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Relationship Between Socio-Economic Status and Students Behavior among High School Students in Erode District

S. Karunakaran* and K. Vijaya

Department of Curriculum Planning and Evaluation, Tamil Nadu Teachers Education University, Karapakkam, Chennai-600097, Tamil Nadu.

Article History:	Abstract	
Received on: 05 Feb 2025 Revised on: 28 Mar 2025 Accepted on: 22 Apr 2025	This study explores the relationship between socio-economic status (SES) and students' behavior among high school students in Erode District. The research investigates how gender, locality, and family type influence both SES and behavioral outcomes. Data was collected from a sample of 300 students using a structured questionnaire, assessing factors like family income, parental education and behavior in school. The results show significant differences in SES and behavior based on gender, locality, and family type. Male students, rural residents and those from nuclear families exhibited lower SES and poorer behavior, while female students, urban residents and those from joint families showed higher SES and better behavioral patterns. The findings highlight the need for targeted educational interventions, including gender-sensitive support, counseling and mentorship, to address disparities and improve academic and social outcomes for all students. This study emphasizes the importance of inclusive education and policy measures to foster equity and holistic student development.	
Keywords: Socio-economic status, students' behavior, high school students, academic performance.		

*Corresponding Author

Name: S. Karunakaran

Phone: +91 9080096126

Email: velliankadu3715@gmail.com

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INTRODUCTION

Socio-economic status plays a crucial role in shaping the academic performance and overall development of students, particularly at the higher secondary level. It significantly influences access to educational resources, the level of parental support available, and the range of learning opportunities provided to students. At the same time, the behavior of students, including their discipline, sense of responsibility, and ability to interact socially, greatly impacts their academic success and relationships with peers. Understanding the ways in which socio-economic background affects student behavior is essential for creating educational environments that are supportive and inclusive. This study aims to explore the relationship between socio-economic status and the behavior of high school students. It also examines how this relationship varies based on factors such as gender, the locality in which students reside, and the type of family they belong to. The goal is to identify patterns that can help address educational disparities and enhance the overall development and outcomes of students.

NEED AND SIGNIFICANCE OF THE STUDY

Understanding the factors that influence students' academic and behavioral development is very important in education today. Socio-economic status affects students' access to resources and support, which impacts their learning and behavior. Students' behavior, including discipline and social skills, plays a key role in their success at school. This study examines how gender, locality, and family type influence socio-economic status and behavior among higher secondary students. The findings help educators and policymakers identify groups that need special support. Students from rural areas or nuclear families may face more challenges

and benefit from targeted programs. Such interventions can improve their academic performance and social adjustment. The study promotes awareness of student diversity and the need for inclusive education. It encourages the development of fair strategies to support all students. Ultimately, the research aims to enhance both academic achievement and healthy behavior among students.

STATEMENT OF THE PROBLEM

This study aims to investigate the relationship between socio-economic status and students' behavior among high school students in Erode District. It seeks to understand how factors like family income, parental education, and living conditions influence students' discipline, cooperation, and social adjustment. The findings will help identify the impact of socio-economic background on student behavior for better educational support.

DEFINITION OF TERMS

Socio-Economic Status (SES): Socio-economic status refers to the social and economic position of an individual or family based on income, education, occupation, and living standards. In this study, SES indicates the economic background of high school students and their families.

Students' Behavior: Students' behavior encompasses the actions and conduct of students in the school environment, including discipline, cooperation, responsibility, social interaction, and adjustment to school rules.

High School Students: High school students refer to learners enrolled in grades 9 and 10 in schools within Erode District.

OBJECTIVES OF THE STUDY

To find out the level of socio-economic status among high school students.

To find out the level of students' behavior among high school students.

To determine whether there is any significant difference between male and female high school students in their socio-economic status.

To determine whether there is any significant difference between rural and urban high school students in their socio-economic status.

To determine whether there is any significant difference between nuclear and joint family high school students in their socio-economic status.

To determine whether there is any significant difference between male and female high school students in their students' behavior.

To determine whether there is any significant difference between rural and urban high school students in their students' behavior.

To determine whether there is any significant difference between nuclear and joint family high school students in their students' behavior.

NULL HYPOTHESES

There is no significant difference between male and female high school students in their socio-economic status.

There is no significant difference between rural and urban high school students in their socio-economic status.

There is no significant difference between nuclear and joint family high school students in their socio-economic status.

There is no significant difference between male and female high school students in their students' behavior.

There is no significant difference between rural and urban high school students in their students' behavior.

There is no significant difference between nuclear and joint family high school students in their students' behavior.

TOOL USED FOR THE STUDY

The primary tool used for this study was a structured questionnaire designed to assess the socio-economic status and behavioral patterns of high school students. The socio-economic status scale included items related to family income, parental occupation, education level, and living conditions. The students' behavior scale measured aspects such as discipline, cooperation, responsibility, and social adjustment. The questionnaire was validated through a pilot study and expert review to ensure reliability and accuracy. Data collected through this tool was statistically analyzed to explore the relationship between socio-economic status and students' behavior.

POPULATION AND SAMPLE

The population of the study comprised high school students in Erode District. A sample of 300 students was selected using random sampling techniques to represent different genders, localities and family types.

SOCIO-ECONOMIC STATUS

Percentage Wise Analysis

Objective:1

To find out the level of Socio-Economic Status of high school students.

Table 1 LEVEL OF S SOCIO-ECONOMIC STATUS OF HIGH SCHOOL STUDENTS

Low		Moderate		High	
Count	%	Count	%	Count	%
146	48.7	110	36.7	44	14.7

It is inferred from the **Table 1** that, 48.7% of higher secondary students have low, 49.0% of them have moderate and 25.7% of them have high level of study skill of high school students.

Null Hypothesis: 1

There is no significant difference between male and female high school in their Socio-Economic Status.

It is inferred from the **Table 2** that calculated 't' value (4.793) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their Socio-Economic Status.

Null Hypothesis: 2

There is no significant difference between rural and urban high school in their Socio-Economic Status.

It is inferred from the **Table 3** that calculated 't' value (2.180) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between

rural and urban high school students in their Socio-Economic Status.

Null Hypothesis: 3

There is no significant difference between nuclear and joint family high school students in their Socio-Economic Status.

It is inferred from the **Table 4** that calculated 't' value (4.646) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between nuclear and joint family high school students in their Socio-Economic Status.

Percentage Wise Analysis**Objective:2**

To find out the level of Students' Behavior of high school students.

It is inferred from the **Table 5** that, 45.0% of higher secondary students have low, 27.3% of them have moderate and 27.7% of them have

Table 2 DIFFERENCE BETWEEN MALE AND FEMALE HIGH SCHOOL STUDENTS IN THEIR SOCIO-ECONOMIC STATUS

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	125.17	13.44	4.793	S
Female	167	117.61	13.65		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

Table 3 DIFFERENCE BETWEEN RURAL AND URBAN HIGH SCHOOL STUDENTS IN THEIR SOCIO-ECONOMIC STATUS

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	140	118.55	12.66	2.180	S
Urban	160	123.07	14.88		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

Table 4 DIFFERENCE BETWEEN NUCLEAR AND JOINT FAMILY HIGH SCHOOL STUDENTS IN THEIR SOCIO-ECONOMIC STATUS

Type of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	185	118.09	11.96	4.646	S
Joint	115	125.59	15.87		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

high level of Students' Behavior of high school students.

Null Hypothesis: 3

There is no significant difference between male and female high school students in their Students' Behavior. It is inferred from the **Table 6** that calculated 't' value (3.458) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their Students' Behavior.

Null Hypothesis: 4

There is no significant difference between rural and urban high school students in their Students' Behavior.

It is inferred from the **Table 7** that calculated 't' value (4.022) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban high school students in their Students' Behavior.

Null Hypothesis: 5

There is no significant difference between nuclear and joint family high school students in their Students' Behavior.

It is inferred from the **Table 8** that calculated 't' value (2.477) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between

Table 5 LEVEL OF STUDENTS' BEHAVIOR OF HIGH SCHOOL STUDENTS

Low		Moderate		High	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

Table 6 DIFFERENCE BETWEEN MALE AND FEMALE HIGH SCHOOL STUDENTS IN THEIR STUDENTS' BEHAVIOR

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	84.195	7.1842	3.458	S
Female	167	87.000	6.8116		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

Table 7 DIFFERENCE BETWEEN RURAL AND URBAN HIGH SCHOOL STUDENTS IN THEIR STUDENTS' BEHAVIOR

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	140	84.036	6.5078	4.022	S
Urban	160	87.263	7.2827		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

Table 8 DIFFERENCE BETWEEN NUCLEAR AND JOINT FAMILY HIGH SCHOOL STUDENTS IN THEIR STUDENTS' BEHAVIOR

Type of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	185	84.962	7.3065	2.477	S
Joint	115	87.035	6.6027		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

nuclear and joint family high school students in their Students' Behavior.

FINDINGS AND INTERPRETATION: SOCIO-ECONOMIC STATUS OF HIGHER SECONDARY STUDENTS

The study aimed to investigate the socio-economic status (SES) of high school students and the variations across gender, locality, and family type. The percentage-wise analysis revealed that a majority of the students (48.7%) belong to the low SES category, followed by 36.7% in the moderate category and only 14.7% in the high SES group. This suggests that socio-economic constraints are prevalent among high school students, which may affect their access to educational and developmental resources.

When analyzing the difference in SES based on gender, the t-test result showed a significant difference between male and female students. Male students (Mean = 125.17) scored significantly higher than female students (Mean = 117.61), with a t-value of 4.793, which is greater than the table value at 5% significance level. This indicates that male students support the finding of higher socio-economic status, whereas female students do not support this outcome, as they are statistically lower in SES. The result highlights gender disparities, possibly due to differences in parental income distribution, family support systems, or societal expectations.

Similarly, the locality-based comparison demonstrated a significant difference, with urban students (Mean = 123.07) exhibiting higher SES than rural students (Mean = 118.55), and the calculated t-value (2.180) confirming the difference. Hence, urban students support the finding of better socio-economic conditions, while rural students do not support this, due to their relatively lower SES levels. The data reflects the typical socio-economic divide between urban and rural

communities, where urban areas offer more economic opportunities and infrastructure.

When the type of family was taken into consideration, students from joint families (Mean = 125.59) had a significantly higher socio-economic status than those from nuclear families (Mean = 118.09), with a t-value of 4.646. Therefore, students from joint families support the result, as they benefit from pooled financial and emotional resources, while nuclear family students do not support this trend, possibly due to limited income and support structures. This finding suggests that the traditional joint family system may provide a socio-economic buffer through shared responsibility.

FINDINGS AND INTERPRETATION: STUDENTS' BEHAVIOR OF HIGHER SECONDARY STUDENTS

The second objective focused on analyzing the level of students' behavior among high school students. According to the percentage-wise distribution, 45.0% of the students displayed a low level of behavior, 27.3% had a moderate level, and 27.7% showed a high level. This finding indicates that a significant portion of students requires behavioral guidance and intervention to enhance their social, emotional, and academic interactions.

With regard to gender differences in students' behavior, female students (Mean= 87.00) showed significantly better behavior than male students (Mean=84.20), supported by a t-value of 3.458. Thus, female students support the finding of positive behavioral patterns, likely due to higher levels of discipline, empathy, or socialization practices, whereas male students do not support this outcome, given their relatively lower behavioral scores. This emphasizes the need for behavior-focused support especially tailored to boys.

The locality-based analysis revealed that urban students (Mean = 87.263) scored significantly higher in behavior than rural students (Mean = 84.036), with a t-value of 4.022. Hence, urban students support the result of higher levels of appropriate behavior, possibly influenced by better schooling environments, parental education, and exposure to structured routines. In contrast, rural students do not support this outcome, likely due to limited access to behavioral modeling and structured guidance.

In examining the role of family structure, joint family students (Mean = 87.035) showed significantly better behavior compared to those from nuclear families (Mean = 84.962), with a t-value of 2.477. This result shows that joint family students support the behavioral development findings, likely due to a nurturing environment with multiple adult role models, while nuclear family students do not support this, possibly due to reduced supervision and guidance.

These interpretations collectively reveal that students' socio-economic status and behavior are influenced significantly by their gender, place of residence and family structure.

The consistent pattern shows that males, rural residents, and students from nuclear families tend to experience lower SES and behavioral scores, indicating they require more focused interventions and support. Conversely, female students, urban residents, and those from joint families display relatively advantageous conditions and better behavior, supporting the findings of this study.

EDUCATIONAL IMPLICATIONS

The study shows significant differences in socio-economic status and behavior among high school students based on gender, locality, and family type. Many students come from low socio-economic backgrounds, so schools

should provide support like scholarships, free meals, and learning materials to reduce inequalities. Male students, rural students, and those from nuclear families tend to have lower socio-economic status and poorer behavior, highlighting the need for inclusive, gender-sensitive education and targeted interventions such as counseling and mentoring. Female students and those from joint families demonstrate better behavior, emphasizing the value of strong emotional and social support. Schools should promote life skills education, cooperative learning, and stronger family involvement to support all students' development.

Conclusion

Considerable number of students belongs to low socio economic backgrounds, which significantly influences their overall development and behavior. It was also observed that male students, rural students and those from nuclear families showed relatively lower socio economic status and less favorable behavior compared to their counterparts, female students, urban students and those from joint families, who exhibited better conditions in both dimensions. The rejection of all null hypotheses indicates that socio economic status and student behavior are not uniform across the population but are significantly shaped by demographic and familial factors. These differences underscore the importance of understanding student diversity and its impact on educational outcomes. The findings point toward the urgent need for inclusive educational practices and policy measures that address the disparities among students to promote equity and holistic development.

Ethical Approval

No ethical approval was necessary for this study.

Author Contribution

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

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