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A COMPARITIVE STUDY ON IMPACT OF ECONOMIC STATUS ON EDUCATIONAL PERFORMANCE BETWEEN RURAL AND URBAN SECONDARY SCHOOL BOYS IN MEERUT DISTRICT

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ABSTRACT

The study measures the Impact of Economic Status on the Educational performance of the students as a Comparative Study of Urban and Rural Secondary School Boys in Meerut District . The study analyzes socio-economic indicators, including household income, parental educational background, and access to necessary resources, establishing correlations that subsequently affect educational performance. The study utilises primary data generated from surveys and secondary data extracted from educational records, showcases differences occurring in the rural and urban context. The results will expose how much economic conditions/attributes determine learning outcomes, and can consequently adapt policies and interventions that aim at equity and equal learning opportunities across varying socio-economic backgrounds.

Keywords : Economic status, educational performance, secondary school rural boys, secondary school urban boys

INTRODUCTION

Education is the key that unlocks the doors of opportunity that can lead individuals and societies to their destinies, the engine of the economic and social development. However, socio-economics often determine access to and quality of education, leading to gaps in academic success. The economic background of a student, including family income, mother and father education, and ability to access different learning resources affects their educational success considerably. This phenomenon is especially pronounced in areas like

Meerut district that are marked with heterogeneous socio economic and geographical divisions between rural and urban set ups which leads to unique sets of problem.

Rural districts tend to suffer with a lack of infrastructure, fewer qualified teachers, and limited access to ancillary sources of education. While urban students often have greater access to schools and learning materials, they may also have to deal with competition from their peers and social pressures. Boys, in either environment, are impacted somewhat differently, based on the economy that surrounds them, combined with the pressures to succeed academically and in terms of post-secondary education. These dynamics must be understood if we are to address educational inequities and promote inclusive growth.

The present study had been conducted to compare the effect of economic status on education achievement of secondary school boys of rural and urban area of Meerut district. The research aims to give policymakers tangible and actionable information around policy levers that might close the gap in educational outcomes by laying out major differences and their underlying causes.

NEED FOR THE STUDY

Following points reflects the need for the current topic to be studied

- Tackle inequality in educational achievement at the expense of economic status.
- Study the diversity in Meerut district socio-economically and geographically.
- And an informed policy maker can stuff more targeted interventions to target educational disparities.
- Support the targets of SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).
- Make the case with data for evidence based education reform
- Recognizing socio - economic obstructions to academic excellence in both rural and urban set up
- Adds to research on impact of comparative economic status of Meerut educational scene.

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Volume 15, Issue 1 – 2025
UGC CARE I

STATEMENT OF AIM

The purpose of this study is to examine how economic status affects the academic achievement of boys attending secondary schools in the Meerut district, both in rural and urban areas.

DEFINITION OF THE VARIABLES USED IN THE STUDY

Economic Status: It refers to under which income bracket an individual falls which the parents of a child earn for their living along with the other socio-economic parameters .

Educational Performance: Educational performance is the academic success of a student, commonly gauged by marks (grades or test scores) and overall rank as an educational institution. The annual year mark sheets of class 9-12 Secondary School students from Meerut, which will be used to analyze their educational performance for this study.

REVIEW OF LITERATURE

Bhatt and Jilani (2023) thesis includes the study conducted in Kashmir on a sample of 644 students, examining socio-economic status, emotional stability, and academic achievement among the students in a secondary school. The purpose of the study was to reveal these features between Pashtun and non-Pashutn students and to explore the relationships between these students across the three factors. The analyses showed that the non-Pashutn students had higher socio-economic status, emotional stability, and performance than Pashtun students. It has been revealed that male students better showed themselves in each of the characteristics considered above. Moreover, a significant positive correlation of three factors indicates a close relationship between these three indicators and, hence, to influence each other on the student's indicators of education. The calculations also showed that students from the lower socio-economic status of families showed the worse level of academic performance and emotional stability. The results of the research can be applied to the practice of training to recommend that remedial coaching, scholarship, and emotional counseling should be applied in education to improve the performance and emotional behavior of Pashtun students in the first place, as well as students from the families with low socio-economic status.

Finch and Finch(2022) explored the balance of academic accomplishment and socioeconomic status among secondary school students. The research aims at examining economic inequality and the effect of family SES individually on students' academic performances. As the findings have it, students from wealthy families tend to achieve high academic success, whilst those from lower socioeconomic attain poor academic outcomes.

Singh and Raj (2022) explore the effect of socio-economic status on the nutritional intake and educational outcomes of rural Indian schoolchildren. The researchers demonstrate that children from poorer socio-economic backgrounds experience substantial difficulties due to insufficient nutrition. In particular, malnutrition caused by poverty-related hunger results in cognitive deficiencies, lower school attendance, and weak academic performance. It is stressed that deficits in the economic and social welfare of people who live in rural areas should be addressed. Hence, the research states that working on the mitigation of food insecurity associated with poverty and hunger is crucial for improving the health and educational future of children. Moreover, the researchers suggest some solutions to the problem, such as the implantation of targeted school feeding programs or income support.

The Hunger Project's "Education and Socioeconomic Status" published in 2021 is a publication that addresses the relationship between socio-economic status and educational performance. The publication explains how poverty and hunger are both causes of effects of the education systems. Research indicates that children who come from low socio-economic backgrounds are at a higher risk in terms of appreciating the education system as they are prone to food insecurity, poor health, and low access to quality education tools which all influence education directly. It explains that if this issue is not addressed, constant cycles of poverty and hunger will be prevalent since the key way to curb the same is through education as it is the main motivator of economic advancements. The publication suggests that there should be measures put in place to curb this anomaly in terms of developing both educational tools and foodstuffs for the affected children. The tools that can be used in this scenario are either in school provision of the foodstuffs or out-of-school learning tools. It further argues that through education, hunger, and poverty due to low socio-economic status will be eliminated.

Maji and Biswas (2020) studied to find out the relationship between the socioeconomic status and growth patterns of school students. The data were collected via a sample of 450 male students and the SEM questionnaire was used to collect the data regarding the socioeconomic status of the students. The study concluded that there is a positive relationship between the socioeconomic status and growth patterns in the high-average, average and below-average socioeconomic groups. However, there is also an indication that there is a negative relationship between the high socioeconomic group and low socioeconomic group in terms of anthropometric measurements to show that the physical development of the students has disparities. Thus according to the study both high and low socioeconomic status have effect to influence the growth pattern of the adolescents at times leading to health risks.

Farooq, Chaudhry, Shafiq, and Berhanu (2011) investigated the "Factors Affecting Students' Quality of Academic Performance: A Case of Secondary School Level" and related to the topic by claiming that parents' socioeconomic status and education are crucial to their children's academic success. The study revealed that parents' occupation was less crucial to children's performance than education, and also reported that girls generally perform better academically than boys. The study found that a student's SES is the most reliable predictor of academic performance and school outcomes, with some school-related factors also having a moderate impact. Therefore, the study concluded that SES and family characteristics, including economic status, are crucial to a child's academic performance.

RESEARCH OBJECTIVE

- To study the impact of economic status on educational performance of rural boys of primary school students in Meerut district.
- To study the impact of economic status on educational performance of urban boys of primary school students in Meerut district.
- To study the impact of economic status on educational performance of primary school students in Meerut district of rural boys with urban boys.

Journal of East-West Thought
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Volume 15, Issue 1 – 2025
UGC CARE I

HYPOTHESES

- H_{01}: There is no impact of economic status on educational performance of rural boys of secondary school students in Meerut district
- H_{02}: There is no impact of economic status on educational performance of urban boys of secondary school students in Meerut district.
- H_{03}: There is no impact of economic status on educational performance of secondary school students in Meerut district of rural boys with urban boys.

LIMITATIONS

Following are the limitations for the given study

i. Study is confined to on rural and urban boys and no inclusion of female students.
ii. Study is conducted for only secondary school students and not for primary or higher students.
iii. Study is conducted on only 300 students; 150 rural boys and 150 urban boys.
iv. Study is limited to Meerut region and not outside the boundaries.

METHODOLOGY

Population

About 255,946 male students enrolled for VIII to XII standard are the study population. This includes:

Male Students:

- Rural: 111,896
- Urban: 144,050
- **Total Male Population:** 255,946

This type of demographic separation provides a layered look at boys students and spatial distance, allowing for more nuanced conclusions about the effects of economic status and educational attainment.

Journal of East-West Thought
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Volume 15, Issue 1 – 2025
UGC CARE I

Sampling Methods

- ✓ **Random Sampling Method** : Random Sampling Method would be used for the collection of data . Socio-Economic Status Scale prepared by Dr. Sunil Kr. Upadhyay from Kanpur prepared the research tool with Test-retest reliability of 0.78 and validity score of 0.74 on 126 students of secondary school .

TABLE 1 : Scale for Classification of Economic Status

ECONOMIC STATUS CATEGORY	RAW SCORES FROM SES SCALE
Low Economic Status	53 Or Below
Average Economic Status	54-76
High Economic Status	77 or above

- ✓ The scale is comprehensive in nature and does not discriminate between rural-urban and male-female students. The difference between means of rural and urban students and difference between means of male and female students are not significant at 0.01 Level

Same method would use for evaluation of the same students' performance by analyzing their Annual Report Card. Students are classified into Low, Average and High academic performers based on their annual percentage.

CRITERIAL FOR CONCLUDING EDUCATIONAL PERFORMANCE

EDUCATIONAL PERFORMANCE	ANNUAL PERCENTAGE
Low Performers	Less than 50%
Average Performers	50%–75%.
High Performers	Above 75%.

Tool used :

Following tools are used or Data collection

- ✓ Interview method
- ✓ Socio-Economic Status by Dr. Upadhyay for computation of Economic Status.
- ✓ Annual Report Card of students for Educational Performance.

Journal of East-West Thought
ISSN: *2168-2259 (online)*
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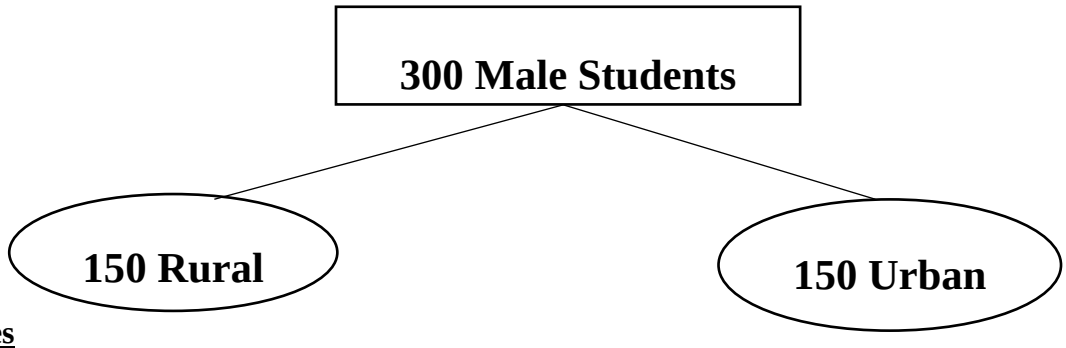
Volume 15, Issue 1 – 2025
UGC CARE I



Variables

Two variables are taken in the study . Economic Status is considered to be the independent variable and Educational Performance of the boys are considered to be the dependent variable.

Statistics Used For Data Analysis

- Arithmetic Mean is used for calculation of average of the Economic Status and Educational Performance.
- Correlation analysis is used to compute relationship among two variables
- Regression Analysis is used to analyses the impact of Economic Status on educational performance.
- T Test is used to compare means of the variables and testing of the hypotheses .

STATISTICS FOR ECONOMIC STATUS AND EDUCATIONAL PERFORMANCE IN MEERUT DISTRICT

TABLE 1 : Economic Status of Rural Boys

BRACKET OF ECONOMIC STATUS	**FREQUENCY**
Low Economic Status	55
Average Economic Status	65
High Economic Status	30
TOTAL	**150**

Source: Field Survey Data

Note: Figures rounded off to nearest 5 for better calculations.

Journal of East-West Thought
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Volume 15, Issue 1 – 2025
UGC CARE I

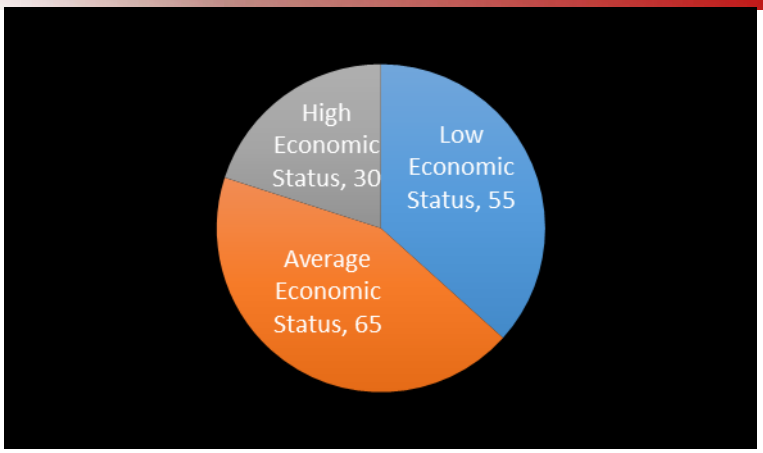

FIGURE 1 : Economic Status of Rural Boys

Table 1 and Figure 1 explains ;

- **Low Economic Status (55 students):** Many rural boys belong in the low-income category, due to the prominence of subsistence agriculture and low-wage physical work in the countryside.
- **Average Economic Status (65 students):** This group represents the broad middle of mostly rural boys with small-scale farmers, business people or government employees needing additional income (often through money sent from abroad from jobs in wealthier nations).
- **High Economic Status (30 students**): Fewer rural boys come from higher-income families which include landowners and those in well-paid jobs.

TABLE 2 : Economic Status of Urban Boys

BRACKET OF INCOME STATUS	**FREQUENCY**
Low Economic Status	65
Average Economic Status	60
High Economic Status	25
TOTAL	**150**

Source: Field Survey Data

Note: Figures rounded off to nearest 5 for better calculations.

Journal of East-West Thought
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Volume 15, Issue 1 – 2025
UGC CARE I

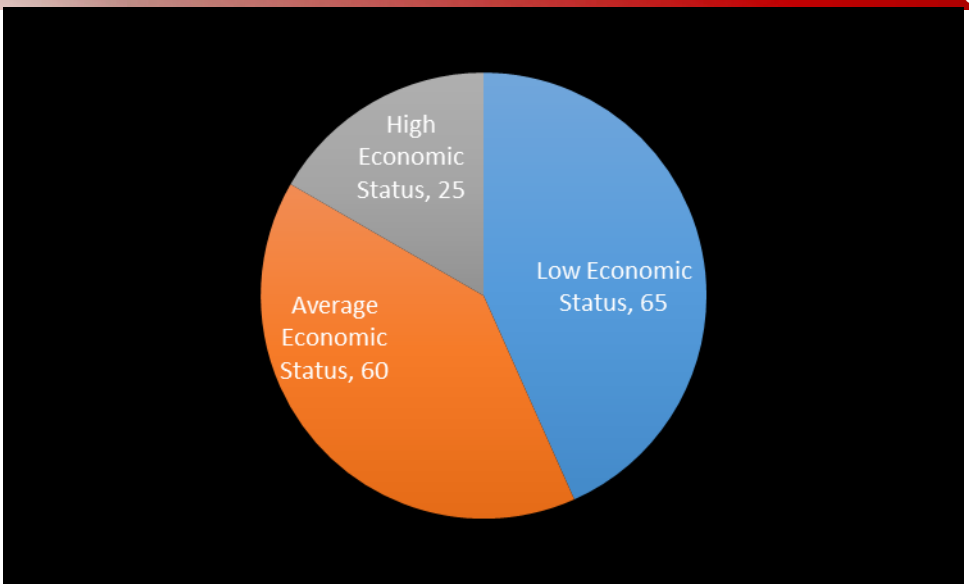

FIGURE 2 : Economic Status of Urban Boys

Table 2 and Figure 2 explains ,

- **Low Economic Status (65 students**): Boys from urban low-income families, whose families work in the informal sector or any low-paid work (fixed time jobs).
- **Average Economic status (60 students**): As most urban boys, most are from the middle-income group, mixed formal sector employment and operation of small businesses.
- **High Economic Status (25 students**): A smaller percentage of urban boys belong to well-to-do families with high-paying jobs or successful businesses.

TABLE 3 : Educational Performance Of Rural Boys

EDUCATIONAL PERFORMANCE	**FREQUENCY**
Low Performers	60
Average Performers	60
High Performers	30
TOTAL	**150**

Source: Field Survey Data

Note: Figures rounded off to nearest 5 for better calculations.

Journal of East-West Thought
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Volume 15, Issue 1 – 2025
UGC CARE I

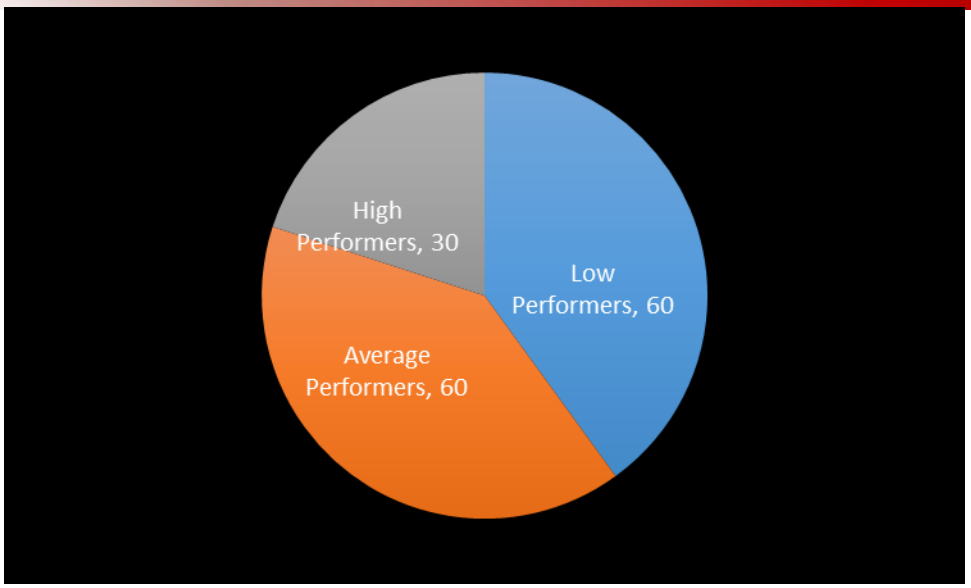

FIGURE 3: Educational Performance Of Rural Boys

Table 3 and Figure 3 explains ,

- **Low Performers (60 students**): Many of the rural boy-students faced problems when it came to academics especially due to lack of supports, either in terms of their studies or other domestic hurdles such as poverty, hunger.
- **Average Performers (60 Students):** Another group of rural boys do reach a degree of academic success but could be accelerated further with targeted support.
- **High Performers (30 students**): A relatively small fraction of rural boys achieve the highest academic results, indicating that socio-economic background may be a restricting factor for high performers within this group.

TABLE 4 : Educational Performance Of Urban Boys

EDUCATIONAL PERFORMANCE	**FREQUENCY**
Low Performers	65
Average Performers	60
High Performers	25
TOTAL	**150**

Journal of East-West Thought
ISSN: 2168-2259 (online)
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

Source: Field Survey Data

Note: Figures rounded off to nearest 5 for better calculations.

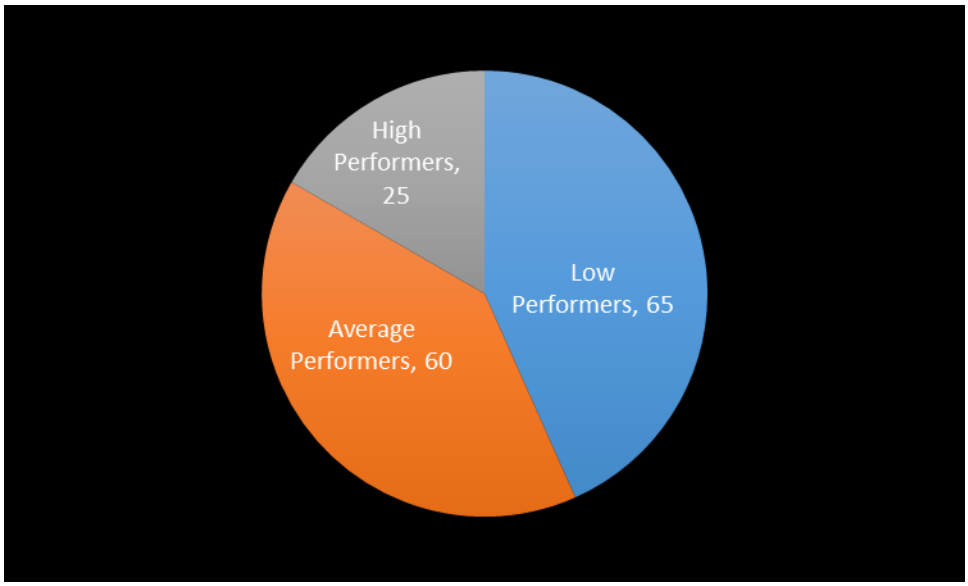

FIGURE 4 : Educational Performance Of Urban Boys

Table 4 and Figure 4 explains,

- **Low Performers (65 students):** A worrisome percentage of Urban boys fall into the Low Performers category, perhaps a reflection of issues such as distractions or inequities in access to quality education among low income urban areas.
- **Average Performers (60 students):** A sizeable but not overwhelming total of urban boys fall into the Average Performers category, with decent, if not outstanding, academic results.
- **High Performers (25 students):** Urban boys are fewer in number among the High Performers than rural girls, which may point to economic and social pressures impacting their academic priorities.

Journal of East-West Thought
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Volume 15, Issue 1 – 2025
UGC CARE I

Comprehensive Overview

TABLE 5: Overview of For Rural Boys economic status with respect to their Educational Performance

	Low Performers	Average Performers	High Performers	TOTAL
Low E.S.	20	20	15	55
Average E.S.	35	25	05	65
High E.S.	05	15	10	30
TOTAL	60	60	30	**150**

TABLE 6: Overview of For Urban Boys economic status with respect to their Educational Performance

	Low Performers	Average Performers	High Performers	TOTAL
Low E.S.	40	20	05	65
Average E.S.	20	30	10	60
High E.S.	05	10	10	25
TOTAL	65	60	25	**150**

DATA ANALYSIS

Objective 1 : To study the impact of economic status on educational performance of rural boys of Secondary school Students in Meerut district.

H_{01}: There is no impact of economic status on educational performance of rural boys of Secondary school Students in Meerut district.:

TABLE 7 Correlation and Regression coefficients of economic status on educational performance of rural boys of Secondary school Students in Meerut district

Economic Status	N	Mean	St. Deviation	Educational Performance	N	Mean	St. Deviation	r	Reg. Value
Low E.S.	55	31	13.07	Low	60	42.33	4.67	0.41	0.155
Average	65	65.76	6.72	Average	60	63.41	8.56		

Journal of East-West Thought
ISSN: *2168-2259 (online)*
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025

UGC CARE I

E.S.									
High E.S.	30	88.83	6.61	High	30	78.83	3.37		

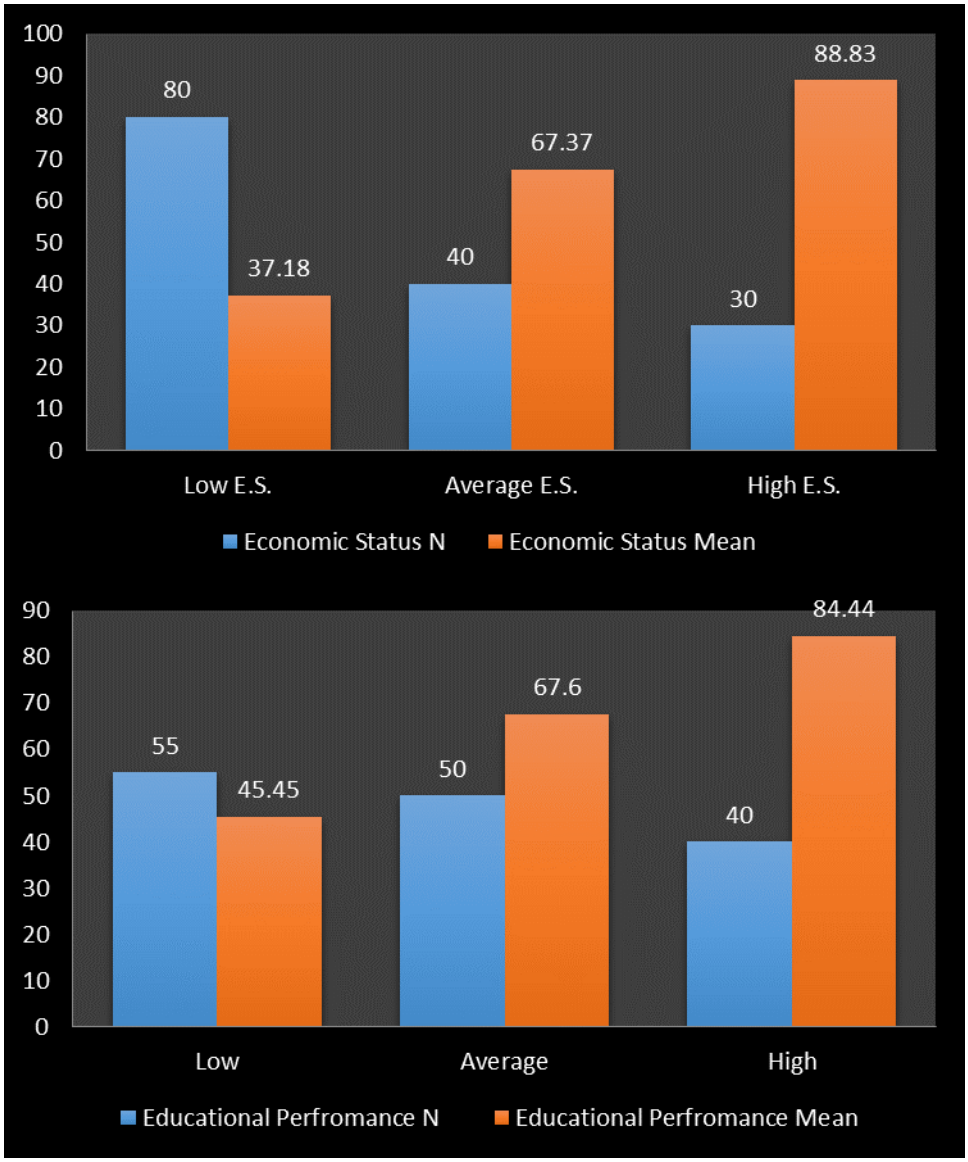

FIGURE 5 : Comparison of the man of Economic Status and Educational Performance of rural Boys of Secondary school students in Meerut District

The table 7 and figure 5 shows the correlation between the Economic Status and Educational Performance of rural boys of Secondary school Students in Meerut district ,given the severity of Economic status : Low, Average and High. Sample size, mean, and standard deviation for both variables are given as descriptive statistics. In Economic status , for sample size for low , average and High is 55, 65 and 30 respectively , mean values are presented from 31 (Low) , 65.76(Average) and 88.83 (High). The sample size for educational performance for low,

Journal of East-West Thought
ISSN: 2168-2259 (online)
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

average and high being 60 , 60 and 30 respectively, mean scores were found 42.33(Low), 63.41(Average) and 78.83(High).

The standard deviation of the Economic Status values 13.07 (Low), 6.72(Average) and 6.61(High). In the same way, the educational performance having standard deviation of 4.67 (Low), 8.56(Average) and 3.37(High). The Economic Status and Educational Performance exhibit a positive correlation r = 0.41 along with an equally regression coefficient 0.155 which suggests that for each unit increase in the Economic status , educational performance improves by 0.155 points . The close link also underscores the connection between economic status and educational outcomes.

TABLE 8 : Comparison of Economic Status and Educational Performance of rural Boys of Secondary school students in Meerut District using t test

Economic Status Level	Educational Performance Level	df	t-Value	p-Value	P ≥ 0.05 or P ≤ 0.05	Null Hypothesis
Low Economic Status	Low	113	-8.3902	0.015	**P ≤ 0.05**	Rejected
Low Economic Status	Average	113	-19.6236	0.033	**P ≤ 0.05**	Rejected
Low Economic Status	High	83	-22.9652	0.010	**P ≤ 0.05**	Rejected
Average Economic Status	Low	123	21.24688	0.005	**P ≥ 0.05**	Rejected
Average Economic Status	Average	123	0.740046	0.406	**P ≤ 0.05**	Not Rejected
Average Economic Status	High	93	-10.771	0.048	**P ≤ 0.05**	Rejected
High Economic Status	Low	88	39.48215	0.009	**P ≤ 0.05**	Rejected
High Economic Status	Average	88	15.24034	0.020	**P ≤ 0.05**	Rejected
High	High	58	8.542387	0.070	**P ≤ 0.05**	Rejected

Journal of East-West Thought
ISSN: *2168-2259 (online)*
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025

UGC CARE I

Economic Status						

Table 8 shows the results of t -tests of the association between the various combinations of Economic Status levels (Low, Average and High) and Educational Performance levels (Low, Average, High) of rural boys of secondary school students in Meerut District . Each row corresponds to a particular comparison and provides the information on the t-value, the p-value and the corresponding decision on the null hypothesis.

Except for one comparisons, p -values are less than 0.05 ($P \leq 0.05$) indicating that the null hypothesis has been rejected for all comparisons. It means that differences seen in economic status and education levels are significant in most cases. As an illustration, comparisons of the Low Economic Status with each educational performance level yield p -values from 0.010 to 0.033 , all below 0.05, further confirming significant relationships. The comparisons for the Average Economic Status are largely significant, with the exception of the "Average Educational Performance" level that has a p -value of 0.406 i.e. $P \geq 0.05$ thus indicating no significant difference therefore the null hypothesis is not rejected. Likewise, the comparisons of High Economic Status with Low, Average and High performance levels are again statistically significant with p -values from 0.009 to 0.070 . In conclusion, the analysis identifies a clear and statistically robust link between levels of Economic status and Educational Performance, with one exception the Average Economic Status does not differ markedly from Average Educational Performance.

Objective 2 : To study the impact of economic status on educational performance of urban boys of Secondary school Students in Meerut district.

H_{02}: There is no impact of economic status on educational performance of urban boys of Secondary school Students in Meerut district.:

TABLE 9 : Correlation and Regression coefficients of economic status on educational performance of urban boys of Secondary school Students in Meerut district.

Economic Status	**N**	**Mean**	**St. Deviation**	**Educational Performance**	**N**	**Mean**	**St. Deviation**	**r**	**Reg. Value**
Low E.S.	65	28.46	12.58	Low	65	43.61	3.68	0.95	0.70
Average	60	64	7.17	Average	60	63.91	7.56		

Journal of East-West Thought
ISSN: 2168-2259 (online)
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

E.S.									
High E.S.	25	81	3.67	High	25	81.6	4.21		

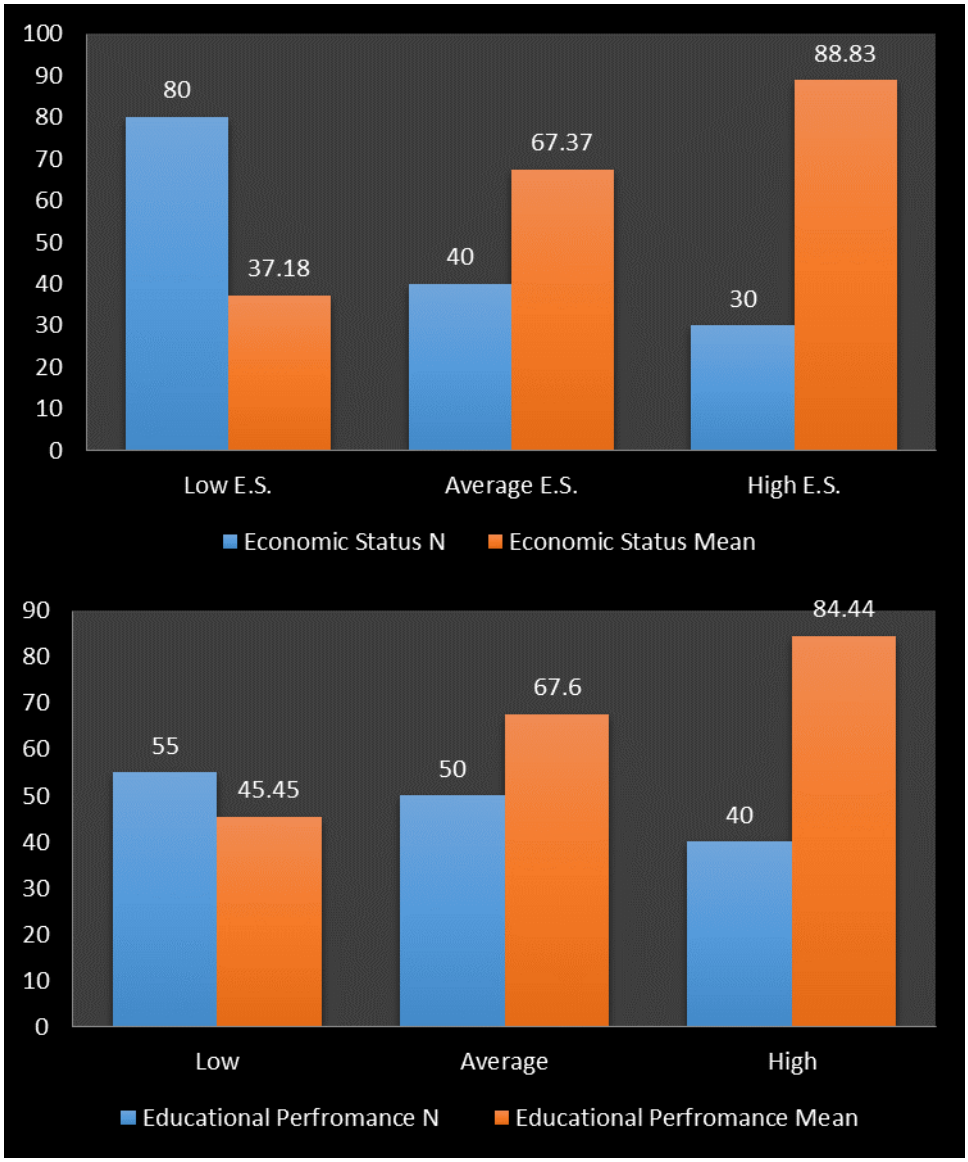

FIGURE 6 : Comparison of the mean of Economic Status and Educational Performance of urban Boys of Secondary school students in Meerut District

The table 9 and Figure 6 shows the correlation between the Economic Status and Educational Performance of urban boys of Secondary school Students in Meerut district ,given the severity of Economic status : Low, Average and High. Sample size, mean, and standard deviation for both variables are given as descriptive statistics. In Economic status , for sample size for low , average and High is 65, 60 and 25 respectively , mean values are presented from

Journal of East-West Thought
ISSN: 2168-2259 (online)
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

28.46 (Low) , 64(Average) and 81 (High). The sample size for educational performance for low, average and high being 65 , 60 and 25 respectively, mean scores were found 43.61(Low), 63.91(Average) and 81.6(High).

The standard deviation of the Economic Status values 12.58 (Low), 7.17(Average) and 3.67(High). In the same way, the educational performance having standard deviation of 3.68 (Low), 7.56(Average) and 4.21(High). The Economic Status and Educational Performance exhibit a positive correlation r = 0.95 along with an equally regression coefficient 0.70 which suggests that for each unit increase in the Economic status , educational performance improves by 0.70 points . The close link also underscores the connection between economic status and educational outcomes.

TABLE 10 : Comparison of Economic Status and Educational Performance of urban Boys of Secondary school students in Meerut District using t test

Economic Status Level	Educational Performance Level	df	t-Value	p-Value	P ≥ 0.05 or P ≤ 0.05	Null Hypothesis
Low Economic Status	Low	128	-9.64633	0.006	**P ≤ 0.05**	Rejected
Low Economic Status	Average	123	-19.568	0.013	**P ≤ 0.05**	Rejected
Low Economic Status	High	88	-22.2153	0.007	**P ≤ 0.05**	Rejected
Average Economic Status	Low	123	22.32772	0.043	**P ≥ 0.05**	Rejected
Average Economic Status	Average	118	0.143877	0.088	**P ≤ 0.05**	Not Rejected
Average Economic Status	High	83	-12.7019	0.370	**P ≤ 0.05**	Rejected
High Economic Status	Low	88	42.87199	0.093	**P ≤ 0.05**	Rejected
High Economic Status	Average	83	9.099684	0.041	**P ≤ 0.05**	Rejected

Journal of East-West Thought
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(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

High Economic Status	High	48	-0.22887	0.081	**P ≥ 0.05**	Not Rejected

Table 10 shows the results of t -tests of the association between the various combinations of Economic Status levels (Low, Average and High) and Educational Performance levels (Low, Average, High) of rural boys of secondary school students in Meerut District . Each row corresponds to a particular comparison and provides the information on the t-value, the p-value and the corresponding decision on the null hypothesis.

Except for two comparisons, p -values are less than 0.05 ($P \leq 0.05$) indicating that the null hypothesis has been rejected for all comparisons. It means that differences seen in economic status and education levels are significant in most cases. As an illustration, comparisons of the Low Economic Status with each educational performance level yield p -values from 0.007 to 0.043 , all below 0.05, further confirming significant relationships. The comparisons for the Average Economic Status are largely significant, with the exception of the "Average Educational Performance" level that has a p -value of 0.088 i.e. $P \geq 0.05$ thus indicating no significant difference therefore the null hypothesis is not rejected. Likewise, the comparisons of High Economic Status with Low and Average performance levels are again statistically significant with p -values from 0.093 to 0.041 except for High educational performance which is 0.081 which is $P \geq 0.05$.

In conclusion, the analysis identifies a clear and statistically robust link between levels of Economic status and Educational Performance, with two exception the Average Economic Status does not differ markedly from Average Educational Performance and the High Economic Status does not differ markedly from High Educational Performance .

Objective 3: To study the impact of economic status on educational performance of Secondary school Students in Meerut district of rural boys with urban boys.

H_{03} : There is no impact of economic status on educational performance of Secondary school Students in Meerut district of rural boys with urban boys

Journal of East-West Thought
ISSN: *2168-2259 (online)*
(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

TABLE 11 : Combined Correlation and Regression coefficients of economic status on educational performance of Secondary school Students in Meerut district of rural boys with urban boys

	ECONOMIC STATUS		EDUCATIONAL PERFORMANCE					
	Mean	**S.D.**	**Mean**	**S.D.**	**R**	**Regression**	**Combined R**	**Combined Regression**
Rural Boys	57.63	23.96	52.82	12.24	0.41	0.155	0.68	0.4275
Urban Boys	51.43	23.00	57.73	13.91	0.95	0.70		

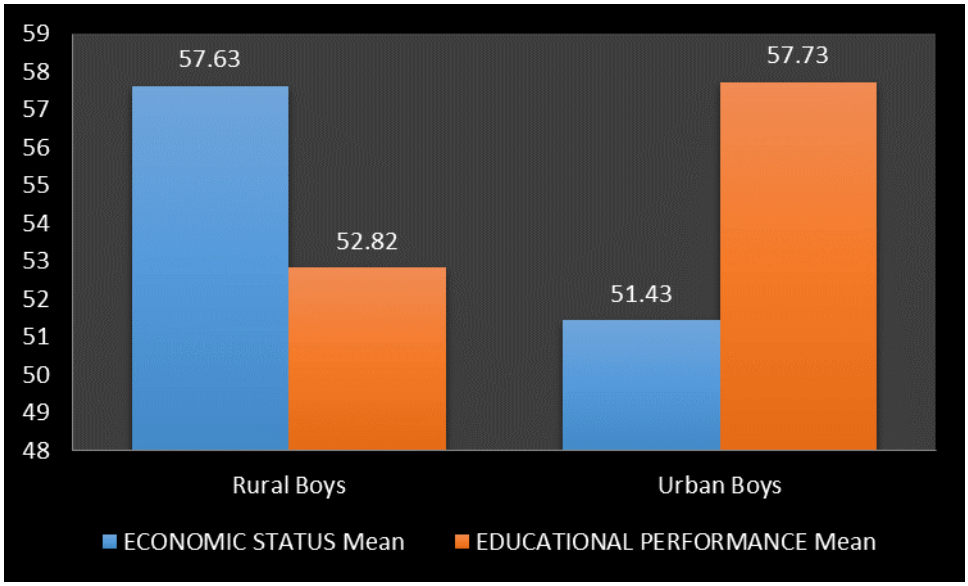

FIGURE 7: Comparison of the mean of Economic Status and Educational Performance of rural boys with urban boys of Secondary school students in Meerut District

Table 11 and Figure 7 analysis the economic status and Educational Performance of Rural Boys and Urban Boys in Meerut district. Descriptive statistics show rural boys have a mean

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(https://jetjournal.us/)
Volume 15, Issue 1 – 2025
UGC CARE I

economic status of 57.63 and standard deviation of 23.96 while urban boys have a mean of 51.43 and standard deviation of 23.00 . Rural boys have a mean of 52.82 and standard deviation of 12.24, versus urban boys who score mean of 57.73 and standard deviation of 13.91 on the Educational Performance.

The two groups have a positive correlation in Economic Status and Educational Performance as shown with r = 0.41 for rural boys and r= 0.70 for Urban boys . Economic Status Regression Coefficients is 0.155 for Rural Boys 0.70 for Urban Boys. The overall correlation coefficient is 0.68 , indicating a positive relationship between Hunger Index and Educational Performance between both groups. So the combined regression coefficient is 0.4275 .

TABLE 12 : Comparison of Economic Status and Educational Performance of rural boys with urban boys of Secondary school students in Meerut District using t test

Variable	t-Value	p-Value	Degrees of Freedom	$P \geq 0.05$ or $P \leq 0.05$	Null Hypothesis
Economic Status	2.286301	0.022938	298	$P \leq 0.05$	Rejected
Educational Performance	-3.24554	0.001306	298	$P \leq 0.05$	Rejected

Table 12 shows the result of t-test between Economic Status and Educational Performance of Rural boys and Urban Boys of secondary school students in Meerut district. Results for the Hunger Index: t= -32.286301, p-value = 0.022938. Because the p -value is less than 0.05 (**$P \leq 0.05$**) the null is rejected.

Likewise, for Educational Performance, t value was -3.246, and p value was 0.0013. Since the p -value is lesser than 0.05 (**$P \leq 0.05$),** Hence, the null hypothesis is rejected.

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UGC CARE I

CONCLUSION

- It is concluded that there existing a strong correlation between rural boys' educational performance and their economic status in secondary schools in the Meerut district. Regression coefficient (0.155) and correlation (r = 0.41) are positive, suggesting that higher economic standing is associated with greater academic performance. Most of the time, statistical tests reject the null hypothesis, which holds that economic status has no effect on educational performance ($p \leq 0.05$), demonstrating that economic circumstances do affect academic performance. On average educational performance and average economic status, however, the null hypothesis is not rejected ($p > 0.05$). All things considered, educational performance is greatly impacted by economic condition of rural boys. ***(Reference Objective 5 and Hypothesis No. 4)***
- It is concluded that there existing strong correlation between urban boys' educational performance in Meerut district secondary schools and their economic status . There is a strong positive correlation (r = 0.95) and regression coefficient (0.70) that show educational performance rises in tandem with economic status. Statistical tests demonstrate that economic disparities have an impact on educational achievements, rejecting the null hypothesis in the majority of situations ($p < 0.05$). The null hypothesis is not disproved for the two exceptions of Average Economic Status and Average Educational Performance ($p \geq 0.05$) and High Economic Status and High Educational Performance ($p \geq 0.05$). All things considered, educational performance is greatly impacted by economic condition for urban boys. ***(Reference Objective 9 and Hypothesis No. 8)***
- It is concluded that economic status has a major influence on the academic achievement of both urban and rural boys in the Meerut district , according to the study. In contrast to urban boys, who have a mean economic status of 51.43 and a mean educational performance score of 57.73, rural boys have a higher mean economic status (57.63) but a lower mean educational performance (52.82). There is a positive correlation between academic performance and economic status, as indicated by correlation coefficients (r = 0.41 for rural boys and r = 0.70 for urban boys) and a

combined correlation (r = 0.68). The rejection of the null hypothesis (H012) confirms that both groups' educational achievements are significantly influenced by economic status. ***(Reference Objective 13 and Hypothesis No. 12)***

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