

SOCIO-ECONOMIC STATUS IMPACT ON ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS – A REGRESSION ANALYSIS

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Abstract

Socio-economic characteristics play an important role in students' academic performance. The socio-economic factor of an individual is usually measured by education, employment-status and the income of his/her parents, which determine an individual's or a group's standard of living. The earlier studies on this subject investigated the socio-economic factor that impacted students' academic performance at the higher secondary school level of education. The present study examines the impact of socio-economic factors on the academic performance of higher secondary school students. The sample for this study was gathered from 764 higher secondary school students in Salem District of Tamil Nadu, in India. The present study has found that the educational levels of the mothers and their occupation factors considerably impact their children's academic performance. The influence of Father's education and employment status is on a moderate level. The income of the family has negatively impacted the students' academic performance at 1% level significant. However, the types of schools and mediums of education also have a strong bearing on the students' academic performance at the higher secondary level. This study concludes that there is a direct relationship between socio-economic factors and the academic performance of higher secondary school students.

Keywords: Socio-economic characteristics, Academic performance, parental education, Medium of Education, Higher Secondary Education.

Introduction

Education is a powerful instrument of change and progress. It strengthens the economy of an individual as well as that of the national and the social community. (Bringle and Hatcher, 1996; Mitra, 2011; Bandyopadhyay et. al., 2021; Tilak, 2021). Education is playing a major role in reducing poverty and the socio-economic disparity in developing countries (Saravanamuthu, 2004; Ogunlade, 2005; Karlidag et. al., 2020; Okoro, 2020). Hence, the

researchers on this subject have importantly focused on the education sector which is enhancing the social, economic and political transformation of a nation as well as an individual development (Becker, 1964; Schultz, 1960a, 1961b; Mincer 1974). Socio-economic factor plays an important role on human capital formation by the parents for their children (Blaug, 1970; Psachropoulos, 1987; Cohn and Geske, 1990; Schultz; 1975). The children's knowledge, skills, habits and moral values are influenced by the parents and families who

support and motivate their children. The Organization for Economic Co-Operation and Development (OECD) defined human capital as “the knowledge, skills, training and attributes that are embodied in individuals that help to create personal, social and economic well-being status, which is used to produce goods and services or ideas in the market-circumstances” (OECD, 2007). The human capital closely determines the fertility-rate, the production of health, the benefits from schooling, labour-force and the productivity of marriage. It is also associated with the adaptation of the human-capital-theory with time-allocation, household-production-function and the theory of choice and behavior (Welch, 1970). The socio-economic factors play a potential role on their children’s education, marital stability, health and nutrition value. This factor is frequently measured on the basis of the educational level, the employment status and the income of the family which determine an individual’s or a group’s social standing. The socio-economic factor is “the social standing or class of an individual or a group”. This definition is given by the American Psychological Association (APA-2018). “The socio-economic status frequently functions as a latent variable for the academic performance of secondary education” (Bofah and Hannula, 2017). Socio-economic factor is the grouping of the attributes of the social and economic settings of an individual or a household, based on the educational attainments, the occupational status and the income of a family in the society. The socio-economic factors like that the parental educational level, their employment-status and their income level which are influencing the higher secondary school student’s academic performance. Generally, a student’s academic performance is very much influenced by different type of factors, such as the parental educational attainment-level, occupational status, family income, type of school, residential place and school environment. Hence, the settings of socio-economic factors are significantly impact a student’s academic performance at higher secondary level education, which is an important contributing factor to a society’s economic progress.

REVIEW OF LITERATURE STUDIES

i. SOCIO-ECONOMIC FACTORS AND ACADEMIC PERFORMANCE OF STUDENTS

The literature studies emphasized that socio-economic factor has a strong impact on a student’s academic performance. The socio-economic condition explores the mechanisms of student’s academic performance which are possible means for the identification of the socio-economic and cultural factors (Bourdieu 1986; Coleman, 1988a, 1990b). However, differences in the availability of facilities and investment level in education of a household can eventually lead to inequalities in students’ academic achievements (Buchmann, 2002). Hitherto some empirical studies have found that academic performance of students with lower socio-economic status is slower than that of students with higher socio-economic status. As a result, a student’s low socio-economic status is associated with poor cognitive and academic development and language problems (Morgan et. al., 2009). Illiterate parents, their professional backwardness, their poor income and poor health condition, lack of educational access which are negatively influenced the students’ academic performance (Aikens and Barbarin, 2008).

Islam and Khan, (2017) study found no significant differences between male and female students in their academic achievements. This study on socio-economic factor and the academic achievement of higher secondary school students, indicates that there are significant differences in their academic achievement within a group with varying socio-economic and demographic factors. The study by Rather and Sharma (2015) emphasised the strong relationship between the socio-economic status of high school students and their academic performance. The study had found that male students have performed better than female students. Furthermore, their study reveals that there are no significant difference in between urban and rural students in their academic performance. The relationship of the socio-economic status and educational performance is moderated by the standards of

the schools. The existence of educational inequalities in high-income countries, with high socio-economic factor poses a serious challenge to developing countries in expanding school-access for their children (Kim et., al. 2019). The previous academic achievement, academic experience and work-status of the students more strongly influenced their academic performance than their socio-economic status (Hernandez, 2020). The student's high socio-economic status was one of the most significant educational achievements compared to students' low socioeconomic status (Bhat, Joshi and Wani, 2016). The socio-economic status was positively sign of students' academic performance in language and mathematics subjects. There is positive relationship between socio-economic factor and the students' achievement in language and mathematical subjects of the students (Zhang et., al, 2020). Egunsola, (2014) study found that the location of the home was significant in high correlation and the academic performance of secondary students.

ii. EDUCATIONAL FACTORS AND ACADEMIC PERFORMANCE OF STUDENTS

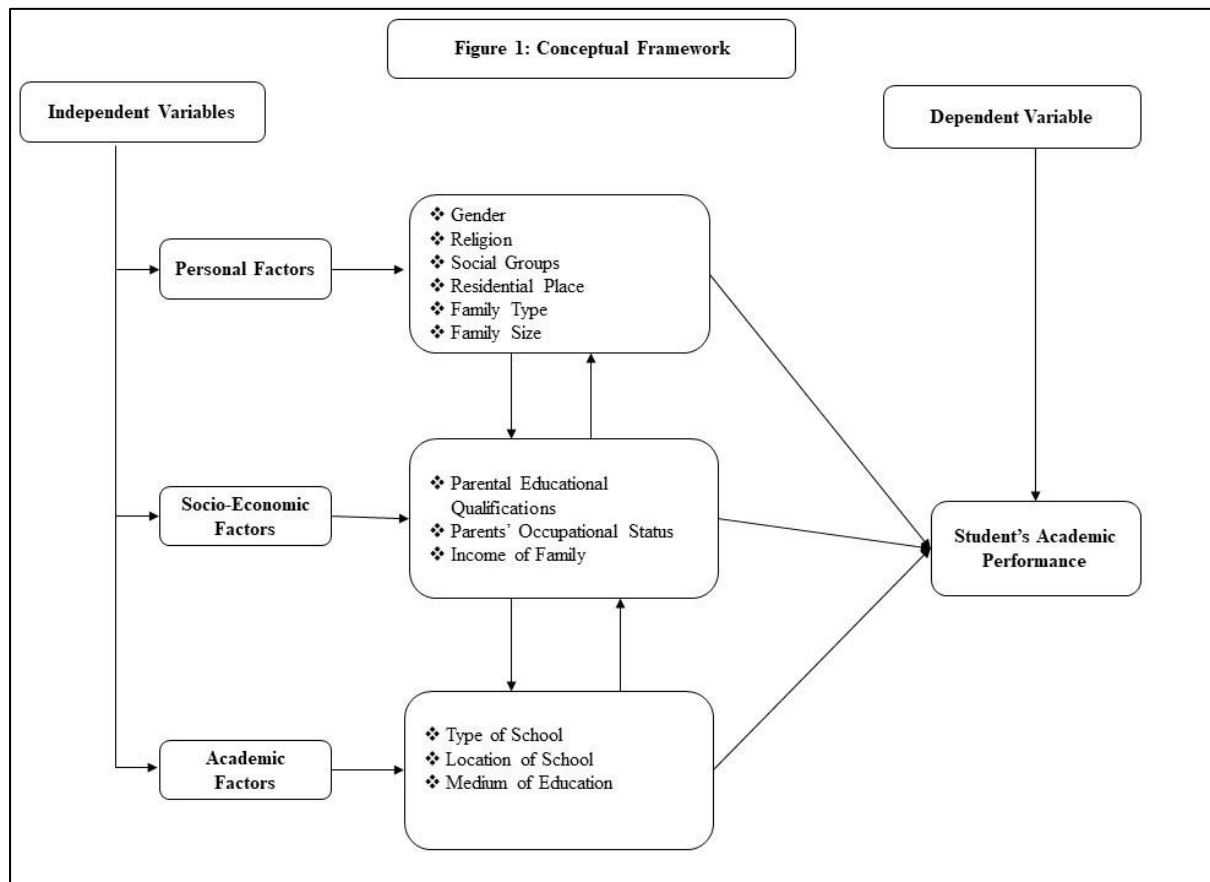
The earlier studies have found that school-characteristics, such as, effective teaching, good infrastructure, talented faculty educational medium, use of teaching aids enhance students' learning outcomes that result in higher academic attainments and social equity (Coleman, 1996; Ferreira Gignoux and Aran, 2010; Lazenby, 2016; Singh, 2014). There is a strong correlation between school characteristics and students' achievement (Çobanoğlu and Badavan, 2017). Lack of educational facilities has affected the educational performance and the learning outcomes among the students of higher secondary schools (Udayakumar and Rajendran, 2016), which contributes to the low

socio-economic status of the students. The earlier studies on this subject have found that the socio-economic factor plays an important role in the higher secondary students' academic performance. The socio-economic background of private-school students significantly impacted their academic performance in language, maths, and science subjects (Suna et al., al., 2020). Some of the studies examined the gender-wise academic performance in mathematics subjects. However, the boy students accomplished better than girl-students in Mathematics subject (Fox and Cohn, 1980; Hyde et., al., 1990). Thus, it is evidenced that the factors such as the socio-economic conditions, school characteristics and personal abilities of students have a strong impact on their academic performance at different stage of education. In line with the earlier studies, the present study has made an attempt to analyse the relationship between the socio-economic factor of the Higher Secondary School Students and their academic performance in Salem District of Tamil Nadu.

CONCEPTUAL FRAMEWORK

Socio-economic factors, educational factors and personal factors of students can affect the academic performance of higher secondary school students during the academic year. These variables positively or negatively affect students' academic performance by increasing or decreasing students' grade levels. This conceptual framework shows the complexity of the factors that affect students' academic performance in higher secondary level board examination results. Also, it has calculated the academic performance of students at the higher secondary level, which is classified into five groups; 1. Excellent = 100 – 80, 2. Very good = 80 – 60, 3. Good = 60 – 45, 4. Satisfactory = 45 – 30 and 5. Unsatisfactory = below 30. Figure 1 illustrates the conceptual framework of the present study.

FIGURE 1: CONCEPTUAL FRAMEWORK



IMPORTANCE OF THE STUDY

The present study makes an attempt to find out the impact of socio-economic characteristics on students' academic performance in the higher secondary level. Education has several attributes that are closely linked to the socio-economic characteristics and academic performance of students. This analytical study is expected that this type of factual analysis would contain meaningful inferences and useful direction for policy-formulation. Therefore, it was necessary to conduct a study to establish the effect of socio-economic factors on the academic performance of higher secondary students in the study-area. The purpose of this exciting study is to examine the correlation between the socio-economic factor and the academic performance of higher secondary school students. There are many factors, such as, educational facilities, teaching standards and the school environment that affect students' academic performance.

The socio-economic and demographic characteristics are a very important factor, which has a great influence on the academic performance of higher secondary level students. This study emphasizes the fact that the academic performance of students is mostly based on the socio-economic characteristics of students. So, it will help parents, teachers and policy-makers, who are the stake-holders in the country's educational development programs.

METHODS AND MATERIALS

The descriptive study measured the relationship between the socio-economic characteristics and the academic performance of the higher secondary school students in Salem district of Tamil Nadu. The present study had adopted multi stage random sampling technique to select the study area. In addition, the sample schools and students were selected on the simple random sampling methods (SRS). The sample selection was based on the higher

secondary school students' enrolments in the government, government-aided and private secondary schools. Consequently, the sample schools have been divided into three types: high, average and low level of secondary school students' enrollments. The study has used the primary data sources. The data was collected from 764 sample respondents of higher secondary school students in Salem district of Tamil Nadu. The primary data was collected through the well-structured questionnaire. The questionnaire was relevant to the socio-economic background of the respondents, school relevant factors and their academic performance. The method included details of the respondent's age, gender, religion, social group, residential area, their parental education, occupational and income of family, type of school and medium of education and academic performance of students.

The model specification of the study had used the data of academic performance of the higher secondary students as the dependent-variable, measured in the grade point score, obtained from the board examinations, attended by the students. The socio-economic factors include gender, age, region, religion, social groups, father's education, mother's education, occupational status of father, occupational status of mother, household income, size of family, types of school, medium of education and location of schools. The main aim of the study was to investigate the relationship between the socio-economic characteristics and academic performance of higher secondary school students. The explanatory variables were chosen by the theoretical framework and the empirical evidences. The model specification based on the relationship between the socio-economic characteristics and academic performance of the higher secondary school students has been examined using the following multiple linear regression model:

$$Ap_{Se} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_i X_i + \mu_i$$

Where, Ap_{Se} indicates the dependent variable which elucidates the academic performance of secondary school students. β_0 = Constant value, β_1, \dots, β_i = Predictor of Co-efficient value of respected independent variables, X_1, \dots, X_i = explains the independent variables and μ_i = Error term.

RESULTS AND DISCUSSION

Socio-economic factor plays a major role in education, health and nutrition of children. These variables are important factors for determining the demand for education at the higher secondary school level. The earlier studies have found that there is a correlation between the socio-economic characteristics of the students and the academic performance of students at the higher secondary level (Kim et., al. 2019; Zhang et., al, 2020). The demand for higher secondary education is based on the family's economic status, household income, family size and land-size as the main variables, associated with children's schooling (Arumugam, 1984). The socio-economic status variables play a significant role in parents' choosing of the stream of education for their children at the higher secondary level. Parental education, income and occupation status are essential variables in selecting the educational institutions, medium of education, cost of education and educational attainments. Students' academic progress, achievements or short comings mostly depend on the family income, parents' educational level and parents' employment. It is generally believed that the students who choose to study in reputed schools with good facilities and faculties, perform better in the exams than those students who choose to study in common low standard schools. So, the purpose of this study is to determine the impact of socio-economic status on higher secondary school students' academic performance.

Table 1. Descriptive Analysis of Socio-Economic Factors of the Students in Higher Secondary level

Variables	Frequency	Percent
Gender		
1. Boys	404	52.9
2. Girls	360	47.1
Social Groups		
1. Backward Caste	246	32.2
2. Most Backward Community	366	47.9
3. Marginalized Caste (SC/ST)	152	19.9
Religion		
1. Hindu	617	80.8
2. Muslim	66	8.6
3. Christian	81	10.6
Residential Area		
1. Urban	274	35.9
2. Rural	490	64.1
Family Types		
1. Nuclear Family	619	81.0
2. Joint Family	145	19.0
Size of Family		
1. < 3 members	80	10.5
2. 3 – 5 members	432	60.5
3. > 5 members	222	29.1
Father's Education Level		
1. Illiterate	215	28.1
2. Elementary	240	31.4
3. Secondary	243	31.8
4. Higher Education	66	8.6
Mother's Education Level		
1. Illiterate	260	34.0
2. Elementary	197	25.8
3. Secondary	270	35.3
4. Higher Education	37	4.8
Father's Occupational Status		
1. Daily Wage Labour	385	50.4
2. Private Employee	262	34.3
3. Government Employee	78	10.2
4. Agricultural Farmer	39	5.1
Mother's Occupational Status		
1. Daily Wage Labour	306	40.1
2. Private Employee	91	11.9
3. Government Employee	22	2.9
4. Agricultural Farmer	51	6.7
5. Housewife	294	38.5
Income of Family (per annum)		
1. > Rs. 75,000	29	3.8
2. Rs. 75,000 – Rs. 1,50,000	214	28.0
3. Rs. 1,50,000 – Rs. 2,50,000	327	42.8
4. Rs. 2,50,000 – Rs. 3,50,000	108	14.1
5. < Rs. 3,50,000	86	11.3
Types of School		
1. Government School	270	35.3
2. Government-Aided School	229	30.0
3. Private School	265	34.7
Medium of Education		
1. Tamil Medium	487	63.7
2. English Medium	277	36.3

Source: Primary Data.

Table 1 details on the descriptive analysis of the students' socio-economic characteristics and school related factors. The gender of the total sample of 764 higher secondary students about 53% is boys and 47% girls in the sample of the study. Social groups of the respondents the majority of students belong to Most Backward Class, who form 48% of the total sample, followed by the Backward Class (32%) and the remaining 20% of the students belong to the SC and ST people. Majority of the respondents belong to Hindu religion (81%) followed by Christians (10%) and Muslim with 9%. Most of the students come from nuclear families which account for 81% of the students, while 19% of the sample students come from joint families. The family-size is a vital factor in determining the academic performance of children. The highest percentage of house-hold (60%) have 3 to 5 members. And more than 29% of house-hold have above 5 members. About 10% of the Families have less than three members.

Parental educational qualifications play an important role in the improvement of social, economic, healthcare and educational status of their children. It facilitates them to reach the desired level of educational attainment, academic performance of their children and make career choices of their children in future. The parents are choosing ways and means of education for their children, such as selection of school. School location, medium of education, private coaching. The parental education that are playing the vital role of determining the factors influencing their children's academic performance. The parental educational attainment is related to the economy social well-being of a household. Nearly 32% of the fathers' educational attainment is the secondary level education and 31% of the students' fathers' educational qualification was elementary level. 28% respondents' fathers are illiterate persons in the study area. Around 9% of students' Fathers' education is higher education level.

Mothers' educational attainment is one of the prime factors which are influencing their children's health, education and study-efficiency level. Mothers' educational

qualification on the other hand, is strongly decided by their children's education and academic score, especially their girl-students. The highest percentage (35%) of mothers' education is the secondary level. nearly 34% mothers are illiterate. Around 26% of the respondents' mothers' educational qualification is the elementary level. Only 5% of mother's educational attainment is higher education level it was found that the majority of mothers have the educational qualification of secondary level education.

The occupation of the parents which is consider to be main factor to decide their children's educations. The parents' occupational status has been classified as: Wage-Labour, Private Employee, Government Employee, Agricultural formers and unemployee/Housewife. The Fathers occupation is a primary factor that determinizes the choice of school, cost of education and academic performance. Among them, the highest number of the fathers are working as a wage labourer accounts for 50%. Next to it, 34% of the respondents' fathers do private jobs. Around 10% of fathers are government employees. Only a small percentage (5%) of Fathers are doing agricultural activities. Along-side the mothers' occupational status the father's occupation also a vital role in their plays children's education, health, and nutrition level. Among them, 40% of mothers' occupation status is daily wage labour and 38 percent are house wife. Rest of them, 12% were private employees; 3% had worked in government sectors; only 8% of secondary school student's mothers were engaged as an agricultural and allied activities.

Family income plays an important role in determining their children's education. They are choosing the schools for their children's education according to their income level. The high. Income parents opt to admit their children at higher secondary level education. Parents earning high level income are ready to get their children enrolled in private schools. The mean income of the families annum is Rs. 2,20,096. The highest (43%) percentage of families income level is Rs. 1,50,000 to Rs. 2,50,000 per annum. 11% of families income level is more than Rs. 3,50,00 lakhs per annum.

Public and private partnership plays an important role in the education sector, especially in school education. Private schools are shouldering the responsibility along with the governments. The government, private and government-aided schools who have the responsibility to provide the educational services for the people. The primary information was gathered from selective sample-school under the three categories at in higher secondary level in the study district. Out of the samples, more than 35% students belong to the group of Government schools' goers. Remaining samples, 34% of the students belong to government-aided schools and nearly 30% students are from private schools.

From this table, we can draw the inferences, as follows: Around 64% of the students prefer to have their higher secondary Education in Tamil medium. Remaining on third (36%) of the students like to study in English medium. Around 30 percent of the government school students and 34% government aided schools are studying in Tamil medium. Only a meagre percentage (0.4%) of the students are studying in Tamil medium in private schools in the study area. The majority of the students (55%) have selected the urban-located schools for seeking quality-education, English medium of teaching, transport facility, hygienic toilet and drinking water, sport-facilities, well-qualified teachers, pleasant environment, coaching for competitive exams, good school infrastructure and hostel

facilities are available in urban-based schools, the remaining 45% schools were located in rural areas. It is interesting to note that students and their parents from rural areas choose the urban schools because these schools have better infra structure and better teaching standards and other facilities mentioned above have enrolled in the urban based schools in the district.

CAUSES OF EFFECTS ON STUDENTS' ACADEMIC PERFORMANCE AND INDEPENDENT VARIABLES

The result of the study shows the multiple linear regression model. This study has examined the relationship between the socio-economic factor and academic performance of Higher secondary school students. Table 2 shows the model summary of the socio-economic factor influencing the academic performance of higher secondary school students. This table provides the R, R², adjusted R² (goodness-fit of variables), and the standard-error which can be used to determine how well a regression-model predicts the impact of socio-economic status on the academic performance of Higher Secondary Students. The multiple regression is used to predict the socio-economic status, based on the factors: gender, residence, religion, family-size, family-type, parental education level, occupational status and income of the family, type of school and medium of education.

Table 2. Model summary of socio-economic factor influencing the Academic Performance of Higher Secondary level students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F	df1	df2	Sig. F Change	
1	.651	.424	.404	13.272	.424	20.892	26	737	.000	.551

The model-summary reveals that R value is 65%. It has measured the degree of the relationship between the socio-economic status and academic performance of higher secondary school students. There is positive correlation

(R= .651) between the dependent and independent variables. These variables statistically predict the academic performance of higher secondary school students, F (26,737) = 20 - 892, P < .0005, R² = .424. It means that

about 42% of variation in academic performance of higher secondary school-students is explained by the variation in the independent variables. Adjusted R square value is 0.404. It adjusts the statistics, based on the number of independent variables in the model. That is the desired property of a goodness-of-fit statistics. The Durbin-Watson=.551, which is between the two critical values of $0 < d < 2$. Therefore, we can assume that there is no auto-correlation of the multiple linear regression data.

The socio-economic variables are statistically significant to the prediction, $P < .05$. Statistical significance of ANOVA between the socio-economic status and academic performance of higher secondary school students. The F-ratio in the ANOVA tests, whether the overall regression is a goodness-fit for the data. The table shows that the independent variables are statistically significant of the dependent variables (Table 3).

Table 3. Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	95683.932	26	3680.151		
Residual	129824.656	737	176.153	20.892	.000
Total	225508.588	763			

Note: Significant at 1 % level

The hypothesis has tested the relationship between the socio-economic status and the academic performance of higher secondary school students. To test the hypothesis, multiple linear regressions-analysis has been used to predict dependent and independent variables. The results show that $R^2 = .0424$ (42%) of variation in dependent variable can be accounted for independent variables statistically (1%) level that significantly

predicted the academic performance of higher secondary school students, $F (26.737) = 20.892$, $P < .005$. Ho: There is significant difference between socio-economic status and the academic performance of the higher secondary school students. The hypothesis shows a null result at 1% level of significant. There is significant relationship between the socio-economic status and academic performance of higher secondary school students.

Table 4. Regression Analysis of socio-economic factors influencing the academic performance of Higher Secondary School Students

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	β		
(Constant)	60.624	3.154		19.220	.000***
Gender (Ref = Male)					
Female	7.265	1.034	.211	7.027	.000***
Religion (Ref = Hindu)					
Muslim	-1.596	2.051	-.026	-.778	.437
Christian	1.555	1.832	.028	.849	.396
Social Groups (Ref = MBC)					
BC	-2.839	1.371	-.077	-2.070	.039**
Marginalised Caste	-9.395	1.502	-.218	-6.256	.000**
Residential place (Ref = Rural)					
Urban	2.985	1.196	.083	2.497	.013***
Type of Family (Ref = Nuclear Family)					
Joint Family	4.978	2.120	.114	2.348	.019***

Family Size	-0.283	.486	-.027	-.582	.561
Father Education (Ref = Secondary Education)					
Illiterate	-3.505	1.532	-.092	-2.287	.022**
Elementary	-6.042	1.340	-.163	-4.508	.000***
Higher Education	.693	1.991	.011	.348	.728
Mother Education (Ref = Secondary Education)					
Illiterate	3.200	1.399	.088	2.286	.023**
Elementary	5.428	1.406	.138	3.860	.000***
Higher Education	4.750	2.673	.059	1.777	.076*
Father Occupation (Ref = Wage Labourer)					
Private employee	-3.311	1.455	-.091	-2.275	.023**
Govt employee	.564	2.020	.010	.279	.780
Agricultural Farmer	-4.159	2.480	-.053	-1.677	.094*
Mother Occupation (Ref = Wage Labourer)					
Private employee	-.176	1.827	-.003	-.096	.923
Govt employee	2.632	3.347	.026	.786	.432
Agricultural Farmer	2.210	2.469	.032	.895	.371
House wife	6.158	1.337	.174	4.605	.000***
Family Income per year	-9.163	.000	-.069	-1.989	.047**
School Types (Ref = Govt. Aided Schools)					
Govt. Schools	.984	1.407	.027	.699	.485
Private Schools	11.361	2.456	.303	4.626	.000***
Location of School (Ref = Rural)					
Urban School	1.763	1.277	.051	1.381	.168
Medium of Education (Ref = Tamil Medium)					
English Medium	4.562	2.135	.128	2.137	.033**

Note: *** 1 %, ** 5 % and * 10 % level significant level

The model of estimation result shows a relationship between the socio-economic factors and academic performance of higher secondary school students. Gender has a strong impact on the academic performance of academic performance of secondary level examination at 1% level significant. Girls-students' academic performance is better than boys' students (Fox and Cohn, 1980; Hyde et., al., 1990, Islam and Khan, 2017; Rather and Sharma, 2015; Kim et., al. 2019). The gender-inequality may result from historical attitudes, regarding the education of girls, as well as certain parents' choosing to prioritize son education. Due to preference for son in the households, girls are given lesser consideration in providing basic materials like food, cloth, education and healthcare services (White et al., 2016). The religious practices of Muslim students have had a small negative impact on their academic performance. We can assume that they follow ethical religious practices. Social groups have negatively impacted the academic performance at 1% level significant value. Students' residential place has a strong influence their academic performance. The

urban based residential students have access to many facilities like transportation, private coaching, and quality-teaching (Egunsola, 2014; Rather and Sharma, 2015).

Indians have been traditionally and culturally following the Joint Family System. Now a days so many changes have come in their life styles, including the family system and it is difficult to manage joint families. The family system has an important role to play on the academic performance of the higher secondary school students. The joint family system that is traditionally followed in India has a bearing on academic performance. The family system plays a vital role in the demand for their schooling activities and in their academic performance. The human capital theory is closely connected with the family system, which determines the fertility rate, the production of health, the benefit from schooling labour forces and the productivity of marriage. The human capital theory is closely related the time allocation, house-hold production-functions, and theory of choice and behavior (Welch, 1970). Size of the family has not impacted the student's academic performance.

Size of the family plays an important role in the human capital formation their children (Schultz; 1975). The children's knowledge, skills, habits and traditional values are influenced by their parents and families, who support and motivate their children. Parents and families have potential influence on their children's education, marital stability and health. Becker et al., (1998) have pointed out that the term "Underclass" denotes the families with low education. Welfare dependence, early marriage and frequent pregnancies of the parents.

The father's education level imparts their children's academic performance positively or negatively. The father's elementary level education has negatively impacted the academic performance of higher secondary school students at 1% level significant. It proves that the father's higher education level has positive influence on their children's academic performance to a significant level. The mother's education level positively impacts their children's academic performance among higher secondary school students. Elementary and higher education levels have positive impact on the academic performance of higher secondary school students at 1% level significant. However, the mothers' occupational status also impacts the children's academic performance. Most mothers are home makers. Hence, they are able to support them and regularly in their academic practice at home (Hernandez, 2020). The income of the family is a negative impact on the academic performance of higher secondary school students with a 5% level significant. The family income level which is one of the important factors which determine the household decision-making-activities, especially about children health, education, cost of schooling preference of school and so on. The income of family determines their children's education as well as the choice of educational institutes. The is, the high-income group of the parents are ready to spend a huge amount of many for their children's schooling for getting educational services in private institutions. They search for the high-quality education, English Medium of well-qualified teachers, transportation facility,

special coaching for competitive examinations (NEET, GATE etc.) and sanitation facilities.

According to the school factors, like the type of school and the medium of education have a positive impact on the students' academic performance. The exam results prove that private school students have performed better, compared to Government and Government-aided school students. Private school have a positive and 1 % level significant impact on higher secondary school students' academic performance (Suna et al., al., 2020). The private school students' academic performance is at a high level, when compared to the Government educational institutions. According to ASER report (2015, 2018), students, enrolment is increasing in private schools every year, as compared to government school enrolment, which is very low. Parents have the assumption that quality-education is available in private schools only, which is evident from the students' enrolments. The type of schools and the parents' preferences concerning their children's education.

School reputation-records determine the parents in school selection for their children's education. Although the government educational institutions are providing educational services at highly subsidized fees and at free of cost and low-cost of education, most of the parents and students select the private schools which are in the urban area.

Also, the study highlights the fact that English medium of education has a positive and 5% significant level. The medium of education determines the choice of schools and influence their academic performance. The parents and students give high preference to the English medium education. It is also one of the factors for school selection. Most of the private schools provide education through the English medium. Therefore, they are willing to have their children enrolled in English medium schools. The private schools offer English and other languages like Hindi, skills-development programs and coaching for competitive examinations. It is highly competitive for the government administered schools. According to the Annual Status of Education Report – 2018,

the rural based survey on school education India, the Government school enrollment rate is declining to a low, while the private school enrollment rate is increasing every year at the same time. This is one of the complexities of government policies formulations about giving school-education English medium (Kurrien, 1997; Meganathan, 2011). The medium of education helps to facilitate of proceed higher education at colleges and universities, as they believe.

Conclusion and Suggestion

This study is an attempt to determine the impact of socio-economic status on the academic performance of higher secondary school students. Socio-economic factors, such as income, education, employment, caste, family type, place of residence, religion, social group, parental education, occupational status, school type, educational medium, and location of the school are measured for analysis (Rather and Sharma, 2015; Islam and Khan, 2017; Kim et., al. 2019). The multiple linear regression analysis, conducted in this study, suggest that the mother's educational attainment levels significantly affect their children's academic performance at higher secondary level. The mother's education is very important for the academic performance of children. Accordingly, this study found that socio-economic characteristics not only impacts students' academic performance but also affects their choice of higher education and career. The study recommends that parents should level their economic and social support to student as such support is seen as a major contributor to students' academic performance. The Government should formulate public-polices and plans to improve the educational facilities for the socially and economically-underprivileged groups. The Governments educational policy should be more focused on providing cheaper, more widespread and better educational opportunities, which will help parents to reduce barriers to choices regarding sending their children to school.

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Conflict of interests

The authors declare no conflict of interest.

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