

Preliminary Study: Socio Economics Status in Students Behavior of High School Students in Erodu District

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Abstract

The present review study will synthesize the existing literature to explore the multidimensional impact of Socio-Economic Status on the behavioural patterns of high school students in the specific context of the Erodu District. Socio-economic status, which refers to the parental income, education, and occupation, is the critical determinant in shaping the psychosocial environment, resource availability, and overall development of a student. This review will systematically examine how SES influences various behavioural domains such as academic performance, motivation, aggression, prosocial behaviour, and mental health. A key focus will be to explore how this relationship is moderated by the intersection of variables such as gender (male/female), locality (urban/rural), type of school (government/private), and medium of instruction (Tamil/English). By analyzing existing empirical studies, theoretical models, and relevant reports, this review aims to identify the predominant mechanisms linking SES to student behavior. The ultimate aim is to highlight the specific research gaps that exist in the Erodu District context, which will facilitate future empirical research to inform targeted educational policies, intervention strategies, and support systems to foster equitable behavioral outcomes for all students irrespective of their socio-economic background.

Keywords: Socio Economics Status, Students Behaviour, High School Students

1. Introduction

It is a period of rapid physical, cognitive, and emotional changes in human development. In this stage, their behaviors ranging from academic engagement to social interactions to emotional regulation depend on an interaction of several individual, familial, and societal factors. Among those, Socio-Economic Status or SES is undoubtedly one of the most powerful and consistent predictors of developmental outcomes. SES serves as a proxy for the social standing and resource availability of a family. Students from higher SES backgrounds are afforded enriched learning environments, greater parental involvement, and reduced chronic stress—all linked to more adaptive behaviors. Conversely, students from lower SES backgrounds may experience financial difficulties, reduced educational resources, and increased exposure to adverse life experiences that can be expressed in behavioral difficulties such as reduced academic achievement, increased dropout, higher levels of aggression, or anxiety.

Grasping this dynamic is very crucial in the specific socio-cultural milieu of Erodu District. The educational landscape of this district varies along lines of rural and urban divides, government and private schools, and medium of instruction: Tamil and English. None of these variables act alone; each cuts across SES to create unique experiences for the students. For example, the behavioral challenges faced by a girl from a low-income family in a rural Tamil-medium government school may be vastly different from those faced by a boy from a high-income family in an urban English-medium private school.

This review study, therefore, seeks to consolidate existing knowledge on the SES-behaviour linkage with a specific look at the moderating roles of gender, locality, school type, and medium of instruction. In so doing, it will provide a foundational framework for understanding the unique socio-educational dynamics of Erodu District.

2. Meaning of Socio-Economic Status (SES)

Socio-Economic Status refers to a composite measure of the relative economic and social position of an individual or family. The meaning is framed by the access to resources and the opportunities afforded by that position. When referring to a student, it usually means the SES of the family or the household. **The meaning of SES is multi-dimensional:**

- **Economic Capital:** The financial resources and family income that create the family's ability to afford school materials, tuition, technology, and a stable living environment.
- **Human Capital:** Mainly represents the education level of the parents. Greater parental education is usually linked to a higher value placed on schooling and an increased capability to support academics.
- **Social Capital:** Consists of the social networks, relationships, and connections from which the student can draw support, information, and opportunity.
- **Cultural Capital:** This refers to the set of attitudes, knowledge, behaviours and language skills valued by dominant institutions such as schools, and may be transferred from parents to their children.

In other words, a student's SES determines their "environment of development," impacting everything from nutrition and healthcare to parental nurturing and exposure to stress—all the things that are foundational to behavioural formation.

3. Definition of Socio-Economic Status (SES)

For operational purposes in research, SES is defined by specific, quantifiable indicators. The most widely accepted definition includes the following three elements:

1. **Parental Education:** The highest level of formal education completed by either or both parents. For example: secondary school, undergraduate degree, postgraduate degree.
2. **Parental Occupation:** Type and status of job(s) held by parent(s), which is usually based on standardized scales (e.g., manual labour, clerical, professional, managerial).
3. **Family Income:** The total earnings of the family unit over a specified period of time, which directly affects the material resources available to the student.

Most studies also include additional indicators such as household assets, including car and computer ownership and access to the internet, type of residence, and family wealth. In the proposed study in Erodu District, a composite index combining these primary factors would provide a robust definition for measuring SES.

4. Literature Review

This section synthesizes findings from previous research on the relationship between SES and student behavior, focusing on the proposed moderating variables.

SES and General Student Behaviour

Many studies have reported that low SES has been related to higher levels of externalizing behaviors (for example, aggression, impulsivity, conduct disorders) as well as internalizing behaviors (such as depression, anxiety, and low self-esteem). This may be explained by what is known as the Family

Stress Model: Economic pressure leads to parental psychological distress, which triggers harsh or inconsistent parenting behaviors, thus predicting childhood behavioral problems (Conger & Donnellan, 2007). High SES is usually associated with more prosocial behavior, self-regulation, and academic persistence.

The Moderating Role of Gender

Research has shown that the influence of SES on behavior may vary across gender. While boys of lower SES may be more vulnerable to externalizing difficulties such as hyperactivity or aggressiveness, girls may be at higher risk for internalizing difficulties such as anxiety and somatic complaints (Razza et al., 2010). This points to the idea that any study focused on Erodu District needs to split its data by male and female students to determine any gender-specific vulnerabilities.

The Moderating Role of Locality (Urban vs. Rural)

However, there is a considerable divide between urban and rural settings. Even with similar SES, students in rural areas face other unique challenges, such as geographic isolation, fewer qualified teachers, and limited access to educational and psychological support services. For example, whereas an urban low-SES student may have supplementary access to public libraries or non-governmental organizations, a rural low-SES counterpart may not; this may further exacerbate the negative behavioral outcomes of poverty in rural settings, such as parts of Erodu District.

The Moderating Role of School Type (Government vs. Private)

The type of school works as an important institutional mediator. Most private schools have better infrastructure, smaller class sizes, and more competitive atmospheres, while such factors may influence students' motivation and peer behavior. Government schools may present a more diverse student body in terms of SES. A low-SES student in a private school might experience "stereotype threat" or social comparison leading to stress, while in a government school he or she might feel a greater sense of belonging but have fewer resources.

The Moderating Role of Medium of Instruction: Tamil vs. English

The medium of instruction has a deep socio-cultural and economic connotation. In India, for instance, there is a general perception that English-medium education provides a route to social mobility and higher economic opportunities. Students from low-SES backgrounds studying in English-medium schools might face an additional language problem, leading to academic frustration or behavioural problems if foundational support is lacking. On the other hand, learning through the medium of the mother tongue—which is Tamil—promotes better cognitive development and identity, but might be perceived as limiting future opportunities and hence has the potential to affect motivation and aspiration-related behaviors.

5. Research Gap

Although there is a plethora of literature on SES and student behavior, there are certain gaps regarding the Erodu District, which this review identifies and proposes to fill with future empirical research:

1. Contextual Specificity: Few, if any, studies have focused specifically on the unique socio-cultural and educational landscape of Erodu District. The interplay of SES with the district's specific rural-agrarian economy and its urban centers is underexplored.

2. An Intersectional Analysis: While individual factors have been studied, there is less research that looks at the intersections between SES, gender, locality, school type, and medium of instruction. How would the behavior of a low-SES girl in a rural Tamil-medium government school compare to her peers?

3. Behavioural Focus on Indian High Schoolers: Most studies are from Western contexts. Further research is needed with regards to particular behavioural manifestations (e.g., exam anxiety, peer pressure, career aspiration) of SES among Indian high school students within the State Board curriculum.

4. Mechanisms and Interventions: Less understanding of the exact mechanisms in which SES impacts behavior, such as parental involvement, teacher expectations, or peer influence in this particular setting, stands in the way of devising successful, locally relevant intervention programs.

This study will therefore bridge these gaps by conducting a critical review that will subsequently form the basis of an empirical investigation focused on 100 students from different walks of life in Erodu District.

Problem Statement

High school education in India, particularly in Tamil Nadu, aspires to develop certain qualities among the students, both at academic and social levels, that may help them later in their lives. However, such a developmental path may not be similar for all and may have been influenced by the socio-economic background of a student. Socio-Economic Status, constituted by family income, parental education, and occupational status, is established as one of the main determinants that may create significant disparities in students' behavioural and academic performances.

It is acutely visible but poorly documented within the Erodu District, a region of contrasts in the interplay between urban and rural settings, and a mixed educational landscape of Government and Private schools with different mediums of instruction, particularly Tamil and English. In general, lower SES students may be observed to be less motivated towards academics, more anxious, or disengaged from classroom activities; however, the nature and extent of this impact is nebulous in the local context.

The intersection of SES with other critical variables further complicates the problem: gender, locality, school type, and medium of instruction. For example, it is not clear whether the low SES-linked behaviour problems in this district are more serious for girls or boys, or whether the supportive environment in a private school can neutralize these effects. Similarly, the psychological consequence of studying in an English medium school for a student hailing from an economically poor rural Tamil-speaking background remains an area of critical concern, with possible identity conflicts and learning anxieties.

Therefore, a clear and systematic investigation is required. The central problem of this study is the essential deficiency in empirical evidence as to how Socio-Economic Status, along with gender, locality, school type, and medium of instruction, influences the behavioral patterns of high school students in Erodu District. Unless these dynamics are explored, district educational policymakers, school administrators, and teachers are unprepared for designing effective, targeted interventions necessary to bridge the behavioral and achievement gaps, failing to ensure equal educational opportunities for all.

Need and Importance of the Study

It is not merely an academic exercise but one that is of great necessity in bringing into being an equal and effective educational system in Erode District.

Its need and significance are multi-pronged:

1. To Provide a Localized Evidence Base: Most of the available research on SES and student behavior emanates from Western contexts or other Indian states. The socio-cultural milieu of Erode District is unique. This research will generate vital, context-specific data which truly reflects the reality of its students; as such, the findings will be directly relevant and actionable at a local level.

2. In the process, it should provide intervention strategies that are targeted; e.g., identifying just those behavioral domains, like aggression, anxiety, lack of motivation, or social skills, which are most influenced by SES and for which specific subgroups of students. This will make it possible to formulate rather precise intervention programs, such as counseling services specially designed for low-SES girls in rural schools or language support programs in English medium schools.

3. Informed Educational Policy and Resource Allocation: These will also serve useful pointers at the District Education Office and school management committees. Taking into account the issues in both Government and Private schools, and in different localities-urban and rural-these could guide better resource allocations to realize equity and efficiency: allocation of special educators, counselors, and learning materials.

4. To Improve Teacher Sensitivity and Pedagogical Practices: Teachers are the first point of contact in observing student behaviour. The study will sensitize educators with knowledge about socio-economic factors that drive certain behaviors. Thus, teachers would employ more sensitive and differentiated teaching strategies to help vulnerable students, rather than misinterpreting their behaviour as mere indiscipline or apathy.

5. Empowerment of Parents and Community: The research can bring out the importance of parental education and home environment. Communicating the results within the community can lead to more involvement from parents and a realization of the ways in which even less economically endowed parents can contribute toward the improvement of their children's behavioral and academic skills.

6. To contribute to academic knowledge: This study will fill an important gap in the literature on Educational Psychology and Sociology in Tamil Nadu. The intersectional approach to understanding SES with gender, locality, school type, and medium offers a nuanced comprehension, acting as a model for similar research in other districts.

This study will, therefore, be of urgent need as it tries to move from general observations to a precise understanding of the socio-economic determinants of student behavior in Erode District. Its importance rests in its potential to transform practice and policy in education toward an environment that affords all high school students an equal opportunity, regardless of background, to exhibit positive behaviors and achieve their full potential.

Methodology

Research Design:

This study will utilize the Descriptive Survey Method to achieve an accurate and systematic description of the characteristics of variables. The research will also employ the Differential and Correlational methods in analyzing the data. Descriptive methods will summarize the SES and behavior scores;

differential methods will compare groups, such as male/female and urban/rural; and correlational methods will be used for analyzing the relationship between SES and student behaviour.

Variables:

- Independent Variable: Socio-Economic Status (SES)
- Dependent Variable: Student Behaviour

Sample:

- **Population:** The population for the study will be all high school students (Grades 9-12) studying in schools across Erodu District.

Sample Size & Technique: Total sample size of 100 high school students through the technique of Simple Random Sampling will be drawn. The sample will be stratified to make it representative on the basis of some key moderating variables: Gender, Locality, Type of School, and Medium of Instruction.

- **Sampling Frame:** A list of all high schools in Erodu District will be obtained from the District Education Office. Schools will be randomly selected from each category (urban/rural, government/private), and subsequently, students will be randomly selected from within these schools.

Data will be collected using two tools:

1. Socio-Economic Status Scale (SESS): In the present study, the SES of the students' families will be gauged through the administration of a self-constructed questionnaire. It will contain items dealing with Parental Education, Parental Occupation, Family Income, and Household Assets. The scores will be categorized into three levels: Low, Moderate, and High.

2. Student Behaviour Scale (SBS): A self-constructed 30-item questionnaire will utilize a 5-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree to assess various domains of behaviour.

The domains will include:

- Academic Behaviour (e.g., motivation, diligence)
- Social Behaviour (e.g., cooperation, aggression)
- Emotional Behaviour - Anxiety, self-esteem

The total score on this scale will indicate the overall behavioural adjustment of the student.

Data Collection:

After obtaining necessary permissions, the questionnaires will be administered to the selected sample as a group within their schools by the researcher, with every consideration given to confidentiality and anonymity.

Data Analysis:

The collected data will be analyzed using proper statistical techniques with the help of statistical software such as SPSS.

- **Descriptive Statistics:** This involves the use of mean, standard deviation, and frequency distribution in describing the sample and the levels of SES and behaviour.

- **Differential Analysis:** t-test will be conducted to compare the differences in behaviour scores between two groups: for example, Male vs. Female, Urban vs. Rural. The ANOVA test will be used to compare behavioural scores across the three SES levels: Low, Moderate, High.

- **Correlational Analysis:** The Pearson's Product-Moment Correlation (r) will be employed to establish the relation between the continuous scores of SES and Student Behaviour.

- **Significance Level:** All tests of significance will be evaluated at the 0.05 level ($p < 0.05$).

Objectives of the Study

1. To assess the Socio-Economic Status and the Level of Student Behaviour among high school students in Erodu District.
2. To analyze the significant difference in Student Behaviour based on their Socio-Economic Status.
3. To find the significant difference in Student Behaviour between male and female high school students.
4. To find out the significant difference between Student Behaviour of students belonging to urban and rural localities.
5. To determine the significant relationship between Socio-Economic Status and Student Behaviour among high school students.

Hypotheses of the Study

Following are the Research Hypotheses (H1) to be tested at 0.05 level of significance. The corresponding Null Hypotheses (H0) have also been stated.

H01: There is no significant difference in Student Behaviour among high school students from the Low, Moderate, and High Socio-Economic Status groups.

H11: There is a significant difference in Student Behaviour among high school students with Low, Moderate, and High Socio-Economic Status.

H02: There is no significant difference between the Student Behaviour of male and female high school students.

H12: The difference in Student Behaviour is significant between male and female high school students.

H03: Student Behaviour does not significantly vary between students from urban and rural localities.

H13: There is a significant difference in Student Behaviour between students from urban and rural localities.

H04: Socio-Economic Status is not significantly related to Student Behaviour among high school students.

H14: There is a significant relationship between Socio-Economic Status and Student Behaviour among high school students.

Conclusion

This study will systematically investigate the deep-seated influence of Socio-Economic Status on the behavioral performance of high school students in Erodu District. A strong mixed-methodological approach that combines descriptive, differential, and correlational analysis will be followed in this study to transcend observation to a statistically valid evidence base.

The results of this research are expected to yield wide variations in students' behaviour based on their socio-economic backgrounds. It is expected that students from the higher socio-economic status family background will portray more positive behavioral changes than their lower socio-economic status counterparts. Additionally, the study will highlight how this trend is further complicated by factors such as gender and locality.

Clear, empirical answers to the research questions will be provided by rejecting or retaining these null hypotheses. For example, if there is a significant positive correlation, it would strongly suggest that higher SES is indeed associated with more adaptive student behaviour. These findings carry a number of significant implications. Such findings can act as a critical evidence base for educators, counsellors, and policymakers in Erodu District in order to develop targeted support systems, equitable resource allocation strategies, and informed pedagogical interventions. This research eventually aims at contributing to

bringing a level playing field in education, so that the behavioral and academic prospects of a student are not pre-determined by his or her economic background.

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