

**Assessing How Parental Socio-Economic Status Mediates Educational Success In
Digital-First Generations-iPad Kids**

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Abstract

This study investigated the influence of socio-economic status (SES) on the academic performance of iPad kids (student of higher secondary level) using a mixed-methods approach. The findings of the quantitative analysis revealed a significant relationship between SES and academic performance, with students from higher SES backgrounds tending to perform better academically than those from lower SES backgrounds. This relationship was particularly pronounced when looking at indicators such as parental education and income, which were found to have a strong positive correlation with academic achievement. The analysis provided further insights into the ways in which SES influences academic performance. One key finding was the importance of parental involvement in students' education, with parents from higher SES backgrounds more likely to be actively involved in their children's academic lives. This involvement was found to have a positive impact on students' motivation, study habits, and overall academic performance. Access to resources was another key factor identified in the qualitative analysis. Students from higher SES backgrounds were found to have greater access to resources such as books, computers, and educational materials, which contributed to their academic success. In contrast, students from lower SES backgrounds often lacked access to these resources, putting them at a disadvantage academically. The role of the school environment in shaping students' academic performance. Schools in higher SES areas were found to have better facilities, more qualified teachers, and a more supportive learning environment, all of which contributed to better academic outcomes. In contrast, schools in lower SES areas often lacked these resources, leading to poorer academic performance among students. Overall, the findings of this study underscore the importance of addressing the impact of SES on academic performance through targeted interventions. By providing additional support and resources to students from lower SES backgrounds, we can help ensure that all

students have an equal opportunity to succeed academically, regardless of their socio-economic status.

Key Words: Socio-Economic Status, Academic Performance, iPad Kids

Introduction

Findings emerged from the previous studies that parents who most fall into high and center level economic class families either tend to indicate more worry over youngsters' poor performance at school by showing them or procuring private mentors or designate subject instructors for additional training, WN kibol (2010); parent turns out to be more engaged with education for a youngster that may aid schoolwork. Educated parents buy additional learning materials and stationeries for their youngsters that improve on the school environment to positively affect performance and yet the learning environment is good and provincial household. Youngsters that belong to parents of low educational fulfilment are caught off guard in school, Muola, J. M. (2010); socio-economic condition is very poor which makes them to go for rag picking activities for their livelihood and which ultimately makes children to drop out from school and involve in the rag picking activities from early childhood, Sanjay Mohapatra and Manusmita Dash (2011); academic achievement has more adjustment problems than the students of high socio-economic status and high academic achievement. Sangeeta and Chirag, (2012); significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment, Devika, (2013); indicate better outcomes to the student's scholarly accomplishment. Also, students from high income have the chance to get in any schools or colleges than others, Reardon, (2013); the High SES students have better exposure and environment, they go to schools with excellent infrastructure and facilities, the teachers, tutors and guidance of parents are also available to them, they have healthy environment for improving their academic achievement. In comparison to Low SES category Average SES category students show higher academic achievement. Academic achievement is positively related to socio economic status. Low SES category students are deprived of good schools and outstanding guidance. Due to their meagre resources, they cannot work to increase their academic achievement. There is a stark contrast, between, high SES and Low SES category students in their academic achievement. The students belonging to high SES go to schools with excellent facilities and infrastructure. They are taught by trained and experienced teachers. This helps them in enhancing their academic achievement. A child with high SES and Average intelligence will also give good result as compared to Low SES & high

intelligence, as the child would be deprived of basic facilities for sharpening and honing his talent. He will not have the opportunity to project his intelligence, Ritu Chandra and Prof. (Dr). Shaikh Azimuddin (2013); there was a positive relationship between parental level of education and their kids' scholarly accomplishment, Azhar, M. (2014); parental education and socio-economic status have momentous effects on student's academic achievements at Masters level. Noteworthy relationship between parental education and students' GPAs is found. In the same way, worth mentioning relationship is observed between parental socio-economic status and students' educational performance, Musarat Azhar, Sundus Nadeem, Faqiha Naz, Fozia Perveen & Ayesha Sameen (2014); college students have average adjustment; there was no significant difference in the adjustment problems of male and female college students. The students having low socio-economic status have more adjustment problems than that of high socio-economic college students. No significant difference was found in adjustment problems of high academic achievement and low academic achievement students, Nidhi, (2015); there was an intimate relationship between SES and Academic grades of the students. It also revealed that male students perform better and got better marks in comparison to their female counterpart. It further highlighted that there was no significant difference between urban and rural students in their Academic performance, Rather & Sharma, (2015); there was a noteworthy positive connection between parents' level of education and students' scholastic performance, Rana, W. (2015); a student whose mother has completed secondary level education can achieve 0.901 more than a student whose mother has completed only primary education. Again, a student whose mother has completed university level education can achieve 1.065 more than a student whose mother has completed only primary education. Again, students of rich family may do good 0.226 more than students of mid- middle class and students of rich family can achieve 0.083 better than a student from upper middle class. A student from mid-middle class or upper-middle class are doing good in undergraduate level than the students of rich family. Moreover, students of rich family may do well 0.226 more than students of mid-middle class and students of rich family can achieve 0.083 better than a student from upper middle class. Study environment is the most significant for a student. We can conclude from our study, a student who lives with his own family do good result than a student who lives in a mess. Moreover, students who live in friend's or relative's house may do well 0.086 more than students who live in his/her own family. Again, students who live in his/her own family may do good 0.061 more than students who live in a mess, Sanzida Easmin, Mohammad Amzad Hossain, Prahallad Chandra Das (2015); Socio-Economic Status of the students belongs to rural

or urban area has influence on their Academic Achievement, Sanjeev Salunk Narayanaswamy. M (2015); students with high socio-economic status have high academic achievement than students with low socioeconomic status, Mushtaq Ahmad Bhat, Dr. Jyotsna Joshi, Irfan Ahmad Wani (2016); This finding has refuted the hypothesis but follows the previously conducted research studies. Difference in the rearing practices, responsibilities taken up by an adolescent girl in the family, being in line with the family's financial position, differences in needs, etc may be reasons for this difference. Biology also shows evidence for early maturation of girls than boys which may also be a potential cause, Sundaram Divya and Raj Pau (2016); there exists a positive significant correlation between SES and Academic Achievement, Faaz & Khan, (2017); parent socio-economic status influenced the academic performance of the students, Ovansa, (2017); there exists positive correlation between Socio-economic Status and Academic Achievement of Senior Secondary School students but moderately low in nature which indicates that Academic Achievement of students is contributed by SES of the students but not only the single factors affecting Academic Achievement of the students; The study also shows that there is difference in Academic Achievement among different Socio-economic Status group. The difference in Academic Achievement between High SES (Mean=64.78) and Middle SES (Mean=58.53) students shows medium level difference whereas the difference between Middle SES (Mean=58.53) and Lower SES (Mean=50.20) also shows medium level difference in Academic Achievement but the Mean scores of Higher SES (Mean=64.78) and Lower SES (Mean=50.20) students shows huge difference in Academic Achievement., Md Rofikul Islam and Zebun Nisa Khan (2017); no significant difference was found in Academic Achievement scores of boys and girls students; no significant difference was found in Academic Achievement scores of boys and girls students having high socioeconomic status; no significant difference was found in Academic Achievement scores of boys and girls students having low socioeconomic status; a significant difference was observed between High and Low socioeconomic status of boys students and a significant difference was observed between High and Low socioeconomic status of girls students, Gourish Chandra Mondal,(2018); the government should sensitize families on need and importance of supporting their children's education for better academic achievement, the government should balance the effect of affirmative action in education by providing equal chances for both female and male students even though education of females, in particular, contributes to various aspects of their lives such as increased longevity, family health and nutrition, reduced fertility rates and reduced related child mortality rates. Therefore, familial education influence should minimize factor

affecting students' academic achievement at any level of learning institution. Children whose families had high educational scales have a far better statistical chance of participating in tertiary education in Ethiopia, Gemechu Abera Gobena (2018); father and mother's educational level influence the academic performance of students; family income has influence on the academic performance of students, Maghra et.al (2019); the relationship between socioeconomic status and students' academic performance; provides an opportunity for the field of social work to focus on the evidence that students of low socioeconomic status are being affected by lack of support and academic resources and will allow social workers to advocate for improvement and address concerns within the education system, Norma Basurto (2019); there is no significant difference in adjustment of senior secondary student with respect to type of school" is rejected; the socioeconomic status of students does not affect their adjustment with respect to their gender and type of school and boys and girls are significantly not different in adjustment but on the other hand government and private students are significantly differ in adjustment, Madhu Lata Sharma (2020).

Objectives

1. To study how socio-economic status influence academic performance of iPad Kids (Student of higher secondary level).
2. To study the ratio of influence found in academic performance of iPad Kids (Student of higher secondary level) as a caused of different socio-economic group.

Methodology And Research Design

This study is followed by descriptive research design. In accordance to this study, the population includes both the students and their parents. Here the students are mostly of the age group 16 years to 18 years and to be more specific they belong to senior secondary school (Class XI and XII) from Astarang block of Puri district, Odisha. The researcher has chosen the sample by using simple random sampling method. 100 students have been selected as sample who belong to the age group of 16 to 18 years. Questionnaire is taken as the tool of the study. The researcher personally visited the higher secondary schools of Astarang block with a positive mindset to meet the students and to explore the influence of socio-economic status on academic performance The data was scored through simple statistical formula, by calculating the percentage.

Analysis And Interpretation

It was found that family income plays a vital role in the process of making available of educational resources for the student and also influence the decision to attend a public or private

higher secondary school significantly. It was found that 96% of student able to get private tutoring or additional educational support outside of school and only a few students refuse to have it. 98% of students agreed that they have conducive study environment at home, their family's financial situation affect their access to academic support services like counselling or career guidance, hiring private tutors for specific subjects and their aspirations for higher education. Average number of students (i.e. 60%) opinion that their family's financial situation affects their participation level in community service and volunteer opportunities related to academics, however 40% do not agree on it. As a result of the socio-economic condition of the family 78% of student failed to access to educational resources. 86% of students from lower socio-economic backgrounds face more challenges in their academic pursuits. A majority percentage (i.e. 94%) of the students strongly believe that with parents in professional occupations tend to excel academically as compared to those with parents in manual labour. 96% of students believed that there is a relationship between the parental involvement in a student's education and their academic achievements. However, most of students (98%) student also believed that their aspirations for higher education was affected through socio-economic status of their family.

Study revealed that 54% of students were affected due to their socio-economic status they were unable to participate in extracurricular activities that could enhance their academic skills. Student have educational materials like textbooks, workbooks, and other resources needed for your higher secondary studies. However, they faced problem to access to a diverse range of educational resources, including books and reference materials due to socio-economic status. Students agreed that socio-economic status play a role in your ability to provide test preparation materials for standardized exams. 88% believed that socio-economic status contributes to their participation in academic competitions and contests. Most of students (i.e. 92%) believed that the socio-economic status affects their access to academic support programs within your school. However, 64% of student believed that socio-economic status influences their academic performance and 36% of unable to do. 94% of student admitted that level of parental education was linked to their academic success. Most of students (i.e. 96%) admitted that educational support at home affect the academic performance of students. However, 62% of student from economically disadvantaged backgrounds face more distractions that impact their academic focus and 38% not agree on it. 98% of student from lower socio-economic groups face challenges in accessing quality educational materials. 92% of students admitted that the socio-economic status of a student affects their psychological well-being and, subsequently, their

academic performance and 8% not agree. 92% of students admitted that there was a noticeable difference in the academic motivation levels between students from different socio-economic backgrounds. 96% of students from economically disadvantaged backgrounds faced more challenges related to mental health that affect their academics. 98% of student admitted that there was a difference in the level of academic self-esteem among students from different socio-economic backgrounds.

From the analysis it was revealed that 96% of student's were unable to participate in academic workshops and seminars because of their unsupportive economic background. It was also found that 54% of student admitted that they were unable to take the advantages of educational support services, such as psychological counselling or special education resources, whereas 46% of students denied to have such kind of issues. 90% of students from higher socio-economic groups accepted that they generally perform better academically as compare to other (i.e. 10%). 92% of students agreed that noticeable difference was there in the study habits of students from diverse socio-economic groups. It was also found that (98%) students from higher socio-economic backgrounds have greater access to extracurricular activities that enhance their academic skills as compare to other groups. All the respondent were agreed that their socio-economic background impact their participation in educational enrichment programs. 52% of respondent were received equal opportunities in terms of educational support, whereas 48% did not. 98% of students were admitted that their family financial stability influenced them to access additional academic resources such as tutoring. 54% of respondents were agreed that there is a connection between the socio-economic status of a student's peers and their academic performance exist., whereas 46 % did not agreed on it. 96% of students from higher socio-economic groups have better access to career guidance and counselling services as compare to others. 58% of students were able to afford the expenses of educational field trips and excursions and agreed that it could enhance their practical knowledge, whereas 42% denied on it. 54% of students able to get a variety of educational experiences, such as attending cultural events or visiting museums, during your higher secondary studies and 46% did not.

Study also revealed that (i.e. 98%) of student's family's socio-economic status impact their access to modern technology, such as computers and the internet, for educational purposes. 98% of family's socio-economic status impact on student's access to educational software, online courses, or other digital learning tools. 88% of family's financial background impact student's participation in internships or apprenticeships that could enhance their practical skills,

whereas 12% unable to do. 94% agreed that economic background affect their access to personal educational resources, such as a personal computer or study desk. 90% of student agreed that their family economic background play a major role in their access to educational software or applications for skill development, whereas 10 % did not agree. Most of students (i.e. 88%) were have educational subscriptions, online courses, or memberships that could enhance your learning experience, whereas 12% did not have the same. 96% of students agreed that there was a link between the availability of technology at home with academic performance in higher secondary students.

Conclusion And Discussions

It was revealed after the interpretation of collected responses that family income plays a vital role in the process of making available of educational resources for the student and also influence the decision to attend a public or private higher secondary school significantly, students those belongs to a stable economic group able to get private tutoring or additional educational support outside of school as compare to other groups and conducive study environment at home, their family's financial situation affects their access to academic support services like counselling or career guidance, hiring private tutors for specific subjects and their aspirations for higher education, was also supported by Md Rofikul Islam Zebun Nisa Khan (2017) that there exists a positive correlation between family income status and Academic (schooling) Achievement of Senior Secondary School students. Sanjay Mohapatra and Manusmita Dash (2011) poor socio-economic condition makes them to go for rap picking activities for their livelihood and which ultimately makes children to drop out from school and Musarrat Azhar, Sundus Nadeem, Faqiha Naz, Fozia Perveen & Ayesha Sameen (2014) that students having financial problems have to face various hurdles and Sanzida Easmin, Mohammad Amzad Hossain, Prahallad Chandra Das (2015) that a student whose mother has completed secondary level education can achieve 0.901 more than a student whose mother has completed only primary education. Again, a student whose mother has completed university level education can achieve 1.065 more than a student whose mother has completed only primary education. Again, students of rich family may do good 0.226 more than students of mid- middle class and students of rich family can achieve 0.083 better than a student from upper middle class. A student from mid-middle class or upper-middle class are doing good in undergraduate level than the students of rich family. Moreover, students of rich family may do well 0.226 more than students of mid- middle class and students of rich family can achieve 0.083 better than a student from upper middle class. Study environment is the most significant

for a student. We can conclude from our study, a student who lives with his own family do good result than a student who lives in a mess. Moreover, students who live in friend's or relative's house may do well 0.086 more than students who live in his/her own family. Again students who live in his/her own family may do good 0.061 more than students who live in a mess; students strongly believe that with parent's professional occupations tend to excel academically as compared to those with parents in manual labour, their aspirations for higher education was affected through socio-economic status of their family, students affected from low socio-economic status that they were unable to participate in extracurricular activities that could enhance their academic skills. evidence that students of low socioeconomic status are being affected by lack of support and academic resources. This study will allow social workers to advocate for improvement and address concerns within the education system, Norma Basurto (2019); 90% of students from higher socio-economic groups accepted that they generally perform better academically as compare to other (i.e. 10%) evidenced that a significant difference was observed between High and Low socioeconomic status of boy's students, a significant difference was observed between High and Low socioeconomic status of girl's students, Gourish Chandra Mondal, Srikantabati PSS Sikshaniketan, Raghunathganj, Murshidabad, West Bengal, India (2017) and Ritu Chandra and Prof. (Dr). Shaikh Azimuddin (2013) that the High SES students have better exposure and environment, they go to schools with excellent infrastructure and facilities, the teachers, tutors and guidance of parents are also available to them, they have healthy environment for improving their academic achievement. In comparison to Low SES category Average SES category students show higher academic achievement. Academic achievement is positively related to socio economic status. Low SES category students are deprived of good schools and outstanding guidance. Due to their meagre resources, they cannot work to increase their academic achievement. There is a stark contrast, between, high SES and Low SES category students in their academic achievement. The students belonging to high SES go to schools with excellent facilities and infrastructure. They are taught by trained and experienced teachers. This helps them in enhancing their academic achievement. A child with high SES and Average intelligence will also give good result as compared to Low SES & high intelligence, as the child would be deprived of basic facilities for sharpening and honing his talent. He will not have the opportunity to project his intelligence; students from higher socio-economic backgrounds have greater access to extracurricular activities that enhance their academic skills as compare to other groups, a noticeable difference in the academic motivation levels between students from

different socio-economic backgrounds, socio-economic status of a student affects their psychological well-being and subsequently, their academic performance, economically disadvantaged backgrounds faced more challenges related to mental health that affect their academics supported by Norma Basurto (2019) that the relationship between socioeconomic status and students' academic performance, Angela Hiatt (2012) student's socioeconomic status as an excuse for low test scores is doing a disservice to that student and Md Rofikul Islam and Zebun Nisa Khan (2017) that there exists positive correlation between Socio-economic Status and Academic Achievement of Senior Secondary School students but moderately low in nature which indicates that Academic Achievement of students is contributed by SES of the students but not only the single factors affecting Academic Achievement of the students; The study also shows that there is difference in Academic Achievement among different Socio-economic Status group. The difference in Academic Achievement between High SES (Mean=64.78) and Middle SES (Mean=58.53) students shows medium level difference whereas the difference between Middle SES (Mean=58.53) and Lower SES (Mean=50.20) also shows medium level difference in Academic Achievement but the Mean scores of Higher SES (Mean=64.78) and Lower SES (Mean=50.20) students shows huge difference in Academic Achievement.

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