



## **INFLUENCE OF SOCIO-ECONOMIC STATUS ON ACADEMIC PERFORMANCE OF STUDENTS STUDYING IN D.I.E.T AND SELF-FINANCED D.EL.ED COLLEGES OF DELHI NCR**

**Shivanath Roy**

Research scholar

School Of Education

Monad University, Hapur, Uttar Pradesh

[Shivanathroy51@gmail.com](mailto:Shivanathroy51@gmail.com)

Enrollment Number: 2200577

Guide Name: **Dr. Pawan Kumar Sharma**

---

**DECLARATION:** I AS AN AUTHOR OF THIS PAPER /ARTICLE, HERE BY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT /OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE /UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION.FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE

### **ABSTRACT**

*Education as an area is one of those areas which are of utmost importance for social and country's progress. Teacher Education Institutions are considered as having been making great contribution in preparing competent teachers. This research project was undertaken with a view to finding the impact of socio-economic status of the students studying at D.I.E.T and Self-financed D. El.Ed colleges on their academic performance. Survey approach of research along with descriptive and comparative design was adopted for the research work. Total 130 students consisting of 65 students studying in D.I.E.T and 65 in Self-financed D. El.Ed Colleges formed the sample size for the study adopting Simple Random Sampling technique. Socioeconomic Status Scale developed by S.P. Kulshresth along with Students Academic Record Sheets was used as tool for collecting data from the respondents of the study. Some of the statistical techniques employed for analyzing the data were; Mean, Standard Deviation, t-test, and Pearson's Coefficient of Correlation. Results of the study reveal that students studying in Self Financed D.El.Ed colleges belonged to better socioeconomic strata and thus exhibited higher academic performance. Significant association exists between socio-economic status of students and their academic performance.*

**Keywords:** *Socio-Economic Status, Academic Performance, Teacher Education, D.I.E.T, Self-Financed D.El.Ed Colleges, Delhi NCR.*

---



## 1. INTRODUCTION

Educational systems are recognized as one of the key tools of human development, social evolution, and progress. Education makes humans intellectually, morally, socially and professionally competent. Nowadays, education is no longer limited to knowledge alone, rather its scope includes the development of individuals on all dimensions such as personality, attitude and life skills. Teacher education is vital for making improvements in the field of education because teachers are known as the spine of any educational institution. Success of schools and other educational organizations depends on the professionalism, competency, personality and preparation of teachers. Thus, teacher education institutes have to provide professionals and socially responsible teachers.

Educational success is one of the important factors determining success in education. This is basically the academic success or performance of students in achieving their aims or objectives. There are numerous factors influencing the academic success of the learners, such as intelligence, motivation, personality, background of the learner, organizational culture, and socio-economic factors. Socio-economic status is basically the social and economic condition of an individual or family in the society. The socio-economic status mainly depends on education level, profession, income, standard of living, and availability of educational facilities.

The students coming from a high socio-economic status family get more help and facilities in learning from their family members. In contrast, children coming from low socio-economic status families do not get equal opportunities as far as education is concerned because of fewer educational facilities provided to them. Teachers' education institutes in India fall into two categories: institutes run by the government and self-finance institutes. They comprise District Institute of Education & Training (D.I.E.T.) and self-finance D.El.Ed colleges, respectively.

One of the largest educational regions of India, irrespective of government or self-finance teachers' education institute, can be termed as Delhi NCR. It is because various students from diverse socio-economic strata are enrolled in these institutes. Hence, the main aim of the current research paper is to analyze the effect of socio-economic strata of students in D.I.E.T and self-financed D.El.Ed colleges of Delhi NCR.



## 1.1 OBJECTIVES OF THE STUDY

The study is being conducted with the following aims:

1. To socio-economic status of the students enrolled in D.I.E.T and self-financing D.El.Ed colleges in Delhi NCR.
2. To academic performance of the students in D.I.E.T and self-financing D.El.Ed colleges.
3. To impact of socio-economic background on the academic performance of the students.

## 2. REVIEW OF LITERATURE

**Faiza and Daud (2023)** analyzed the reason for conducting such a study is to find out how socio-economic status can influence education. It became apparent that the socio-economic status of students affects education performance because economically well-off people performed relatively better than other poorer students. This occurred because those from socio-economically well-off families had access to educational resources that would help them in their studies. In fact, these students were in a good position and were able to perform well with the support from the parents. Those who came from poor socio-economic backgrounds faced difficulties that led to poor academic performance due to lack of learning materials.

**Singh and Choudhary (2015)** obtained in this study, it was observed that children from socio-economically privileged backgrounds were performing better than those from socio-economically disadvantaged backgrounds. The study revealed that there were certain elements that contributed to the academic success of the students, and these included education of the parent, income level, occupation background, knowledge of education, and access to educational materials. Moreover, children from educated families were encouraged to do well academically by being trained in good academic behavior.

**Bhat, Joshi, and Wani (2016)** conducted a research study in order to determine the effects of socio-economic status on the academic performance of secondary school children. It emerged that the socio-economic status of an individual had effects on his/her academic performance. The students from high socio-economic backgrounds fared well academically compared to students from the lower socio-economic status. Various factors were noted to have influenced the academic success of the students in terms of availability of good learning materials,



academic facilities, conducive home environments, among others. On the other hand, poor academic performance of students with low socio-economic status was attributed to the lack of learning materials and academic support.

**Onyancha, Njoroge, and Newton (2015)** conducted a research aimed at establishing the effect of the socio-economic status of parents on the academic performance of pupils in public secondary schools in Keumbu division in Kisii County, Kenya. The major goal of this research was to establish the effects of the education levels of parents, income levels, and the type of jobs held by parents on the academic performance of their offspring. It was established that there exists a strong correlation between the socio-economic status of parents and the academic performance of their children. Those pupils whose parents had high educational levels and incomes performed very well in their academics since they were provided with proper guidance, finance, and conducive learning environment in the home setting. In contrast, those pupils coming from poorly socio-economically endowed parents faced difficulties in academics due to lack of finances.

### **3. RESEARCH METHODOLOGY**

Research methodology is an extremely important aspect of any research study which helps determine the approach through which research can be conducted. Research methodology provides an effective mechanism for collecting data, analyzing data, and making interpretations about the collected data so that the objective of conducting the research can be achieved. Effective research methodology ensures that research results are reliable, valid, and accurate.

#### **3.1 Research Method**

Survey method of research design was selected in the current study. This was because the survey method is one of the most effective methodologies employed when undertaking research in education as it enables the researcher to obtain information from numerous respondents concerning their opinions, backgrounds, behaviors, and education. Survey method was selected in the current study when undertaking the collection of socio-economic and educational information on the students enrolled in various D.I.E.T. And Self-financed D.El.Ed colleges of Delhi NCR.



### **3.2 Research Design**

As far as the present research study was concerned, the methodology employed was the use of descriptive analysis and comparative analysis. The reason behind this choice was the aim of the study that tried to highlight the socio-economic status of the respondents and their accomplishments in the field of teacher education.

Comparative analysis would help to determine whether there were differences in the socio-economic status and the educational achievements of the two groups of respondents. Specifically, comparisons would be conducted between the students enrolled in teacher education courses at the Delhi Institute of Education and Training and those enrolled in the same program in self-financed D. El.Ed. colleges. Therefore, both comparative and descriptive analyses are applicable to the present study.

### **3.3 Population of the Study**

The population for the given research includes all students studying in the D.I.E.T and Self-Financed D.El.Ed Colleges of Delhi-NCR Region. The population included teacher trainee students studying in various courses of elementary teacher education at both government and private institutions.

The students studying at these colleges varied in their socio-economic, educational and cultural background. As the region had numerous governmental and self-financed institutes that provided teacher training for elementary teaching, it presented an appropriate setting for conducting this research on the effect of socio-economic status on academic performance.

This is the population selected for research by the researcher as she wanted to compare the socio-economic background of various college students.

### **3.4 Sampling Technique**

The sample was selected from D.I.E.T and self-financed D.El.Ed colleges of Delhi NCR. The sample consisted of 65 students each from D.I.E.T colleges as well as self-financed D.El.Ed colleges.

For selecting sample from the entire population, simple random sampling technique was used in the present research. Simple random sampling means a procedure whereby each member of

population has an equal chance of being selected in the sample. Simple random sampling technique is useful in ensuring that the researcher reduces the chances of sampling error.

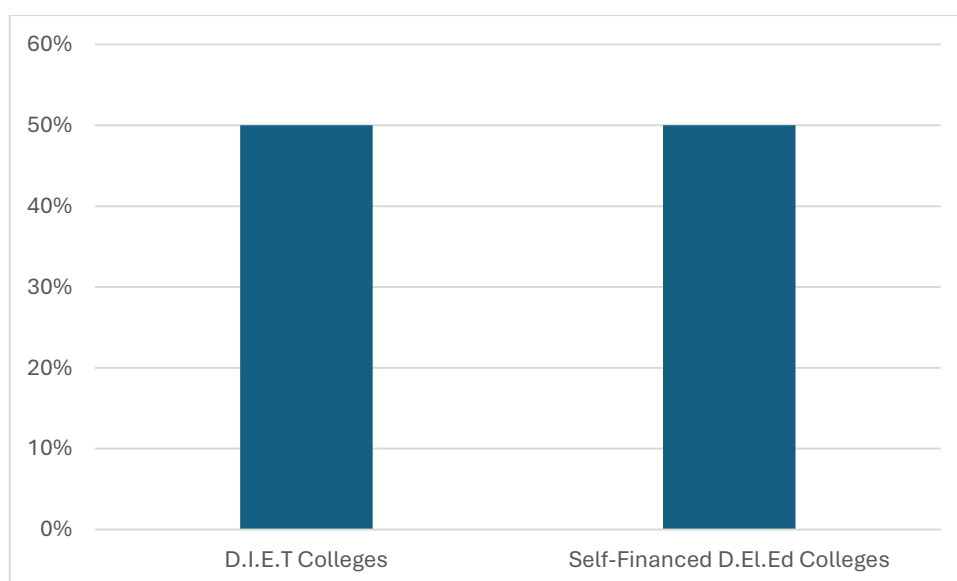
Simple random sampling technique was appropriate to be used in this research as it offered equal opportunities for choosing students from both types of colleges. Using simple random sampling technique, it becomes easier for researcher to collect unbiased information related to socio-economic condition and academic performance of selected sample.

#### 4. RESULTS AND DISCUSSION

Table 4.1 is given below that represents the sampling distribution of the sample drawn for this study. The table indicates the number and percentage of students selected from D.I.E.T and Self-financing D.El.Ed colleges of Delhi NCR.

**Table 1:** Distribution of Sample of the Study

Type of Institution	Number of Students	Percentage
D.I.E.T Colleges	65	50%
Self-Financed D.El.Ed Colleges	65	50%
<b>Total</b>	<b>130</b>	<b>100%</b>



**Figure 1:** Graphical Representation of the Percentage of Distribution of Sample of the Study

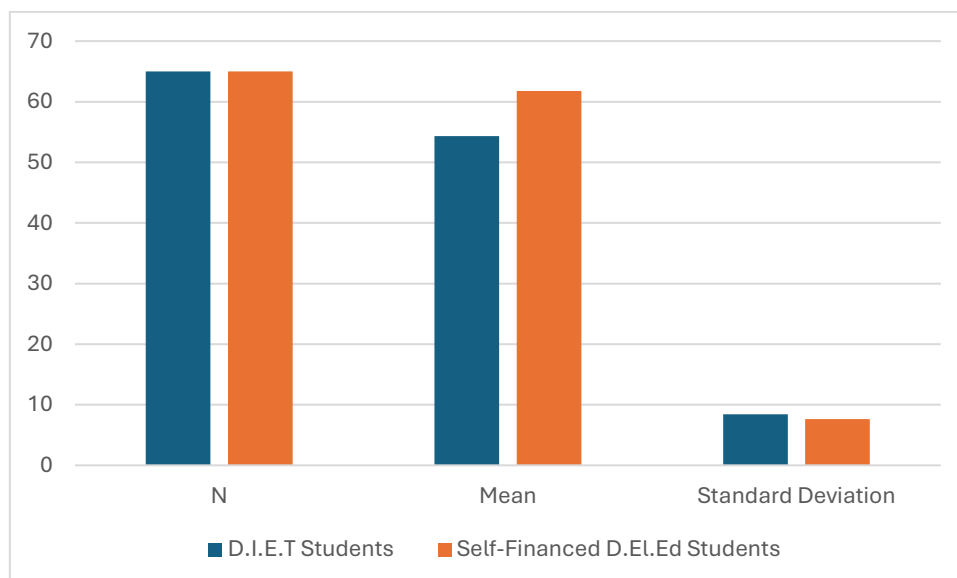
From the information provided in Table 4.1, one would see that equal numbers of students were selected from each of the two types of institutions. In other words, from the sample size of 130 students, 65 students (50%) were selected from D.I.E.T institutions and 65 students (50%) were selected from self-financed D.El.Ed institutions.

Such even selection helped the researcher to conduct a proper comparison among the two groups of respondents who study in either D.I.E.T or self-financed D.El.Ed colleges of Delhi NCR.

Table 4.2 provides the details about the Mean and Standard Deviation of socio-economic status scores of the two groups of students. The table provides information about comparative socio-economic status levels of the two groups of respondents.

**Table 2:** Mean and Standard Deviation of Socio-Economic Status Scores of Students

Group	N	Mean	Standard Deviation
D.I.E.T Students	65	54.32	8.41
Self-Financed D.El.Ed Students	65	61.78	7.65



**Figure 2:** Graphical Representation of Mean and Standard Deviation of Socio-Economic Status Scores of Students

However, from the information presented in Table 4.2, one can see that the socio-economic status scores of students enrolled in self-financed D.El.Ed colleges have higher scores than the socio-economic status scores of D.I.E.T colleges. From the deviation scores, differences in the scores of the students regarding socio-economic status are evident. Conclusions from the data analyzed show that students enrolled in self-financed colleges come from socio-economic status that is relatively high compared to the socio-economic status of students of D.I.E.T colleges.

In Table 4.3, a comparison of socio-economic status scores of students in D.I.E.T and self-financed D.El.Ed colleges in Delhi NCR is made using t-test method of statistical approach. The table consists of mean scores, deviation scores, calculation of t-values and the level of significance of both groups of students.

**Table 3: Comparison of Socio-Economic Status Scores of Students using t-test**

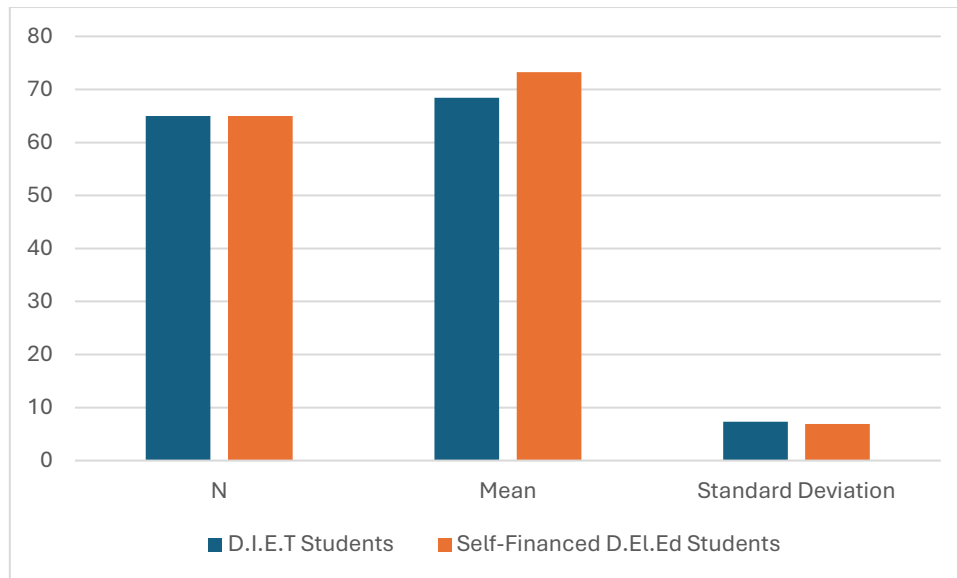
Group	N	Mean	S.D.	t-value	Level of Significance
D.I.E.T Students	65	54.32	8.41	4.96	Significant at 0.05 level
Self-Financed D.El.Ed Students	65	61.78	7.65		

According to the data in Table 4.3, it can be seen that students attending self-financing D.El.Ed colleges are found to have a higher mean score for socio-economic status than those who attend D.I.E.T colleges. The difference has been found to be statistically significant based on the calculation of t (4.96). Thus, it means that the null hypothesis can be rejected, and it can be concluded that there is statistically significant difference in socio-economic status of students in D.I.E.T and self-financed D.El.Ed colleges.

Table 4.4 highlights the Mean and Standard Deviation of academic performance scores of students studying in D.I.E.T and self-financed D.El.Ed colleges of Delhi NCR.

**Table 4: Mean and Standard Deviation of Academic Performance Scores of Students**

Group	N	Mean	Standard Deviation
D.I.E.T Students	65	68.45	7.32
Self-Financed D.El.Ed Students	65	73.26	6.89



**Figure 3:** Graphical Representation of Mean and Standard Deviation of Academic Performance Scores of Students

The information given in Table 4.4 shows that the average score of academic performance of the students in self-funded D.El.Ed Colleges (Mean = 73.26) is higher than that of students from D.I.E.T Colleges (Mean = 68.45). It thus shows that self-financing college students have done comparatively better in academics than D.I.E.T college students.

The Standard Deviation for students of D.I.E.T (7.32) and self-funded students of D.El.Ed (6.89) shows a moderate range of deviation in academic performance among students of both colleges. The comparatively smaller Standard Deviation for self-funded colleges shows that students from such colleges are relatively more consistent in academics.

## 5. CONCLUSION

From the above research, it is clear that socio-economic status has an important role to play in the academic performance of the students who pursue their studies at the D.I.E.T and self-financed D.El.Ed colleges of Delhi NCR region. It can be observed from the above result that students who enroll themselves at the self-financed D.El.Ed colleges have comparatively higher socio-economic status and perform well academically in contrast to the students pursuing their studies at the D.I.E.T colleges. Moreover, certain other factors such as parents' education, income of the family, educational facilities, academic environment, and educational

support play an important part in deciding the academic success of the students. It can be concluded from the above results that there exist considerable differences among the socio-economic status of students of both types of colleges.

## REFERENCES

1. Bhat, M. A., Joshi, J., & Wani, I. A. (2016). *Effect of socio economic status on academic performance of secondary school students. The International Journal of Indian Psychology, 3(4), 32-37.*
2. Daniel, G. R., Wang, C., & Berthelsen, D. (2016). *Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. Early Childhood Research Quarterly, 36, 168-177.*
3. Egalite, A. J. (2016). *How family background influences student achievement. Education Next, 16(2), 70-78.*
4. Faiza, M., & Daud, S. (2023). *The impact of socio-economic status on academic achievement. Journal of Social Sciences Review, 3(2), 695-705.*
5. Gobena, G. A. (2018). *Family socio-economic status effect on students' academic achievement at college of education and behavioral sciences, Haramaya University, Eastern Ethiopia. Journal of Teacher Education and Educators, 7(3), 207-222.*
6. Hemmerchts, K., Agirdag, O., & Kavadias, D. (2017). *The relationship between parental literacy involvement, socio-economic status and reading literacy. Educational Review, 69(1), 85-101.*
7. Jiang, Y. (2021, May). *How socio-economic status affects academic performance. In 7th International Conference on Humanities and Social Science Research (ICHSSR 2021) (pp. 1299-1310). Atlantis Press.*
8. Khan, R. M. A., Iqbal, N., & Tasneem, S. (2015). *The Influence of Parents Educational Level on Secondary School Students Academic Achievements in District Rajanpur. Journal of education and Practice, 6(16), 76-79.*
9. Onyancha, F. K., Njoroge, D. K., & Newton, D. M. (2015). *The influence of parents' socio-economic status on students' academic performance in public secondary schools in Keumbu Division, Kisii County, Kenya.*



10. Reynolds, K. J., Lee, E., Turner, I., Bromhead, D., & Subasic, E. (2017). *How does school climate impact academic achievement? An examination of social identity processes. School Psychology International, 38(1), 78-97.*
11. Rodríguez-Hernández, C. F., Cascallar, E., & Kyndt, E. (2020). *Socio-economic status and academic performance in higher education: A systematic review. Educational Research Review, 29, 100305.*
12. Sanjurjo, J. F., Blanco, J. M. A., & Fernández-Costales, A. (2018). *Assessing the influence of socio-economic status on students' performance in Content and Language Integrated Learning. System, 73, 16-26.*
13. Singh, P., & Choudhary, G. (2015). *Impact of socio-economic status on academic achievement of school students: An investigation. International journal of applied research, 1(4), 266-272.*
14. Thiele, T., Singleton, A., Pope, D., & Stanistreet, D. (2016). *Predicting students' academic performance based on school and socio-demographic characteristics. Studies in Higher Education, 41(8), 1424-1446.*
15. Usman, M. T., Mukhtar, U., & Auwal, S. (2016). *Parents socio-economic status and students academic performance in Nigeria educational system. International Journal of Education and Information Technology, 2(3), 14-18.*



### **Author's Declaration**

I as an author of the above research paper/article, here by, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website /amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct, I shall always be legally responsible. With my whole responsibility legally and formally have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and hentriacontane is genuinely mine. If any issue arises related to Plagiarism/ Guide Name/ Educational Qualification /Designation /Address of my university/ college/institution/ Structure or Formatting/ Resubmission /Submission /Copyright /Patent /Submission for any higher degree or Job/Primary Data/Secondary Data Issues. I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the database due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Andhra/Driving License/Any Identity Proof and Photo) in spite of demand from the publisher then my paper maybe rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds Any complication or error or anything hidden or implemented otherwise, my paper maybe removed from the website or the watermark of remark/actuality maybe mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me.

**Shivanath Roy**

**Dr. Pawan Kumar Sharma**

\*\*\*\*\*