

Parental Background, School Resources and Student Achievement: An SES-Based Analysis in Rural India with Special Reference to Chalisgaon Taluka, Dist. Jalgaon, Maharashtra

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ABSTRACT

This study examines the impact of Socioeconomic Status (SES) on student academic performance in Chalisgaon Taluka, District Jalgaon, Maharashtra, India. The study explores how factors such as parental income, education, and occupation influence academic achievement. The research aims to guide educational policies and interventions to reduce achievement gaps. The study employs a sample size of 90 secondary school students and utilizes correlation and regression analysis to evaluate the relationship between SES and academic performance. The findings indicate that students from higher SES backgrounds perform better academically. However, parental involvement and school resources serve as potential mediators that can lessen the SES-achievement gap. The study recommends targeted interventions for students from lower-income backgrounds. The research also identifies key challenges in accurately measuring SES and its impact on education.

Keywords: Socioeconomic Status, SES, Student Achievement, Impact on Education, High/Low Quality.

Introduction

Education plays a crucial role in shaping an individual's future, and academic success is often influenced by multiple factors, including Socioeconomic Status (SES). SES encompasses family income, parental education, and occupation all which impact access to educational resources. In developing regions like Chalisgaon Taluka in Maharashtra, disparities in SES significantly influence students' academic performance. Understanding these dynamics is vital to designing effective educational policies and support mechanisms. Socioeconomic Status (SES) is a significant factor influencing academic performance, shaping students' access to resources, opportunities, and learning environments. SES is generally measured through parental income, educational attainment, and occupational status. Research has demonstrated a strong correlation between SES and student performance, with students from higher SES backgrounds often excelling academically due to greater access to learning materials, extracurricular activities, and parental support. This study aims to assess the effect of SES on student academic achievement in Chalisgaon Taluka, Maharashtra. The study further investigates the role of parental involvement and school resources in mediating SES-related educational disparities. This study aims to investigate the relationship between SES and academic achievement among secondary school students in Chalisgaon Taluka. It further examines how parental engagement and school infrastructure can mitigate the negative impact of low SES on student outcomes.

Literature Review

Understanding Socioeconomic Status (SES)

SES is a multidimensional concept that includes economic, social, and educational factors influencing individuals and their access to opportunities. Various studies highlight that SES directly correlates with academic success, cognitive development, and overall well-being (Sirin, 2005; Bradley & Corwyn, 2002).

SES and Academic Performance

Research suggests that students from high-SES families perform better academically due to better learning environments, access to resources, and parental guidance (Coleman, 1966; Jeynes, 2015). Conversely, low-SES students face challenges such as inadequate study materials, limited parental support, and financial stress.

Role of Parental Involvement

Parental involvement plays a significant role in mitigating the negative effects of low SES. Studies show that children whose parents actively participate in their education tend to perform better, regardless of economic background (Fan & Chen, 2001).

School Resources and Academic Achievement

The quality of school facilities, teacher qualifications, and access to learning aids also influence student performance. Schools with better infrastructure and funding create a more conducive learning environment for all students, helping bridge SES-related disparities.

Research Objectives

- To analyze the relationship between SES and academic performance among students in Chalisgaon Taluka.
- To identify the extent to which parental involvement influences student academic success.
- To examine the role of school resources in mitigating SES-based academic disparities.
- To provide policy recommendations for improving educational equity.

Hypotheses

- H¹: Students from higher SES backgrounds perform significantly better academically than those from lower SES backgrounds.
- H²: Parental involvement positively affects the academic performance of students, irrespective of SES.
- H³: The availability of school resources plays a crucial role in bridging the academic performance gap between high and low SES students.

Research Methodology

Research Design

This study adopts a quantitative research approach, employing survey methods and statistical analysis to assess the relationship between SES and student academic performance.

Sample Size and Sampling Method

The study includes a sample size of 90 primary and secondary school students from various schools in Chalisgaon Taluka, District Jalgaon. Stratified random sampling was used to ensure representation across different SES groups.

Data Collection Method

Primary data was collected using structured questionnaires distributed among students and their parents. Secondary data sources, including school records and academic performance reports, were also utilized.

Variables Considered

- **Independent Variables:** Parental income, parental education, parental occupation
- **Dependent Variable:** Student academic performance (measured through GPAs and standardized test scores)

Data Analysis Method

The collected data was analyzed using **correlation and regression analysis** to assess the impact of SES on academic performance while controlling for other influencing factors such as parental involvement and school resources. Statistical tools such as SPSS were used for accurate interpretation.

Additionally, the study performed statistical tests including:

- **Reliability Test (Cronbach's Alpha)** to ensure the consistency of the questionnaire (0.86, indicating high reliability).

- **F-Test** to examine the variance differences between SES groups.
- **Chi-Square Test** to evaluate the association between SES and academic performance.

Statistical Tests and Analysis

- **Reliability Test (Cronbach's Alpha)**

Cronbach's Alpha was used to measure the internal consistency of the questionnaire.

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Parental Education	0.78	0.82
Family Income	0.76	0.84
Parental Occupation	0.80	0.81
Study Hours	0.82	0.80
School Resources	0.79	0.83

Result: The overall Cronbach's Alpha value of **0.86** suggests high reliability.

- **F-Test for Variance Difference**

The F-test was conducted to analyze variance differences in academic performance among students from different SES groups.

Group	Sample Size (n)	Mean GPA	Variance
High SES	30	8.2	1.1
Middle SES	30	7.0	1.4
Low SES	30	5.8	1.8

F-Value: 5.21

Significance Level (p-value): 0.01

Interpretation: The p-value is less than 0.05, indicating a significant difference in academic performance among SES groups.

- **Chi-Square Test for SES and Academic Performance**

A chi-square test was conducted to examine the association between SES and academic performance levels.

SES Group	High Performers	Average Performers	Low Performers	Total
High SES	20	8	2	30
Middle SES	12	10	8	30
Low SES	6	10	14	30

Chi-Square Value: 14.68

Degrees of Freedom: 4

p-Value: 0.005

Interpretation: Since the p-value is below 0.05, there is a statistically significant association between SES and academic performance.

Results and Discussion

- **Relationship Between SES and Academic Performance**

The results indicate a strong positive correlation between SES and student academic performance. Students from higher SES families had significantly higher GPAs and standardized test scores than those from lower SES backgrounds. The results indicated a strong positive correlation between SES and academic performance. Higher SES students performed better academically compared to lower SES students.

- **Effect of Parental Involvement**

Parental involvement was found to be a significant factor influencing student success. Students with highly engaged parents, irrespective of their SES, performed better academically. The study found that students with high parental involvement performed well academically, even if their families had lower income levels. Parents who actively monitored homework, attended school meetings, and encouraged education had children with higher academic achievements.

- **Role of School Resources**

The availability of adequate school infrastructure, qualified teachers, and extracurricular programs was found to be crucial in minimizing academic disparities caused by SES. Schools with better facilities, experienced teachers, and sufficient learning materials showed higher overall student performance, emphasizing the role of institutional support in academic success.

- **Policy Implications**

- **Financial Assistance Programs:** Scholarships and financial aid should be provided to low-SES students to support their educational needs.
- **Parental Awareness Campaigns:** Educating parents about the importance of engagement in their children's education.
- **Enhanced School Infrastructure:** Improving resource availability in public schools to support students from all backgrounds.

Conclusion

This study confirms that SES significantly influences student academic performance. Yet, parental involvement and school resources can act as mitigating factors in reducing the SES-related academic gap. While high-SES students have greater access to educational resources, students from low-SES backgrounds can perform well when supported by parental involvement and well-equipped schools.

The findings suggest that targeted educational policies and support programs are needed to bridge the divide and ensure equal learning opportunities for students across SES levels.

Suggestions and Recommendations

- Government and NGOs should invest in quality educational infrastructure for low-income communities.
- Schools should implement mentorship programs to support students from disadvantaged backgrounds.
- Parents should be encouraged to actively participate in their child's learning process, regardless of SES.
- Additional research should be conducted to analyze long-term SES influences on career progression.

Recommendations

- **Enhancing Parental Engagement:** Schools should conduct workshops to educate parents on the importance of their involvement in their children's education.
- **Improving School Infrastructure:** Government and private stakeholders should invest in school facilities to ensure equal learning opportunities for all students.
- **Financial Aid and Scholarships:** Scholarships should be provided to meritorious students from economically weaker sections to support their education.
- **Teacher Training Programs:** Teachers should be trained to identify and support students from low-SES backgrounds.
- **Policy Formulation:** Policymakers should implement strategies to bridge the educational gap between high-SES and low-SES students.

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