



# A Study of Academic Achievement of Students in Relation to their Socio-Economic Status, Gender and Area of Residence

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## Abstract

The aim of undertaking the present study was to determine the academic achievement of students based on their socio-economic factors, gender and area of residence. The target population for this study included students who were selected from various secondary schools of Nainital District. Academic achievement scores of 100 senior secondary school students were analyzed through descriptive and inferential statistics by considering the mean and standard deviation and the t-test for testing the hypotheses framed for the study. The findings and results obtained from the study indicated that there was no significant variation or difference in the academic performance of students based on factors such as socio-economic status, gender and area of residence. The results show that teaching and learning process and students' characteristics have more importance while considering students' academic achievement.

**Keywords:** Academic Achievement, Socio-Economic Status, Students, Gender, Education

## Introduction:

Education has always been recognized as a key factor in the overall growth and development of individuals as well as a nation. It has a crucial position in developing the personality, talents and prospects of students. In a new age knowledge-based society, one of the important areas that determines the success of the educational process for a student can be viewed as their academic achievement. The success or failure of students in their academic endeavours affects their contribution to the social and economic growth of a country. Thus, the issues related to what affects the academic achievement of students have become a concern.

Academic achievement means the level of attainment of the goals set for the learner. The goals are usually checked using examination scores obtained by the student. It means the level of knowledge, skills or understanding developed among students in different fields or subjects. **Slavin (2018)** states that academic achievement refers to the measurable performance outcomes of students in academic areas, especially as demonstrated through standardized testing and school-based assessments. It is not just the mental ability of the student that impacts the academic achievement. There are many other factors too that come in play when the performance level of the student is considered or predicted.

Among these, socio-economic status, gender and area of residence are considered important background variables that may shape learning opportunities and academic outcomes. Socio-economic status is usually associated with educational resources, parental support and learning environment at home. Students from higher socio-economic backgrounds usually have better access to books, technology, private tuitions and congenial learning environment, while students from lower socio-economic backgrounds have to face various constraints. **Solanke and Narayanaswamy (2015)** found in their study that socio-economic status has a significant and positive association with students' academic achievement. These differences are usually assumed to result in inequalities in academic

achievement. Therefore, academic achievement has to be examined in relation to socio-economic status to understand whether economic and social conditions still play a critical role in the educational success of students.

Another important variable widely discussed in educational research is students' gender. Conventionally, the differences in academic performance of male and female students have been related to social expectation, cultural norms and psychological factors. Changing social attitudes and better educational opportunities have diminished gender gaps in many societies.

Area of residence, particularly the distinction between urban and rural settings, is also believed to influence students' academic achievement. Urban areas are often perceived to have better educational facilities, qualified teachers and access to learning resources compared to rural areas. On the other hand, rural students may face challenges such as limited infrastructure, fewer educational opportunities and lack of exposure. These differences make it necessary to study whether students' place of residence has any significant effect on their academic performance.

In view of the above considerations, the present study attempts to examine the academic achievement of students in relation to socio-economic status, gender and area of residence. By analyzing these variables together, the study seeks to provide a clearer understanding of whether these background factors significantly influence students' academic achievement. The present study seeks to explore the relationship in the context of senior secondary students of Nainital district. The findings of the present study are expected to provide useful insights to parents, teachers and other educational planners.

### **Review of Related Literature:**

**Yadav and Yadav (2006)** conducted a study to examine the influence of socio-demographic factors and family environment on students' academic achievement. Their research revealed that the quality of the parent-child relationship plays a significant role in shaping a student's performance in school.

**Kumar, S. (2013)** conducted a study on the academic achievement of adolescents and their socio-economic status. The study indicated that considerable positive connection recorded in intellectual fulfilment in the social and financial position of adolescents.

**Raju (2013)** conducted a study to affect the academic achievements of secondary school students in social studies in Andhra Pradesh. The results revealed a significant difference between boys and girls & rural and urban students concerning their Academic Achievements.

**Parajuli and Thapa (2020)** conducted a research on gender disparities among students. The findings from their research indicated that the female students always scored better than the male students in the field of academics settings.

**Anjali and Suneela (2025)** examined mathematics achievement of secondary school students using a sample of 1000 Class IX students from Guntur district selected through simple random sampling. The findings revealed that there was no significant difference in mathematics achievement with respect to locality and type of school.

**Noatia et al (2025)** studied on academic achievement on students in Tripura in relation to their socio-economic status, gender and area of residence. No statistically significant differences were found in academic achievement in relation to gender. A significant differences were observed between urban and rural students.

The reviewed literature clearly indicates that home environment is an important factor influencing academic achievement. However, limited studies have been conducted focusing on senior secondary students in the hilly regions like Nainital District, which justifies the need for the present study.

## Objectives of the Study:

The following objectives were formulated for the present investigation:

1. To study the academic achievement of students in relation to their socio-economic status.
2. To study the academic achievement of students in relation to their gender.
3. To study the academic achievement of students in relation to their area of residence.

## Hypotheses of the Study:

The following null hypotheses were tested:

1. There is no significant difference in academic achievement of senior secondary students belonging to their Socio-Economic Status.
2. There is no significant difference in academic achievement between male and female students.
3. There is no significant difference in academic achievement of senior secondary students belonging to their area of residence.

## Methodology:

### Research Design of the Study:-

The study employed a descriptive survey method. This method is suitable for studying existing conditions and relationships among variables.

### Variables of the Study:-

- **Independent Variables:** Socio-Economic Status, Gender and Area of Residence
- **Dependent Variable:** Academic Achievement of Students

### Sample of the Study:-

The sample comprised 100 senior secondary school students selected randomly from different schools of Nainital District.

### Tools Used in the Study:-

1. **Academic Achievement Record:** For the purpose, the percentage of marks obtained by students in the previous examination were taken in this study.
2. **Personal Data Sheet:** A personal data sheet was used to collect information related to students' gender, area of residence and other socio-economic status.

### Procedure:

The researcher gave the personal data sheet and a self made questionnaire to the students directly. The school data that were used for the academic achievement study were gathered with the appropriate permissions. Data was tabled and analyzed using the necessary statistics.

### Statistical Techniques:

The following statistical techniques were used for the analysis and interpretation of the data collected in the present study:

- Mean
- Standard Deviation
- t-test

### Analysis and Interpretation of Data:

**Table - 1**

**Mean and Standard Deviation of Academic Achievement Scores  
of Students with Respect to their Socio-Economic Status**

S. No.	Groups	N	M	S.D.	t-value	df	Significance at 0.05 Level
1.	Above Poverty Level	23	56.74	10.02	0.32	98	Not Significant
2.	Below Poverty Level	77	57.66	12.51			

\* Not Significant at 0.05 level

### Interpretation:

The obtained t-value (0.32) is less than the table value at the 0.05 level of significance. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in academic achievement between students with different socio-economic status. Therefore, socio-economic status does not appear to have a significant influence on the academic achievement of the students in the present study. The results are supported with the study of **Gupta and Katoch (2013)** who revealed no significant relationship between students' Socio-Economic Status and academic achievement.

**Table - 2**

**Mean and Standard Deviation of Academic Achievement Scores  
of Students with Respect to their Gender**

S. No.	Groups	N	M	S.D.	t-value	df	Significance at 0.05 Level
1.	Male	37	57.84	12.21	0.18	98	Not Significant
2.	Female	63	57.38	11.94			

\* Not Significant at 0.05 level

## Interpretation

The obtained t-value (0.18) is less than the table value at the 0.05 level of significance. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in academic achievement between male and female students. Therefore, gender does not appear to have a significant influence on the academic achievement of the students in the present study. The results are supported with the study of **Noatia et al (2025)** who also found no statistically significant differences in academic achievement in relation to gender.

**Table - 3**  
**Mean and Standard Deviation of Academic Achievement Scores**  
**of Students with Respect to their Area of Residence**

S. No.	Groups	N	M	S.D.	t-value	df	Significance at 0.05 Level
1.	Urban	45	58.98	12.31	1.08	98	Not Significant
2.	Rural	55	56.38	11.68			

\* Not Significant at 0.05 level

## Interpretation

The obtained t-value (1.08) is less than the table value at the 0.05 level of significance. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in academic achievement between urban and rural students. Therefore, the area of residence does not appear to have a significant influence on the academic achievement of the students in the present study. The results are supported with the study of **Anjali and Suneela (2025)** who also found no statistically significant differences in academic achievement in relation to area of residence.

## Findings of the Study:

1. There is no significant difference in academic achievement of students with respect to their socio-economic status. This indicates that socio-economic status does not significantly influence students' academic achievement.
2. There is no significant difference in academic achievement between male and female students. This shows that gender does not have a significant effect on students' academic achievement.
3. There is no significant difference in academic achievement of students with respect to their area of residence. This suggests that urban and rural background does not significantly affect students' academic achievement.

## Educational Implications and Recommendations:

- Since academic performance does not vary greatly between various socio-economic classes, the schools should aim to enhance the quality of education for every student rather than focusing on specific economic classes.
- As there is no such significant gender factor, therefore equal learning opportunities should continue to be provided to both male and female students without any bias or discrimination in classrooms.
- The absence of substantial differences between urban and rural students indicates that there are similarities in the strategies which may be employed in both settings with an emphasis on building on basic learning facilities.
- More attention would be paid to individual differences in learning abilities rather than believing that background variables like gender, living location and socio-economic status influence academic performance.
- Educational planners and administrators should design policies and programs focusing on overall academic development. Better teaching methods and continuous assessment should be applied.

## Conclusion:

The present study was conducted to examine the academic achievement of 100 senior secondary school students in relation to their socio-economic status, gender and area of residence. Data analysis revealed that the academic achievement of students did not differ significantly on the basis of these variables. These results show that influences on students' attainment other than those selected demographic variables will have a greater manner. Such variables may include quality of teaching and learning, motivation by the student, study habits and school support systems. So the efforts should be focussed on strengthening instructional practices and providing supportive learning environments for all students to improve academic achievement. There is the need for a more inclusive and learner-centered approach in educational practice and planning.

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