

INFLUENCE OF SOCIO-ECONOMIC STATUS ON EDUCATIONAL ACHIEVEMENT OF SLUM STUDENTS IN GUWAHATI, INDIA.

Lamita Chetri^{1*}, Purabi Baishya²

^{*1}Corresponding Author: Research Scholar, Department of Education, Gauhati University, Jalukbari, Assam, India.

Email: lamita@gauhati.ac.in

²Second Author: Associate Professor, Department of Education, Gauhati University, Jalukbari, Assam, India.

***Corresponding Author:** lamita@gauhati.ac.in

ABSTRACT: Slums are notably a major concern in urban areas which are basically the consequence of rapid urbanization and mismanaged planning by the Government. It is noteworthy that parents' socioeconomic circumstances have a direct or indirect impact on their children's educational success. Conversely, every child in the country has a fundamental right to education. It is in charge of introducing upward social mobility in society. To enhance their living conditions and aid in the development and building of the country, the government and local authorities must work together to establish and offer these marginalized and disadvantaged groups of society plenty of chances. Thus, the goal of the current research is to examine the association between the socioeconomic status of the parents and their children's educational achievement, with an emphasis on Guwahati's urban slums. Data collection was accomplished with the use of a standardized tool. The researcher employed purposive sampling and the sample comprised 50 parents and 150 students from slum areas of the city of Guwahati. The study included correlation testing in addition to descriptive statistics. The results showed that socioeconomic position and educational achievement are positively and significantly correlated. Hence, appropriate measures were suggested to improve the condition of people belonging to the slums of Guwahati city.

Keywords: Socio-Economic Status, Educational Achievement, Urban Slum.

INTRODUCTION:

In the words of Dr. S. Radhakrishnan, "Education is not just a source of livelihood. It is not a culture of ideas or a school of citizenship". Every citizen in our nation has the fundamental right to an education, and the government has made sure that each child between the age group of six and fourteen receive free primary education. Investments in education have social as well as economic benefits, which contribute to the wellbeing of the populace and the general development of the country.

Corresponding Author e-mail: lamita@gauhati.ac.in

How to cite this article: Lamita Chetri^{1*}, Purabi Baishya². INFLUENCE OF SOCIO-ECONOMIC STATUS ON EDUCATIONAL ACHIEVEMENT OF SLUM STUDENTS IN GUWAHATI, INDIA. Pegem Journal of Education and Instruction, Vol. 15, No. 4, 2025, 108-115

Source of support: Nil **Conflicts**

of Interest: None. **DOI:**

10.47750/pegegog.15.04.08

Received: 12.10.2024

Accepted: 22.02.2025

Published: 22.04.2025

On the other hand, poverty has engulfed major portion of the population of the world and hence is unable to advance. It is regarded as the most detrimental type of violence to society. Urban poverty is an intricate phenomenon where people living in urban areas experience deprivation, lack Organization estimated the slum population of India to be 61.80 million in 2001. The slum population has upsurged consistently, from 52.37 million in the year 2001 to 65.49 million in 2011. There were 44 lakh people living in Assam's metropolitan regions and the 2011 Census Report estimates that there are about 2 lakh people residing in the state's slums. The slum inhabitants in Assam comprise 0.30 % of total slum dwellers in India, according to the 2011 Census Report.

An urban slum is a densely populated, informal settlement within a city marked by substandard housing, inadequate access to clean water, sanitation, and essential services, and extreme poverty. These areas often consist of makeshift shelters built with unstable materials like tin, wood, or plastic and they lack proper infrastructure such as paved roads, sewage systems, and reliable electricity. Residents typically face overcrowding, health hazards, and social marginalization, with many working in low-wage, informal jobs. Urban slums usually develop due to rapid urbanization, rural-to-urban migration, unaffordable housing, and insufficient urban planning. Common examples include Dharavi in Mumbai, Kibera in Nairobi, and Brazil's favelas. Urban slums often correlate with lower socio-economic status due to limited access to educational and economic opportunities in slum settings. It often brings with itself other concerns such as lack of access to quality education, personal security, unemployment, health crisis, substandard living conditions, as well as other socio economic issues. Conversely, a person's socio-economic status indicates their standing in society and

of resources, restricted access to essential necessities such as food, shelter, education, healthcare and job opportunities. In India, a sizable segment of the urban impoverished populace lives in slums that lack basic amenities. In developing countries, one in three urban dwellers resides in a slum. The Town and Country Planning

is typically based on their social, economic, educational, health, employment, and other demographic characteristics. Low SES and its associates such as poverty, lack of basic amenities, low educational achievement and ill-health eventually impacts our society. Schools in or near the slum areas are generally considered to have children who lack the basic necessities of life, lives in substandard housing conditions as well as lack quality facilities in schools. As a result, a parent's financial situation has a big impact on their children's academic achievement. Among the children belonging to slums, high dropout rates as well as insufficient levels of education are common which affects their educational achievement, thereby, extending the impoverished state of the community. According to the 2011 Census of India Report, Guwahati city has an average literacy rate of 91.47%, while Assam's rate is 72.19%. India continues to have low global literacy and academic achievement rates, but some government initiatives have made up for this. One such initiative is the flagship Sarva Shiksha Abhiyan, which was launched in 2002 and has since been implemented in every district in the country. But according to a recent poll, over half of India's government schools use inadequate instructional materials, have worse student performance, and have slower rates of advancement. In order to eradicate poverty nationwide, high-quality education needs to be encouraged. Therefore, increased research on the dynamics of socio economic condition and education of urban slums is essential.

The socioeconomic factors in slum population affect educational achievement

through a combination of direct barriers, such as lack of finances, parental guidance and education, as well as indirect barriers, such as unsafe surroundings and community involvement. A multifaceted strategy is needed to address these issues, one that involves developing community-based initiatives that promote educational attainment, enhancing educational infrastructure, and offering assistance with nutrition and health. Additionally, in order to break the cycle of poverty and give children the resources they require to thrive academically, both governmental and non-governmental actions are crucial.

LITERATURE REVIEW:

Vadivel, B. and et al. (2023) in an investigation of the impact of a child's low socioeconomic status on their educational performance, found that the children's educational performance was poor which led to their employment as unskilled labourers, and that their parents appeared uninterested in their education. Das, M. (2022) examined the health and educational situations of slum people in the municipal corporation area in Siliguri for her doctoral thesis. The study found that the living conditions were appalling, where maximum workers were engaged in the unorganised work for bare minimum wages, suffering from vector-borne diseases, having inadequate access to healthcare facilities, and having low literacy rates. Joshi, S. (2020) identified a substantial association between academic problems and educational achievement in her PhD thesis on the educational difficulties faced by children living in slums in relation to their educational performance and attitude toward learning in the Nainital district's elementary schools. A socio-economic research on slum residents in Assam was conducted by Gogoi, M.C.P. (2016), and it was discovered that most of them are below the poverty line. The lack of education and irregular income worsened the socioeconomic conditions of slum

dwellers. Furthermore, the study implied that inclusive growth and sustainable development are the two keystones needed to raise the socioeconomic standing of slum dwellers. In a review study conducted by Quagliata (2008), the students' educational achievement was significantly influenced by socioeconomic characteristics, such as family income, education, and occupation; the study revealed a positive association among socioeconomic status and educational achievement. The results of this review study have consequences for the future of society at large in addition to all educators.

SIGNIFICANCE OF THE STUDY:

The study is significant in a number of ways. An important factor in improving a society's socioeconomic situation is education. Education brings about vertical mobility in the society. Slums are home to a sizable section of the urban poor population. According to the 2011 Census, 13.05% of the population of Guwahati resides in slums. An in-depth study into parental socioeconomic levels and its influence on the scholastic achievement of students residing in Guwahati's slums is crucial because urban slum dwellers live in substandard and highly crowded environments primarily because of their low educational status and poor socioeconomic situation. Studies and research on the socioeconomic status and educational achievement of slum residents have been carried all over the nation. However, under the Municipal Corporation, very few studies have been carried out in the north-eastern region, particularly in Assam. For this reason, a thorough investigation into the socioeconomic status and educational background of Guwahati's urban slums is necessary in order for policymakers to develop a cooperative and successful urban planning policy. Thus, a humble attempt has been made to look into how students' academic achievement in the slums of

Guwahati is impacted by the level of socioeconomic of their parents.

Statement of the study:

On the basis of the need and significance of the study, the title of the study has been framed as – “Influence of Socioeconomic Status on Educational Achievement of Slum Students in Guwahati, India.”

Objectives of the study:

The objectives of the study are as follows:

1. To find out the socioeconomic status of parents belonging to urban slums of Guwahati.
2. To find out the educational achievement of students belonging to urban slums of Guwahati.
3. To assess the relationship between socioeconomic status and educational achievement of students belonging to urban slums of Guwahati.
4. To suggest measures to improve the condition of people belonging to urban slums of Guwahati.

Hypothesis:

H₀₁ : There exists no significant relationship between socioeconomic status of parents and educational achievement of students belonging to urban slums of Guwahati.

METHODOLOGY:

Descriptive study method has been used in the study. The descriptive method is a widely used method in educational research and deals with the relationship between variables, hypotheses testing as well as developing generalizations and drawing out conclusions as per the reliability and validity in the research.

The sample for the study was chosen using the purposive sampling technique, as there is no official information on the exact number of children or parents residing in slum areas. Thus, a sample of 150 students and 50 parents has been taken purposively for the study.

Socio-Economic Status Scale developed by Ashok K. Kalia and Sudhir Sahu (2012) has been used to collect information regarding the socioeconomic status of the parents belonging to slums. Students' Annual Examination Marksheet has also been used for measuring the Educational Achievement.

The collected data has been analysed and then presented in a tabular form. Simple percentage as well as graphical representation has been used for analysis of the collected data in the study.

RESULTS:

Table 1: Table showing socioeconomic status of parents:

Category	Score Range	Total No. of Parents	Percentage
High Socio Economic Status	Above 73	00	00%
Middle Socio Economic Status	46 to 72	07	14%
Low Socio Economic Status	Below 45	43	86%
TOTAL		50	100%

Table 1 shows that as many as 86% of the parents belonged to low socio economic status category, whereas only 14% of the parents belonged to middle socio economic

status category. On the other hand, none of the parents belonged to high socio economic status category.

Moreover, it was discovered that the majority of the households in the slum regions belonged to scheduled castes, followed by OBCs and the minority were from the general category after data on the socioeconomic condition of parents was analysed. Furthermore, it has been discovered that half of the people living in slums lack literacy, with the other half having only completed elementary school. Only a small percentage of the population has graduated from high school, and none of them have been able to pursue postgraduate studies. Furthermore, it has

been shown that the majority of individuals work in the unorganized sector and do a variety of jobs, including daily wage labourers, building site workers, vegetable vendors, fishers, domestic servants, rag pickers, rickshaw pullers, and street vendors, and sweepers with majority of them earning average monthly income between Rupees 3000-5000.

Table 2: Table showing educational achievement levels of students:

Levels of Educational Achievement	Marks Range	Grades	No. of Students	Percentage
Outstanding	91-100 %	A+	00	00%
Excellent	81-90 %	A	09	06%
Very Good	61-80 %	B	21	14%
Good	41-60 %	C	52	35%
Needs Improvement	40 % and below	D	68	45 %
TOTAL			150	100 %

From table 2, it has been found that only 6% of the students are 'excellent' in educational achievement levels, whereas 14% are found to have 'very good' levels of educational achievement. On the other hand, 35% fall under 'good' level and majority of the students, that is, 45% of the students 'need improvement' in their academics. Therefore, it can be summed up that none of the students have been found to be of outstanding educational achievement level and majority of them have obtained D grades with mark ranges of 40 % and below.

Table 3: Table showing correlation between socio economic status of parents and educational achievement of students:

Variables	N	Mean	SD	r-value	Sig.(2 tailed)
Socio Economic Status	50	41.83	12.81	0.804	0.000*
Educational Achievement	150	41.07	14.07		

*significant at 0.01 level

The correlation between parents' socioeconomic status and their children's educational achievement has been examined using Pearson's coefficient of

correlation. Table 3 indicates that the value of r is 0.804 ($p=0.000<.01$), indicating a strong positive correlation between parents' socioeconomic status and educational

achievement. As a result, the null hypothesis, which stated that there was no significant relationship between the socioeconomic status of the parents and

educational achievement of the students, can be rejected.

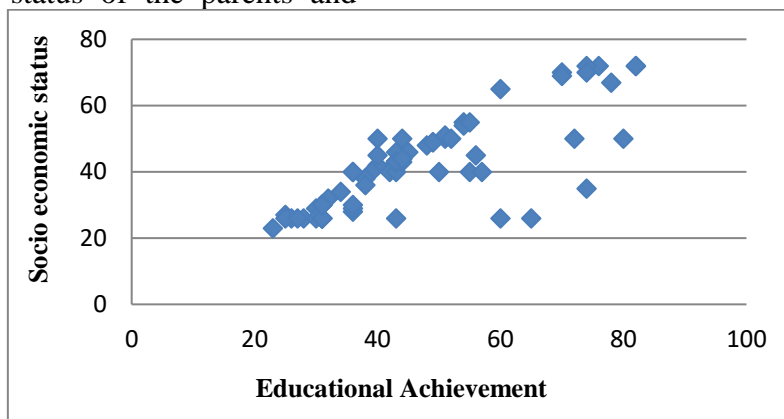


Figure 1: Scatter plot showing the relationship between socio economic status and educational achievement.

Following are some of the measures to improve the condition of people belonging to urban slums of Guwahati:

- Effective policies and awareness programmes must be implemented so as to put a check on rapid population growth in the country.
- Improvement of subsidy rates on commodities must be made for the people belonging to slums in order to attain a satisfactory quality of life.
- Efforts should be made to increase employment opportunities in the country to enhance socio-economic condition by encouraging self-employment schemes.
- Higher education should be made reasonable and the curriculum should be constructed in such a way that it reflects the requirements of the society.
- Government should strive to encourage investment in poverty ridden districts by offering special allowances on taxes.
- Slum areas and Municipal schools in slums should be supervised regularly by the competent authorities.

- Awareness campaigns regarding the rights and facilities by the Government should be organized in the slum areas.
- Provision should be made for conducting remedial or tuition classes by the NGO's for the underprivileged children in and around urban slums.

DISCUSSION:

The present study looks into how children from Guwahati's urban slums achieved educationally in relation to their socioeconomic position. From the results of the study, it was clear that the parents' socioeconomic status significantly influenced their children's educational achievement. The survey revealed that the majority of the parents were from low socioeconomic backgrounds. They were found to be illiterate or to have just completed primary school. The majority of urban slum households' income earners made an average of merely 3k-4k per month. Education and income of the parents of these slum children are the main determinants of the educational achievement of their children (Anam, 2016; Sirin, 2005).

The present study found that the majority of people living in slums worked in the unorganized sector. These jobs included everything from daily wage labourers to vegetable vendors, rickshaw pullers, street vendors, sweepers, and workers on construction sites. The majority of the studied households in the slums made their living by performing wage work in the city's unorganized sector, according to their occupational profiles, which included manual labourers, carpenters, masons, vegetable vending, stationery shops, tea stalls, betel shops, laundry men, barbers, plumbers, and other service providers (Das, P. & Meher, K., 2012).

The study also revealed that both the variables were positively correlated. Parental education and family SES are positively correlated with the educational performance and quality of the learner (Jeynes, 2002). Children that come from low-SES families typically do poorly in school (Gabrielli, 2022). It has also been noted that poverty is a significant barrier in obtaining quality education and leading a normal life. Poverty has detrimental consequences on all scholastic levels as well as life success, as has been amply proven and acknowledged by Ferguson, H. and others (2007).

RECOMMENDATIONS:

As responsible citizens of the society all of us should put in some efforts in order to improve the socio-economic condition and education of the slum dwellers, which will in turn, help in the overall development of the nation. The creation of numerous job possibilities by the federal and state governments is advised in order to improve people's socioeconomic standing and boost academic performance in students. Different learning tools and materials should be provided to the deprived students for the betterment of their educational achievement.

Moreover, sufficient opportunities must be created so as to provide quality

higher education to the disadvantaged sections of the society in an affordable manner. Concerted efforts should be made in order to provide universal education as well as to enhance the living conditions of the slum dwellers. Adult education programmes can be conducted for the slum dwellers so as to enlighten them about the importance of education in their lives. Therefore, these are some of the recommendations as put forward by the researcher for improving the socio-economic situation as well as education of the urban slum dwellers.

CONCLUSION:

One of the most effective tools for eliminating poverty in a country is education. It is in charge of fostering upward mobility, which improves people's socioeconomic circumstances. As a result, the study offers some insight into how parents' socioeconomic status and their children's educational achievement are related. The report makes an effort to recommend specific actions to enhance the lives of those residing in Guwahati's urban slums. Financial dependence as well as illiteracy are the main causes of low socioeconomic status of the population. Thus, students can only succeed academically and seize better employment chances when they are given adequate opportunity. This would enable them to break the generational cycle of poverty and achieve financial independence.

REFERENCES:

- Anam, (2016). Socio-economic Impact on Schooling of Urban Slum Children: A Study of Rayer Bazaar Slum in Dhaka City. *Dynamics of Public Administration*, 33 (2), 139-148. DOI: <https://doi.org/10.5958/0976-0733.2016.00012.2>
- Census of India Report, 2011. DOI: <https://censusindia.gov.in/>
- Das, M. (2022). Enquiry into the living conditions of slum dwellers in

- Siliguri Municipal Corporation Area with special reference to health and education. *Shodhganga*. DOI: <http://hdl.handle.net/10603/460759>
- Das, P. & Meher, K. (2012). A Critical Analysis of Economic Activities of Slum Dwellers: A Study of Khurda District, Odisha. *The International Journal of Management*, 1(2). DOI: <https://theijm.com/APRIL12/The%20IJM%204.pdf>
- Ferguson, H., & et al. (2007). The impact of poverty on educational outcomes for children. *Paediatr Child Health*, 12(8), 701-706. DOI: <https://doi.org/10.1093/pch/12.8.701>
- Gogoi, M.C.P. (2016). Socio-economic study of slum dwellers in Assam. *The International Journal of Humanities and Social Studies*, 4(2), 211-219. DOI: <https://internationaljournalcorner.com/index.php/theijhss/article/view/125920>
- Joshi, S. (2020). Educational problems of slum children in relation to educational achievement and attitude towards education: A study with special reference to primary schools of Nainital district. *Shodhganga*. DOI: <http://hdl.handle.net/10603/457454>
- Memon, et al. (2010). Impact of Parental Socio-Economic Status on Students' Educational Achievements at Secondary Schools of District Malir, Karachi. *Middle-East Journal of Scientific Research*, 6, 678-687. DOI: <http://pr.hec.gov.pk/jspui/bitstream/123456789/13475/1/Theses%20Naila%20Nisar%20Reg.%20086199001.pdf>
- Paul Smith (1967). The Condition of the People, 1874-6, *University of Toronto Press Inc.* (UTPress), 1967
- Quagliata, T. (2008). Is there a Positive Correlation between Socioeconomic Status and Academic Achievement? *Fisher Digital Publications*, 78. DOI: https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1077&context=education_ETD_masters
- Vadivel, B. and et al. (2023). The Impact of Low Socioeconomic Background on a Child's Educational Achievements. *Education Research International*, 11. DOI: <https://doi.org/10.1155/2023/6565088>