Disciplinary Studies).
2. The study also shows a very low and negative correlation between socio-economic status and academic achievement of the students. Negative correlation indicates that the student from middle and lower class of socio-economic status are giving slight better performance than the students from higher class of socio-economic status in academic achievement.
3. In present study, it is found that male and female students are giving almost equal performance that is why there is no significant difference in academic achievement between male and female students.
4. By observing results related to academic performance of the students from higher, middle and lower class of socio-economic status, it is found that the students from middle and lower class have slightly better performed than the students from higher class of socio-economic status. But, statistically there is not found any significant difference in academic achievement among higher, middle and lower class of socio-economic status.
5. While comparing average academic performance of the students from middle and lower class of

6. With a study of few selected dropped out students, it is found that students dropped out due to their socio-economic status or problems, family responsibilities and lack of keen interest in learning.

Conclusions:

In present study, it is observed that there is no significant impact of socio-economic status on academic achievements of the students studying in Swami Ramanand Teerth Marathwada University Nanded and its affiliated colleges situated in Marathwada region of Maharashtra state. But some students get dropped out and some students remain out of the flow of the education due to their socio economic problems.

The present study verifies the findings of Md Rofikul Islam and Zebun Nisa Khan (2017), Faaz and Khan (2017), Rather and Sharma (2015) etc. They have found a positive impact of socio-economic status on academic achievements of the students, but present study not found such positive impact of socio-economic status on academic achievements of the students studying in Swami Ramanand Teerth Marathwada University Nanded and its affiliated colleges. Hence, this study could not support the results of studies mentioned above.

On the basis of the findings of present study, the students from different socio-economic status are taking benefit of higher education in university and affiliated colleges as it is available on minimum costs with scholarships supports. So, it is recommended that the government should provide good educational facility and support to the students studying in universities and affiliated colleges for their future betterment. Also government should prepare a policy to identify and support to improve livelihood of the problem facing students and



make them participate in education system. Ultimately, as government plays significant role in providing education, it should increase public spending for facilitating quality education to develop human capital which will definitely fruitful in future development of the country.

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Conflicts of interest

The author declares that there are no conflicts of interest regarding the publication of this paper.

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