

Impact of Parental Socio-Economic Status on the Academic Achievement and Frustration Level of College Students

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ABSTRACT

Socio-economic status is an economic and sociological experience of an individual or family income and social position in relation to others based on income, education & occupation. Academic-achievement is the extent to which a student or institution has achieved their short or long term educational goals cumulative GPA and Completion of educational degrees such as high school and bachelor's degrees represent academic achievement. Frustration as one of the most challenging problem faced by the educational administrators today seems to be that of accurate prediction of psychological, sociological and cognitive variable of the students positioning different level of frustration. AIM: To investigate the impact of Parental Socio-Economic status on the Academic Achievement and frustration level of the students. METHOD: The Sample consists of 80 adolescent students of the college of Udhampur district. Results revealed that there is no significant difference between socio-economic status, academic achievement and in the frustration level of boys & girls college students. There is a negative correlation between socio-economic status & academic achievement, between academic achievement & frustration level of boys & girls.

Keywords: *Socio-economic Status, Academic Achievement & Frustration*

Socioeconomic status refers to the social and economic position of an individual or group, a concept commonly used by social science researchers to assess class hierarchy. It is measured by number of factors, including household income, parent's occupation and education and it can have either a positive or negative impact on a person's life. Socioeconomic status is a combined indicator that reflects an individual's position within economic and social hierarchies. It is a complex assessment measured into a variety of ways that account for a person's work experience and Based on income, education, and occupation, one's economic and social status in relation to others. Socio economic status has been a significant determinant of health of an individual as a general rule, wealthy people tend to be more healthy than people of poorer status (Erreygers, 2013), there appears to be a significant impact of Socio economic status on multiples of desires also.

Socioeconomic status is commonly categorized into three levels—high, middle, and low—to indicate the position and stature of an individual or family occupies within the social and

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economic hierarchy. When placing a family or individual into one of these categories, any or all of the 3 variables (income, education and occupation) can be assessed. Additionally, low income and education have been shown to be strong predictors of a range of physical and mental health problems including respiratory, viruses, arthritis, schizophrenia etc.

Education in higher Socio economic status families is typically stressed as much more important, both within the house-hold as well as the local community. In disadvantaged regions, when food, shelter, and safety are prioritized, education may take a back place. A social class is a set of subjectively defined notions in the social sciences and political theory that are centered on conceptions of social stratification in which people are classified into a series of hierarchical social categories, the most frequent of which are the upper, middle, and lower classes. The detailed study of the phenomenon that helps positioning individuals among other members of society with reference to the given life facilities, is called the Socio economic status of those people.

Academic Achievement

Academic achievement is typically assessed using exams or ongoing evaluations; however, there is no consensus on the most appropriate method of evaluation or on whether greater emphasis should be placed on procedural knowledge (e.g., skills) or declarative knowledge (e.g., factual information).

Academic achievement has long been recognized as one of the important goal of education the world over. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement. Academic achievement denotes the extent of education you have successfully completed and your capacity to excel in your academic pursuits. When you receive great grades, this is an example of academic achievement when you attain college and graduate school, this an example of academic achievement. Academic performance refers to achieving success as a student by excelling in coursework and actively participating in student-related activities.

Frustration

Frustration is a natural phenomenon of human life. An individual, constantly engaged in society, frequently experiences frustration due to social constraints, limitations, and obligations. Generally, everyone experiences some level of frustration. Frustration is a usual component of life. Everyone met with frustration less or more. It is imperative to tolerate and cope efficiently with aggression and frustration if anyone wishes to have a thriving and gratifying life. Now a day's frustration has increased a lot. Frustration situation comes about every day, everywhere throughout the life in school, employment, friendship, marriage and even in relationship with others.

Frustration is an emotional response that happens when an individual is thwarted from not reaching a desired goal. In general, wherever we reach one of our goals, we feel pleased and whenever we are prevented from reaching our goals, we may succumb to frustration and feel irritable, annoyed and angry. Generally, the more significant the goal of an individual is, the higher the level of frustration, which can lead to increased anger or diminished confidence.

Man is a social organism. Throughout his existence, he encounters numerous issues that must be resolved. He encounters multiple setbacks throughout the process and gains

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valuable insights from them. Therefore, frustration should be accepted as a usual course of life and it is inevitable.

Types of frustration:

Cheesier has pointed out four types of frustrations in connection with man's work:

1. Frustration of function. A man may be frustrated because of lack of job satisfaction or the work-life imbalance.
2. Frustration of conviction. A doctor who works in a hospital where the standard of infrastructure is very low than what he actually needed to help people, frustration of conviction occurs.
3. Frustration of ambition. A man may find himself in a lower level than he would like to do, i.e. His achievement lags behind his ability and so he experience frustration.
4. Frustration of response. The irritation that results from a disagreement over the usage of equipment or materials, or the belief that one's senior officers are unjust and unfair to him in terms of appraisal and behaviour.

There are two kinds of frustration: internal and external.

1. Internal frustration is happens within an individual's mind, either through lack of ability, confidence, conflicting goals and desires, and or fears.
2. External blocking happens due to something outside an individual's control such as physical road blocks, difficult tasks, or perceived waste of time.

REVIEW OF LITERATURE

Dangwal (2000) found that students with lower levels of frustration performed better academically than those with higher frustration levels.

According to **Costello et.al 2003** and **Gershoff et. Al. 2007**, children from low socio-economic status parents do not have access to external learning facilities, so the opportunity to get to the top of their educational potential may not be easy. Low socio-economic status tends to afford poor nutrition, poor health and feeling of anxiety and inferiority complex, this usually leads to negative impact on academic achievement.

Rothmans (2003), revealed that a student who comes from higher SES group generally shows better test results than to a student from lower SES group.

Lara-Cinisomi et al. (2004) found that socio-economic factors are most important factor that are associated with educational achievement of children with include parental educational levels, neighborhood poverty, parental occupational status and family income.

Emmon (2005) and **Hochschild (2003)** found that the students who have low socio-economic status earn low test scores and are more likely to drops out of school.

Jeynes, Emmon (2005), Majori banks (1996), Hochschild (2003), McNeal (2002) and seyfrid (1998) also found SES to significantly affect the various life aspects of students.

Dach and Maia (2006) found that students from higher income families more often end up in the most competition careers like medicine and engineering which are associated higher professional status and salaries.

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Dutta (2007) found that vocational interest, different component of socio- economic status were associated with the scholastic achievement of the girls.

Kaia et al. (2007) reported personality and intelligence as significant predictors of academic achievement as measured by the Raven's standard progressive matrices was found to be the best predictor of student's achievement scores in all grades.

Franzis (2008) investigated gender differences in 181 gifted and 181 average ability VI grades in achievement academic, self-concept, interest and motivation in mathematics. Researchers found that boys earned significantly higher score than girls. Girls performed worse in terms of academic self-concept, interest, and motivation.

Garikai (2010) empirically predicted the causes of poor academic performance of school students on a sample of 200 high school students of Zimbabwe. Data was collected through interview conducted with the students. The findings indicated that there was a difference in academic performance of male & female students performing better and education of parents had significant effect on academic achievement of students.

Sharma & Tahira (2011) investigated that influence of parental education, parental occupation and family size science achievement of secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample and data was collected through a questionnaire developed by the researcher themselves. The result indicate that family variables has significant relationship with the achievement of their children.

In the study done on the building and trials of a frustration questionnaire, **Dave (2013)** discovered no gender differences in the frustration of secondary school pupils. It means that gender has no impact or causes annoyance.

Pasricha (2014), conducted a study and found that students having low frustration level in those who achieve high academic achievement.

Jain and Kakkar (2015) studied on frustration among the secondary school students in reaction to their emotional maturity. Human is always ambitious by nature. They have numerous desires and want to acquire or gain all of them, but they do not always succeed as a result of their demands and ambitions.

In the way they become frustrated. Some situation is found among boys and girls of colleges. They suffer from frustration due to failure sometime they may achieve success after a number of failures while sometimes they become helpless so, they feel their file under frustration. Secondary school students are adolescents who are on the verge of adulthood and their impressionable minds feels sundry new experience which help in their attaining a certain degree of emotional maturity and ability of cope with the feeling of anxiety.

Rani and Deswal (2015) studies the frustration and academic achievement of adolescent of govt. of non-govt. Senior Sec. School and revealed significant negative relationship between frustration and academic achievement of adolescents of govt. and non-govt. senior sec. schools.

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Doerschuk et al. (2016) found that the success rate of low income students in science, technology, engineering and mathematics discipline is much lower than that of students who do not come from under represented backgrounds.

Vyas & Choudhary (2017) found that negative negligible correlation is found between frustration and socioeconomic status of adolescent students and found that socio-economic status does not affect frustration level of the students. Further, frustration may occur due to any reasons and not necessarily due to socio-economic status which is usually believed in common circumstances.

Significance of Study

SES is very important in all areas of life. It is very important factor in all the performance related to adolescence, particularly academic achievement. It is very important to know.

The present study throws adequate light on the impact of SES on academic achievement. The result of present study reveals that adolescents having high and middle SES have better academic achievement the adolescents having low SES. The students belonging to low SES should be financially help and adequate scholarship should be given to them.

The students of low SES should be encouraged to participate in different activities so that they can compensate their feelings of inferiority with education and co-curricular achievement. Such activities should be organized for students of lower class which enable them to complete with the students belonging to higher status families. The children of illiterate or poorly educated parents should be provided facilities for attending the summer coaching classes during the vacations to supplement regular programmers of the schools.

METHODOLOGY

Variables to be studied

Independent variables:

- Socio-economic status
- Academic achievement
- Frustration

Dependent variables:

- Students of college boys/girls.

Objectives of the study:

- To study the socio-economic status of students of college. To study the academic achievement of college students.
- To study the frustration level of college students.
- To study the relationship between socio-economic status and academic achievement of college students.
- To study the relationship between socio-economic status and frustration level of college students.
- To study the relationship between academic achievement and frustration.

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Hypotheses of the study

- There will be significance difference in socio-economic status of college students (boys and girls).
- There will be significance difference in Frustration level of college students. (Boys and girls)
- There will be significance difference in academic achievement of college students (boys and girls).
- There will be significant relationship between socio-economic status and academic achievement of college students.
- There will be significant relationship between academic achievement and frustration level of college students.
- There will be significant relationship between socio-economic status and frustration level of college students

Tools used for study

Academic performance taken from the concerned institution:

In this study academic performance of the students is taken from the last year academic examination result to know about the academic performance of students.

1. Frustration Scale:

This scale was developed by Dr. N.S Chauhan, Reader Head of Department of Psychology Meerut University (Meerut) and Dr. Govind Tiwari Eminent Scholar (Psychology) Department of Psychology, Agra University, (Agra). This scale consists of 40 items. It has four components.

Items of the scale are in question form demanding information for each in either of the six-option mentioned:

Very Much Much Ordinary Less V. Less Not All
5 4 3 2 1 0

2. Socio-Economic Status Scale:

This scale was developed by Rajeev Bharadwaj. This scale has been devised to measure the SES of parents of students. The reliability and validity of the said test were found to maximum. The scale consists of 25 items divided into VII areas: (I) Social, (II) Family, (III) Education, (IV) Profession, (V) Caste, (VI) Total Assets, (VII) Monthly Income. It may be used for both rural and urban pop. It provides separate score for social and economic status. Age group 13+.

Sample of study:

The sample of study consists of 80 adolescents from college of Udhampur, Random sampling method was used to collect the data.

Statistical Analysis:

- Mean • Standard Deviation • T-Test • Method of Co-relation

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RESULTS

Table-1 Comparison of means of socio-economic status of boys and girls.

Variables	Means	Standard deviation	t-value	Level of Significance
Boys	56.18	15.21	1.9555	Not Significant
Girls	50.15	12.18		

Table-1 shows that the mean score for socio-economic status of boys and girls are 56.18 and 50.15 and standard deviation is 15.21 and 12.18 respectively. The calculated t-ratio is 1.9555 of socio-economic of boys and girls. It is not significant at 0.05 level.

Table-2 Comparison of means of Frustration level of boys and girls

Variables	Means	Standard deviation	t-value	Level of Significance
Boys	102.15	28.54	0.6316	Not Significant
Girls	106.05	26.05		

Table-2 Shows that the mean score for frustration of boys and girls are 102.15 and 106.05 and Standard Deviation are 28.54 and 26.05 respectively. The calculated t- ratio is 0.6316 is not significant at 0.05 level.

Table-3 comparison of means of academic achievement of boys and girls

Variables	Means	Standard deviation	t-value	Level of Significance
Boys	60.23	7.59	1.7519	Not Significant
Girls	57.40	6.81		

Tables-3 shows that the mean score for academic achievement of boys and girls are 60.23 and 57.40 and standard deviation are 7.59 and 6.81 respectively. The calculated t-ratio is 1.7519 is not significant at 0.05 level.

Tables-4 Comparison of correlation coefficient score between socio-economic status and academic achievement of boys and girl.

Pearson product correlation	Academic achievement
Socio-economic status	-0.0297

Tables-4 reveals that the correlation coefficient between socio-economic status and academic achievement of college going boys and girls is indicating that there is negative correlation between socio-economic status and academic achievement.

Table 5 Comparison correlation coefficient score between socio-economic status and frustration of boys and girls.

Pearson product correlation	Frustration
Socio-economic status	-0.0124

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Tables-5 reveals that the correlation coefficient score between socio-economic status and frustration of boys and girls is indicating that there is negative correlation between socio-economic status and frustration level of college boys and girls.

Table-6 Comparison of correlation coefficient scores between academic achievement and frustration level.

Pearson product correlation	Frustration
Academic achievement	-0.7629

Table-6 reveals that the correlation coefficient score between academic achievement and frustration level is indicating that there is negative correlation between academic achievement and frustration of college going boys and girls.

CONCLUSION

On the basis of results, it is concluded that there is no significant difference in the socio-economic status of boys and girls. There is no significant difference shows in the academic achievement of boys and girls and even no significant difference shows in the frustration level of college student i.e. boys and girls i.e. they shows the t-ratio value is below the value of .05.

In correlation results, it is concluded that the correlation between socio- economic status and academic achievement of college boys and girls is indicating that there is negative correlation coefficient score between socio-economic status and academic achievement.

In comparison correlation coefficient score between socio-economic status and frustration reveals that there is negative correlation between socio- economic status and frustration level of boys and girls. Now in comparison of correlation coefficient scores between academic achievement and frustration level is indicating that there is negative correlation between academic achievement and frustration level of college students i.e. boys and girls.

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Conflict of Interest

The author(s) declared no conflict of interest.

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