

## **CHAPTER IV**

### **Analysis and Interpretation of Data**

#### **4.1.0 Introduction**

The present chapter is devoted to the detailed discussion about the analysis and interpretation of the data regarding the effect of parenting style and socio-economic status on academic achievement of higher secondary students. The academic achievement of higher secondary students is analysed on the basis of higher secondary examination results conducted by the Assam Higher Secondary Education Council (AHSEC).

The collected data is meaningless until systematically classified, analyzed and interpreted to draw the final conclusions. Analysis includes working on raw data, breaking them into smaller units, synthesizing the data, and finding out what is significant. Interpretation of data provides a theoretical concept and explanation on what has been observed by the investigator after the collection and analysis of data.

To get the desired result and draw significant conclusions, the data were collected from the selected respondents related to parenting style, socio-economic status and performance of students in higher secondary examination (academic achievement). To analysed data, statistical methods like percentage and Pearson's product moment correlation are applied. Data related to students' academic achievement were collected from official records of the AHSEC booklet and from records of the concerned institutions. Further , the data related to parenting style and socio-economic status were collected by applying the considered standardised parenting style scale developed by Madhu Gupta and Dimple Mehtani (2017) and socio-economic status scale developed by Sunil Kumar Upadhyay and Alka Saxena (2008). The analysis and interpretation of data are done in different sub-headings on the basis of the objectives framed for the study.

**4.2.0 Based on the First Objective: To examine the academic achievement of higher secondary students of Udalguri district (from 2011 to 2020).**

To fulfill the purpose of this objective, the investigator observed the district-wise higher secondary final examination performance in Assam and the performance of Udalguri district from the year 2011 to 2020. The investigator also selected a sample of 770 students from the 10 degree colleges in Udalguri district who passed the higher secondary final examination in 2020. The level of academic achievement of the sample students are assessed based on the marks obtained by the students in higher secondary final examination. The students who obtained 60% and above in the exam are placed in the ‘High Achievers’ category, those who obtained between 45% to 59% are placed in the ‘Average Achievers’ category and those who obtained below 45% are placed in the ‘Low Achievers’ category.

**Table 4.1, Data Showing the District-wise Performance in the Higher Secondary Final Examination (Arts Stream) Conducted by AHSEC in 2020**

<b>District</b>	<b>Candidates Appeared</b>	<b>1<sup>st</sup> Division</b>	<b>2<sup>nd</sup> Division</b>	<b>3<sup>rd</sup> Division</b>	<b>Total Pass</b>	<b>Pass Percentage</b>
<b>Baska</b>	6133	621	1941	2673	5235	85.36
<b>Barpeta</b>	10836	1086	2774	4562	8422	77.72
<b>Biswanath</b>	3890	644	1080	1551	3275	84.19
<b>Bongaigaon</b>	3445	285	760	1496	2541	73.76
<b>Cachar</b>	8108	495	1528	3252	5275	65.06
<b>Charaideo</b>	2554	326	569	944	1839	72.00
<b>Chirang</b>	3034	347	833	1049	2229	73.47
<b>Darrang</b>	5049	1023	1717	1757	4497	89.07
<b>Dhemaji</b>	6055	327	1914	2797	5038	83.20
<b>Dhubri</b>	6201	468	1112	2041	3621	58.39
<b>Dibrugarh</b>	6432	863	1479	2810	5152	80.10
<b>Dima Hasao</b>	1224	89	317	589	995	81.29
<b>Goalpara</b>	3754	317	879	1471	2667	71.04
<b>Golaghat</b>	6196	888	1361	2438	4687	75.65
<b>Hailakandi</b>	2997	180	491	1016	1687	56.29

Cont.

<b>Hojai</b>	4208	602	979	1551	3132	74.43
<b>Jorhat</b>	5066	1130	1540	1757	4427	87.39
<b>Kamrup- Metro</b>	6410	936	1477	2469	4882	76.16
<b>Kamrup- Rural</b>	10211	1014	2679	4487	8180	80.11
<b>Karbi Anglong</b>	4353	156	589	2256	3001	68.94
<b>Karimganj</b>	4917	616	1475	1846	3937	80.07
<b>Kokrajhar</b>	5657	329	1554	2393	4276	75.59
<b>Lakhimpur</b>	8549	869	2831	3789	7489	87.60
<b>Majuli</b>	1755	163	434	894	1491	84.96
<b>Morigaon</b>	5070	582	1555	2249	4386	86.51
<b>Nagaon</b>	7421	1649	2323	2405	6377	85.93
<b>Nalbari</b>	5757	846	1902	2126	4874	84.66
<b>Sivasagar</b>	4822	899	1604	1772	4275	88.66
<b>Sonitpur</b>	5577	592	1229	2239	4060	72.80
<b>South Salmara</b>	1457	178	508	534	1220	83.73
<b>Tinsukia</b>	4872	766	1257	1812	3835	78.72
<b>Udalguri</b>	5190	491	1223	2137	3851	74.20
<b>West Karbi Anglong</b>	1167	70	277	591	938	80.38
<b>Total</b>	<b>168367</b>	<b>19847</b>	<b>44191</b>	<b>67753</b>	<b>131791</b>	<b>78.28</b>

(Source: AHSEC Result booklet 2020)

The above Table 4.1 shows the district-wise performance in the higher secondary final examination (Arts Stream) in 2020. The table clearly shows the performance of each district at a glance. In the higher secondary final examination, 2020 a total of 168367 candidates appeared and 131791 candidates passed the examination. The state's pass percentage was 78.28%, with a total of 19847 candidates securing 1<sup>st</sup> division, 44191 candidates securing 2<sup>nd</sup> division, and 67753 securing 3<sup>rd</sup> division. The data indicates that the Udalguri district's performance is average when compared to other districts in Assam. Looking at the pass percentage for the Arts stream, Udalguri district ranks at 24<sup>th</sup> position out of 33 districts in Assam. Also, when we look at the pass percentages of the four districts of Bodoland Territorial Area Districts (BTAD) Udalguri district is in

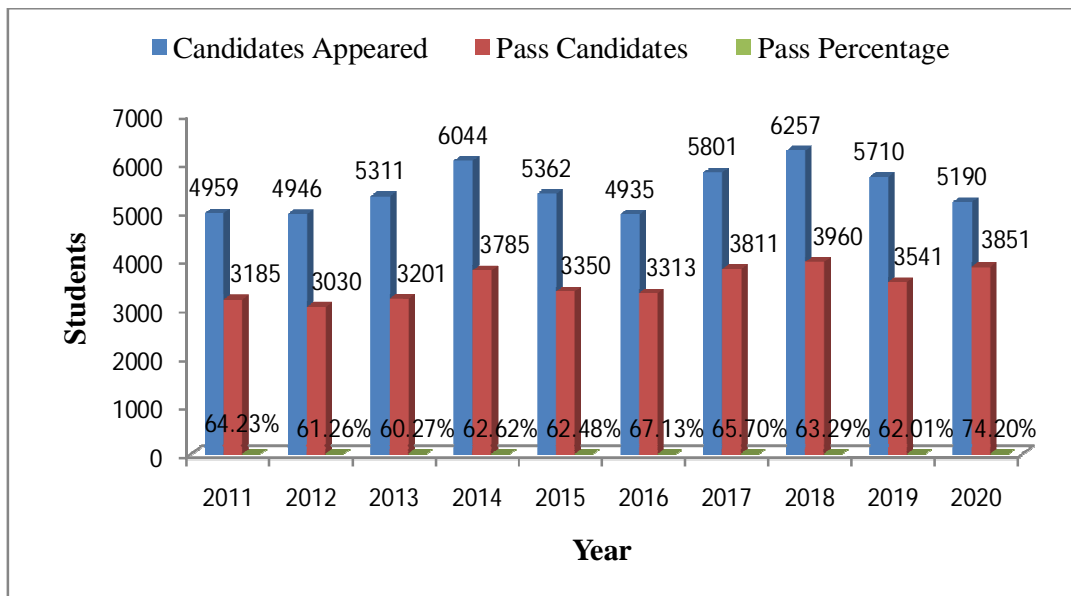
3<sup>rd</sup> position. In the year 2020, the pass percentage of the four districts of Bodoland Territorial Area Districts (BTAD) i.e. Baksa is 85.36%, Chirang is 73.47%, Kokrajhar is 75.59 % and Udaguri is 74.20%. In Baksa, 6133 candidates appeared in the higher secondary final examination 2020, and 5235 candidates have passed with 621 candidates securing 1<sup>st</sup> division, 1941 candidates securing 2<sup>nd</sup> division, and 2673 candidates securing 3<sup>rd</sup> division. In Chirang, 3034 candidates appeared and 2229 candidates passed, with 347 candidates securing 1<sup>st</sup> division, 833 securing 2<sup>nd</sup> division, and 1049 securing 3<sup>rd</sup> division. In Kokrajhar, 5657 candidates appeared and 4276 candidates passed, with 329 securing 1<sup>st</sup> division, 1554 securing 2<sup>nd</sup> division, and 2393 securing 3<sup>rd</sup> division. In Udalguri district, 5190 candidates appeared and 3851 passed, with 491 candidates securing 1<sup>st</sup> division, 1223 candidates securing 2<sup>nd</sup> division, and 2137 candidates securing 3<sup>rd</sup> division in the higher secondary final examination, 2020.

**Table 4.2, Data Showing the Total Candidates of Appeared, Passed and Pass Percentage of Udalguri District in the Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020**

<b>Year</b>	<b>Candidates Appeared</b>	<b>Total no. of Pass Candidates</b>	<b>Pass Percentage</b>
2011	4959	3185	64.23%
2012	4946	3030	61.26%
2013	5311	3201	60.27%
2014	6044	3785	62.62%
2015	5362	3350	62.48%
2016	4935	3313	67.13%
2017	5801	3811	65.70%
2018	6257	3960	63.29%
2019	5710	3541	62.01%
2020	5190	3851	74.20%

*(Source: AHSEC Result booklet from 2011 to 2020)*

**Figure 4.1 Graphical Representation of Total Candidates Appeared, Passed and Pass Percentage of Udalguri District in the Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020**



(Source: AHSEC Result booklet from 2011 to 2020)

Table 4.2 and Figure 4.1 show the number of candidates appearing and passing the higher secondary final examination from 2011 to 2020. In the year, 2011 total of 4959 students appeared and 3185 students passed the examination. During 2012 and 2013 a total of 4946 students and 5311 students appeared, with 3030 students and 3201 students passing the higher secondary final examination respectively. In 2014, a total of 6044 students appeared in the examination and a total number of 3785 students passed the examination. In 2015, 2016, and 2017, a total of 5362, 4935, and 5801 students appeared, with 3350, 3313, and 3811 passing the examination respectively. Besides, in 2018 highest number of students, 6257 appeared in the higher secondary final examination, and 3960 passed the examination. However, in 2019 and 2020 the number of students appearing in the examination declined to 5710 and 5190, respectively, with 3541 and 3851 students passing the examination.

According to the data, in 2020 the pass percentage of Udalguri district in Arts stream is 74.20%, which is also the highest pass percentage in the last ten years from 2011 to

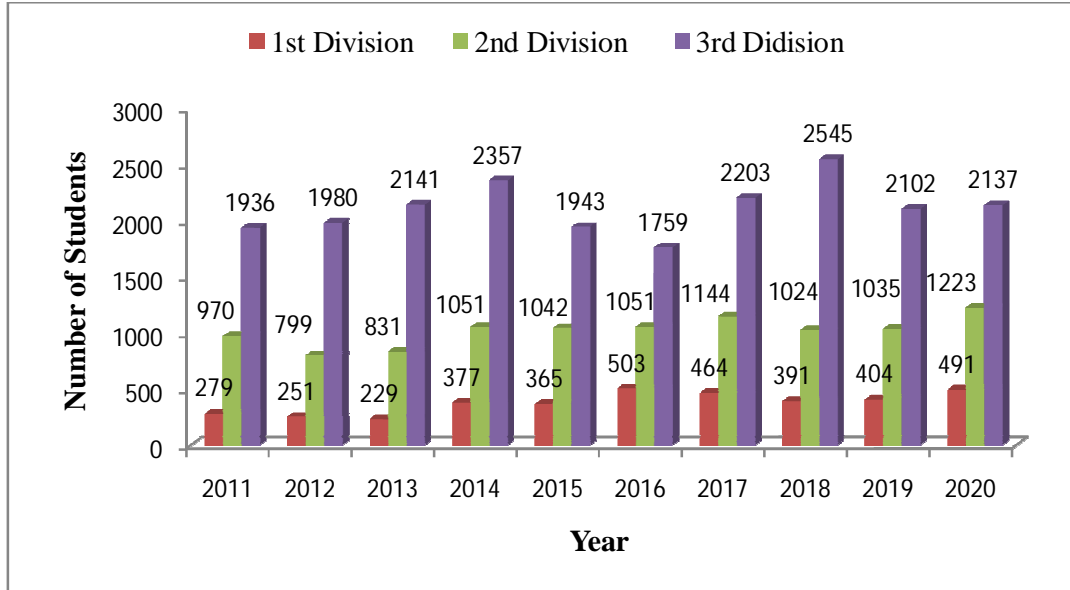
2020. In 2011, the pass percentage in the Arts stream was 64.23%, which declined to 61.26 % in 2012 and 60.27% in 2013. In 2014, the pass percentage increased to 62.62%, while in 2015, it decreased slightly to 62.48%. In 2016, the pass percentage increased to 67.13%, while in 2017, 2018, and 2019, the pass percentage of Udalguri district in Arts stream declined to 65.70%, 63.29% and 62.01% respectively. In general, the performance in terms of pass percentage has fluctuated throughout the last ten years.

**Table 4.3, Data Showing Candidates Passing in Divisions in the Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020 in Udalguri District**

Year	Candidates Passed in Division		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
2011	279	970	1936
2012	251	799	1980
2013	229	831	2141
2014	377	1051	2357
2015	365	1042	1943
2016	503	1051	1759
2017	464	1144	2203
2018	391	1024	2545
2019	404	1035	2102
2020	491	1223	2137

*(Source: AHSEC Result booklet from 2011 to 2020)*

**Figure 4.2 Graphical Representation of Candidates Passing in Divisions in the Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020 in Udalguri District**



(Source: AHSEC Result booklet from 2011 to 2020)

Based on the data presented in Table 4.3 and Figure 4.2, in 2011, a total of 279 candidates passed in the 1<sup>st</sup> division, following declines in 2012 and 2013 to 251 and 229 respectively. In 2014, the number of 1<sup>st</sup> division holders increased to 377, while in 2015, it decreased to 365. Similarly, the number of 1<sup>st</sup> division holders increased to 503 in 2016, resulting the year with the highest number of candidates passing in 1<sup>st</sup> division throughout the last 10 years (2011 to 2020). In 2017 and 2018, the number of 1<sup>st</sup> division holders decreased to 464 and 391 respectively. However, in 2019 and 2020, the number of 1<sup>st</sup> division holders was 404 and 491 respectively, indicating that the number of 1<sup>st</sup> division holders has increased. The data also showed that over the last ten years, the 1<sup>st</sup> division holders are less with the average number of candidates passed in the 2<sup>nd</sup> division, while the majority of candidates passed in the 3<sup>rd</sup> division. Although the pass percentage of higher secondary results in Udalguri district has continuously increased, the performance cannot be considered satisfactory when compared to other districts in Assam. It has also been observed that the overall number of pass candidates is lower than the number of candidates who appear for the examination. Furthermore, the

performance data revealed that the number of first division holders is quite low, with the majority of candidates passing in the third division during the last 10 years.

From the findings, it may be asserted that the performance of Udalguri district in the higher secondary final examination from the year 2011 to 2020 is not satisfactory. The pass percentage is low as compared to other districts in the state-level result. A large number of students have appeared in the examination, but only a small number have passed. According to the data, the majority of the students in Udalguri district are 'Average Achievers', as the number of students passing in the first division is quite low and most of the students pass in the third division. This finding supports the result of **Devi (2015)** who carried out a similar kind of investigation in Udalguri district. The probable reason could be a lack of proper educational facilities, poor infrastructures, irregular classes, and a lack of professional, and adequate teachers who are not equipped enough to meet the evolving challenges of modern curriculum, content, and pedagogy. The lack of quality education at higher secondary schools, colleges, and private junior institutions could also be responsible for poor results in the higher secondary final examination in the district. Besides, due to the limited number of educational institutions, most of the higher secondary schools, colleges, and private junior colleges of Udalguri district are overcrowded with students. Such overcrowding of students degrades the quality of education, creates difficulty for teachers to give proper attention to students individually, and hampers the student-teacher ratio. Another credible reason might be Class XI examinations are evaluated internally and students who achieve the minimum pass grades are typically promoted to Class XII. This makes students less motivated and insincere towards their studies, resulting in poor outcomes on higher secondary final examination. However, in recent years, the performance of students in Udalguri district has improved gradually in the results of the higher secondary final examination, but it is still low when compared to state-level performance. In a study, **Agauddin (2023)** investigated the educational scenario of Udalguri district and identified various drawbacks of the prevailing education system in educational institutions, such as a lack of part-time teachers to accomplish the demands of a large number of students in classrooms, a lack of motivation in students due to no proper exposure like seminars, workshops, conferences, educational excursions, and so on.

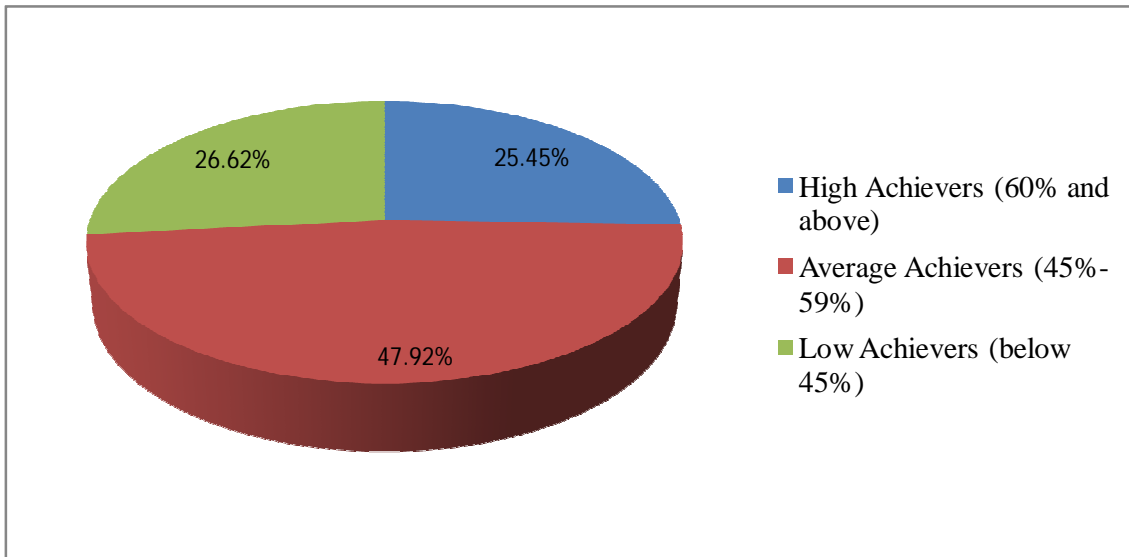
A further factor could be that most of the students in the district studying in higher secondary come from remote villages to attend classes, and the lack of proper public transportation; they tend to leave earlier before attending all the classes. The investigator observed that a large number of students finished their schooling from vernacular medium and after enrolling in higher secondary they found it difficult to read, write, and speak in the English language, particularly Bodo medium students who have no other option but to study in the English language. This significant disadvantage for Bodo medium students might contribute to poor academic performance. The investigator has also observed that in many higher secondary schools and colleges, the traditional method of teaching with a blackboard and chalk is still in practice, with no new means to impart education using technology. All of the possible causes discussed above may contribute to the mediocre/average performance in Udalguri district in higher secondary final examinations.

**Table 4.4 Academic Achievement of Students**

<b>Levels</b>	<b>Number of Students</b>	<b>Percentage</b>
High Achievers (60% and above)	196	25.45%
Average Achievers (45%-59%)	369	47.92%
Low Achievers (below 45%)	205	26.62%
<b>Total</b>	<b>770</b>	<b>100%</b>

*(Source: Field Investigation)*

**Figure 4.3 Diagram Showing the Percentage of Students Falling on Each Level of Academic Achievement**



(Source: Field Investigation)

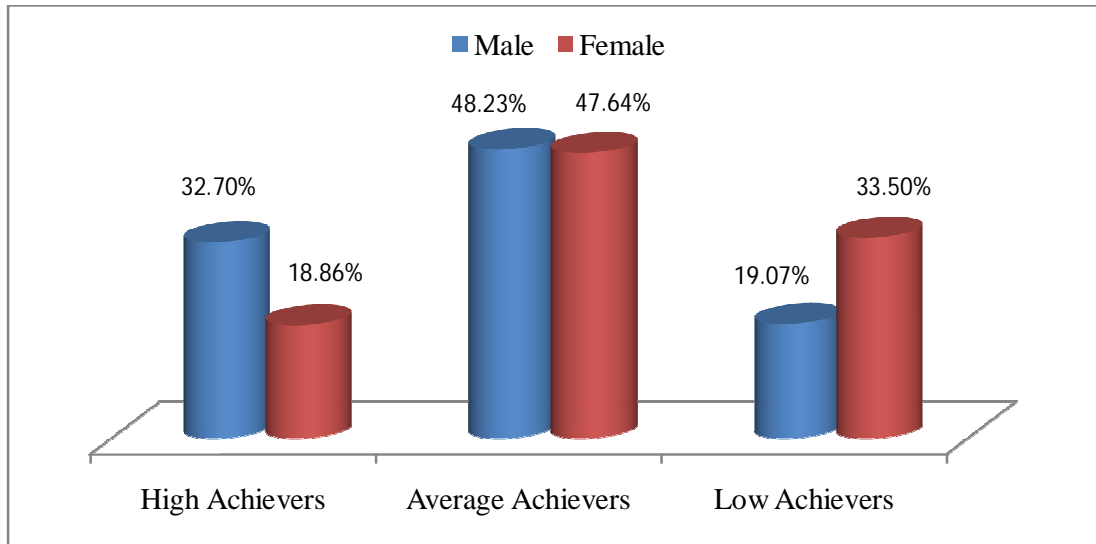
According to Table 4.4 and Figure 4.3 above, out of 770 students, 25.45% have obtained a ‘High’ level of academic achievement, 47.92% have an ‘Average’ level and 26.62% have obtained a ‘Low’ level. The findings suggest that the majority (47.92%) of the students are ‘**Average**’ achievers. This result can be interpreted that majority of the student’s academic achievement is a matter of concern, as only 25.45% are classified as high achievers. There is a need to draw the attention of concerned authorities in order to provide better strategies for students’ high academic achievement.

**Table 4.5 Academic Achievement of Male and Female Students**

Level	Male		Female	
	No. of Students	Percentage	No. of Students	Percentage
High Achievers (60% and above)	120	32.70%	76	18.86%
Average Achievers (45%-59%)	177	48.23%	192	47.64%
Low Achievers (below 45%)	70	19.07%	135	33.50%
<b>Total</b>	<b>367</b>	<b>100%</b>	<b>403</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.4 Diagram Showing the Percentage of Male and Female Students Falling on Each Level of Academic Achievement**



*(Source: Field Investigation)*

The preceding Table 4.5 and Figure 4.4 reveal the academic achievement of male and female students. The data indicates that out of 367 male students, 32.70% are ‘High’ achievers, 48.23% are ‘Average’ achievers and 19.07% are ‘Low’ achievers. On the other hand, the data show that 18.86% of the female students are ‘High’ achievers, 47.64% are ‘Average’ and 33.50% are ‘Low’ achievers. It is observed that male students (32.70%) outperform female students (18.86%) in terms of ‘High’ achievement. Similarly, data reveals that female students (33.50%) are more likely to be low achievers than male students (19.07%). However, the majority of the male and female students perform at an ‘Average’ level. Based on these findings, it is possible to suggest that male and female students’ performance can be improved to attain high academic achievement by employing better strategies and efforts.

The result addressing the level of academic achievement of overall students taken as a sample indicated that students have an average level of academic achievement. The vast majority of students are classified as ‘Average Achievers’. The most likely reasons for average and low achiever students include a lack of dedication to their studies, inconsistent study habits, failure to complete their home assignments on time, studying and preparing immediately before the exam, an unfavourable academic environment at

home, and a lack of competent guidance. Another cause could be that students do not seek help from teachers to remove their doubts or do not ask for re-explanation when they are unsure about a topic. Every classroom has different sorts of students, some of whom require more attention and care, especially the average and low performers, therefore, teachers must be always cooperative and humble, so that students can express their doubts and opinions. A further credible cause is a lack of motivation and competition among students as a result of a poor educational environment, both at home and in the classrooms. The investigator also learned that many students were studying due to parental pressure and had no ambitions in life and no idea what they wanted to accomplish in the future, which may be a further reason for poor performance by students and also affects their behaviour. The findings of this objective are consistent with the studies of **Akhtar (2012)**, **Dkhar (2012)**, **Kharnaier (2013)**, **Devi (2015)**, **Nongrum (2017)**, and **Devi (2020)**, which show that the majority of the students are average achievers in academics. This finding is also conflicting with the findings of **Deka (2016)**, **Das (2018)**, and **Lamare (2020)** that showed that the majority of students were low achievers. Although average achievers constitute the majority, high achiever students' account for 25.45% of the total, indicating that students can perform better in the future provided the underlying causes of average and low academic achievements are identified. Furthermore, the result reveals that female students were primarily mediocre/average and low achievers. However, male students outperformed female students in terms of better achievement, supporting **Devi's (2020)** findings.

#### **4.3.0 *Based on the Second Objective: To find out the parenting styles of the parents of higher secondary students.***

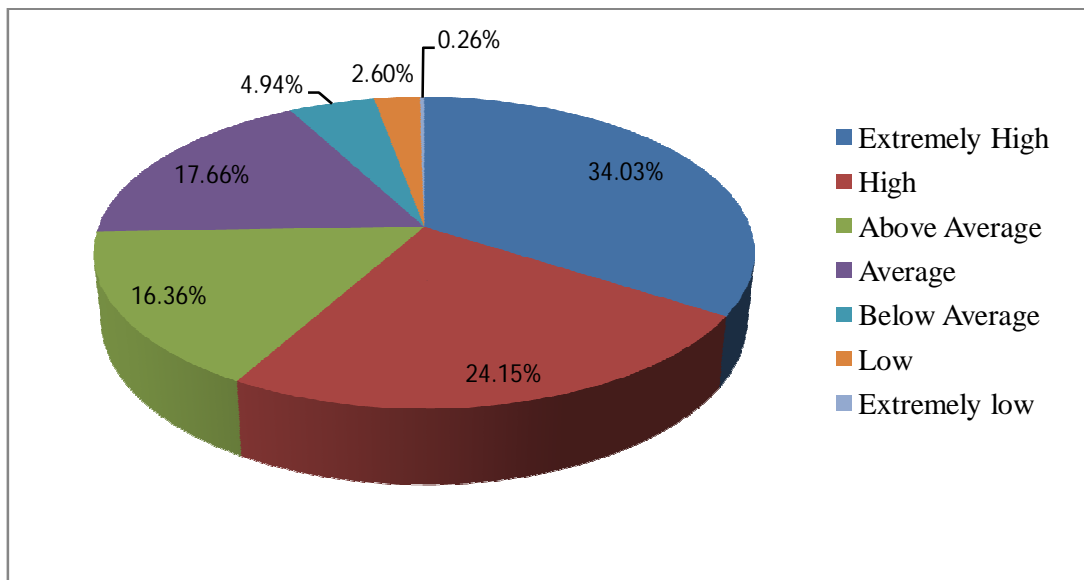
To accomplish the second objective the investigator examined the parenting styles by administering a standardised parenting style scale on the students. The responses of the students are placed under different levels of Autocratic, Democratic, Permissive, and Uninvolved parenting styles. Based on the student's responses the data are analysed, interpreted, and discussed below:

**Table 4.6 Level of Democratic Parenting Style of Students**

Level	Number of Students	Percentage
Extremely High (36 and more)	262	34.03%
High (32 to 35)	186	24.15%
Above Average (28 to 31)	126	16.36%
Average (22 to 27)	136	17.66%
Below Average (18 to 21)	38	4.94%
Low (13 to 17)	20	2.60%
Extremely low (12 and less)	2	0.26%
<b>Total</b>	<b>770</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.5 Diagram Showing the Percentage of Students Falling on Each Level of Democratic Parenting Style**



(Source: Field Investigation)

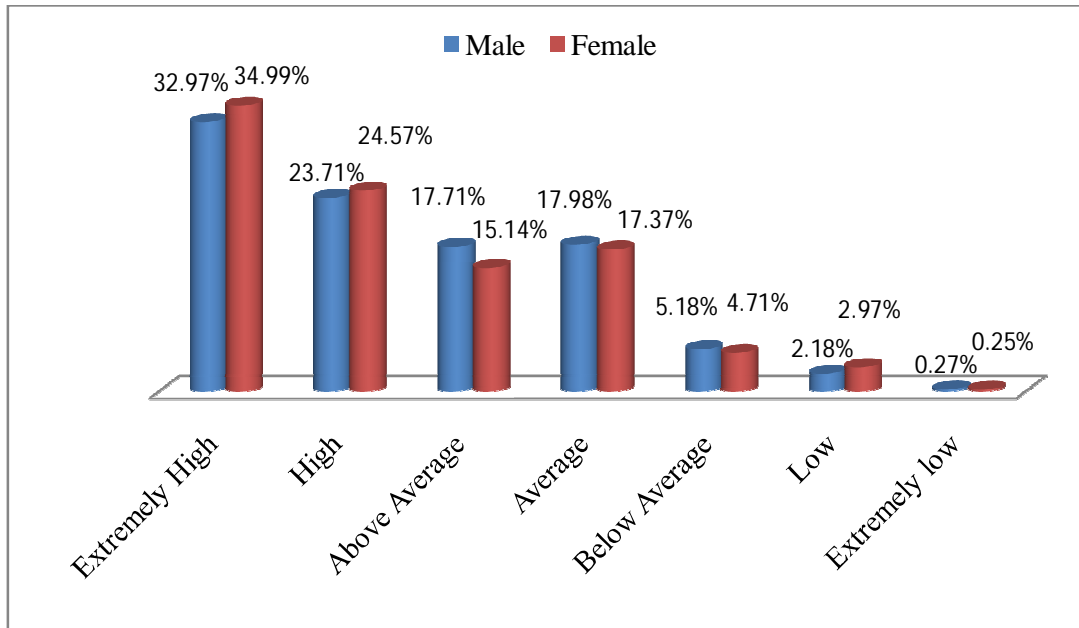
According to Table 4.6 and Figure 4.5, out of 770 students, 34.03% of the responses on their parent’s democratic parenting style fall into the ‘Extremely High’ level, 24.15% of the responses of students fall into the ‘High’ category, 16.36% of the responses are under ‘Above Average’, 17.66% of the student’s response are from the ‘Average’ category, 4.94% of the responses fall into ‘Below Average’ considering their parents as democratic, 2.60% of the responses fall into ‘Low’ and only 0.26% of the responses of students fall into the ‘Extremely Low’ category. From the result, the democratic parenting style can be considered the most prevalent parenting style as the percentage of responses on this parenting style was found ‘**Extremely High**’ and most of the students perceive their parents to be democratic.

**Table 4.7 Level of Democratic Parenting Style of Male and Female Students**

Level	Male		Female	
	No. of Students	Percentage	No. of Students	Percentage
Extremely High (36 and more)	121	32.97%	141	34.99%
High (32 to 35)	87	23.71%	99	24.57%
Above Average (28 to 31)	65	17.71%	61	15.14%
Average (22 to 27)	66	17.98%	70	17.37%
Below Average (18 to 21)	19	5.18%	19	4.71%
Low (13 to 17)	8	2.18%	12	2.97%
Extremely low (12 and less)	1	0.27%	1	0.25%
<b>Total</b>	<b>367</b>	<b>100%</b>	<b>403</b>	<b>100%</b>

*(Source: Field Investigation)*

**Figure 4.6 Diagram Showing the Percentage of Male and Female Students Falling on Each Level of Democratic Parenting Style**



(Source: Field Investigation)

The above Table 4.7 and Figure 4.6 indicate the percentage of male and female students' responses falling on each level of democratic parenting style. The result shows that the response of 32.97% of male and 34.99% of female students on their parents' democratic parenting falls under the 'Extremely High' level, followed by 23.71% of the males and 24.57% of the females' responses under the 'High' level. Further, 17.71% of males and 15.14% of females fall in the 'Above Average' category, 17.98% of males and 17.37% of females are in the 'Average' category, and 5.18% of males and 4.71% of females fall into 'Below Average' category. The responses of 2.18% of males and 2.97% of females fall into the 'Low' category of democratic parenting style, while only 0.27% of males and 0.25% of females' responses fall into the 'Extremely Low' category. It may be concluded that the majority of the male and female students perceive their parents as democratic, which falls under the '**Extremely High**' category.

The result indicated that among different styles of parenting, the democratic parenting style was deemed the most predominant. Parents who are democratic are more responsive and listen to their children, are more forgiving and nurturing rather than

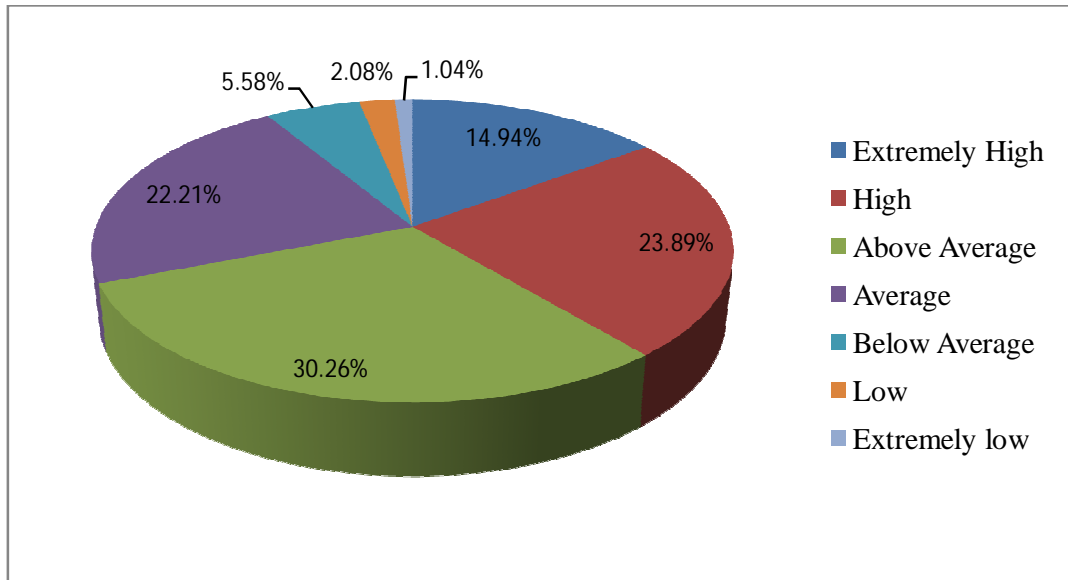
punishing. Parents are assertive, allow their children to make choices and decisions, and provide love, support, encouragement, warmth and positivity, dignity and respect, and use supportive rather than punitive disciplinary methods, empowering their children, to be more confident, reasonable, happy, capable and successful. Students who perceived their parents as democratic revealed in their responses that their parents encourage them to talk about their problems, appreciate when they independently do something good, respect their opinions if it is logical, point out their mistakes in a way they understand, discuss their merits and demerits, care their likes and dislikes, guide them by reasoning, engage them in discussions and debates, encourage them to be independent while maintaining limits and control on their actions as well. The most likely reason why most parents of higher secondary stage choose democratic parenting is that these students are now grownups who no longer require strict parenting with rules and regulations all the time. This style allows parents to establish strong and healthy relationships with their children and makes children realize that their parents are available when they need them. This finding coincides with the studies of **Gupta and Mehtani (2017)**, which found that most of the students evaluated their parents' style of parenting to be democratic.

**Table 4.8 Level of Autocratic Parenting Style of Students**

<b>Level</b>	<b>Number of Students</b>	<b>Percentage</b>
Extremely High (35 and more)	115	14.94%
High (31 to 34)	184	23.89%
Above Average (26 to 30)	233	30.26%
Average (20 to 25)	171	22.21%
Below Average (16 to 19)	43	5.58%
Low (11 to 15)	16	2.08%
Extremely low (10 and less)	8	1.04%
<b>Total</b>	<b>770</b>	<b>100%</b>

*(Source: Field Investigation)*

**Figure 4.7 Diagram Showing the Percentage of Students Falling on Each Level of Autocratic Parenting Style**



*(Source: Field Investigation)*

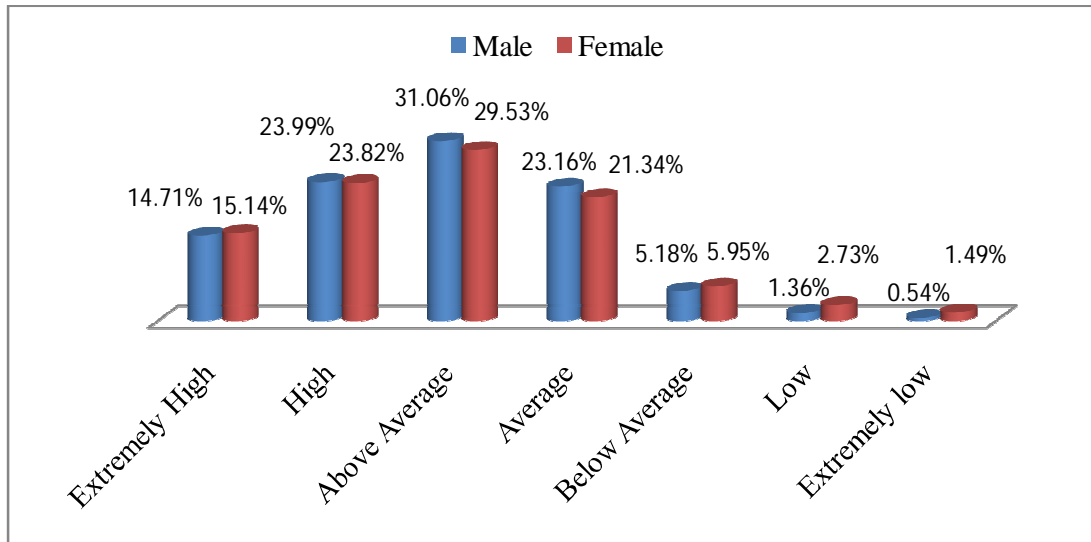
It is observed from Table 4.8 and Figure 4.7, that out of 770 students who responded on the autocratic parenting style, 14.94% of the responses fall into the 'Extremely High' level, 23.89% of the responses fall under the 'High' category, 30.26% of the responses come under 'Above Average' level, 22.21% of the responses fall into 'Average' level, 5.58% fall into 'Below Average', 2.08% and 1.04% of the responses fall into 'Low' and 'Extremely Low' category respectively. A significant percentage of students' responses to autocratic parenting fall into the '**Above Average**' category. The results show that autocratic parenting is the second most preferred parenting style among parents. The students who considered their parents to be autocratic described them as controlling, demanding, preventative, and rigid.

**Table 4.9 Level of Autocratic Parenting Style of Male and Female Students**

Level	Male		Female	
	No. of Students	Percentage	No. of Students	Percentage
Extremely High (36 and more)	54	14.71%	61	15.14%
High (32 to 35)	88	23.99%	96	23.82%
Above Average (28 to 31)	114	31.06%	119	29.53%
Average (22 to 27)	85	23.16%	86	21.34%
Below Average (18 to 21)	19	5.18%	24	5.95%
Low (13 to 17)	5	1.36%	11	2.73 %
Extremely low (12 and less)	2	0.54%	6	1.49%
<b>Total</b>	<b>367</b>	<b>100%</b>	<b>403</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.8 Diagram Showing the Percentage of Male and Female Students Falling on Each Level of Autocratic Parenting Style**



(Source: Field Investigation)

Based on the data provided in Table 4.9 and Figure 4.8, out of the 367 males and 403 females who responded to autocratic parenting, 14.71% of males and 15.14% of females responses fall into the 'Extremely High' level, while 23.99% males and 23.82% females responses fall into the 'High' level. Besides, 31.06% of males and 29.53% of females responses fall under the 'Above Average' level, 23.16% of males and 21.34% of females respond at the 'Average' level, and 5.18% of males and 5.95% of females respond at the 'Below Average' level. Whereas, 1.36% of males and 2.73% of females fall into the 'Low' category, with only 0.54% of males and 1.49% of females responded in the 'Extremely Low' category. Thus, regarding the level of autocratic parenting exhibited by their parents, the majority of the male and female students responses fell into the '**Above Average**' category.

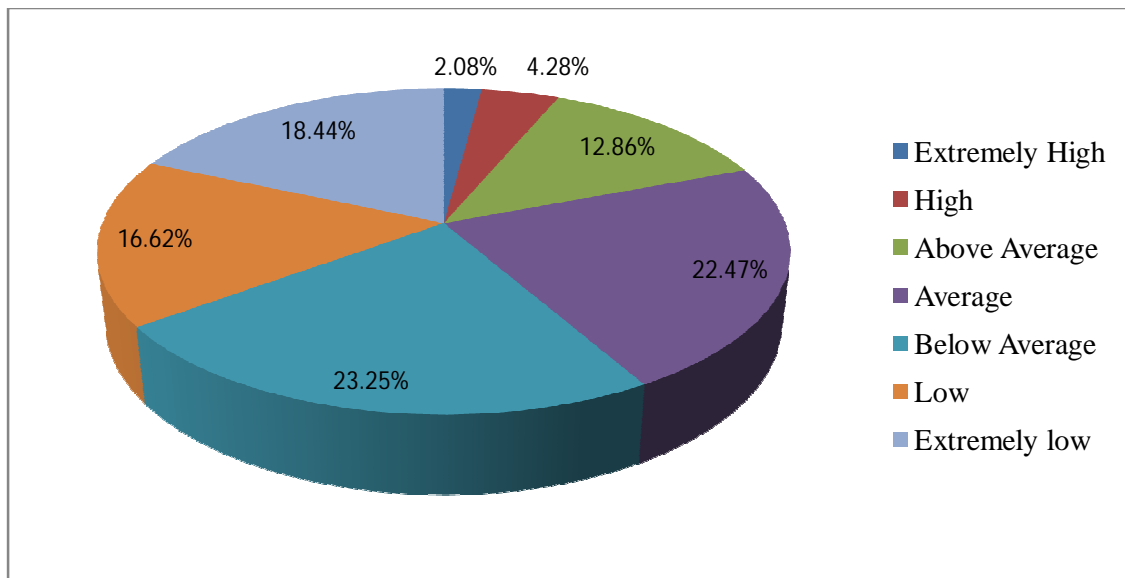
Based on students' responses, the autocratic parenting style emerged as the second most popular parenting among the parents. Students who perceived their parents as autocratic conveyed through their responses that they are expected to obey their parents without questioning, perform better than others, and their parents command them what to do and what not to do, compel them to follow rules and discipline, and make it clear that they are the authority. Students also reported that they were scared to go home with failing marks and had to talk to their parents only after judging their moods. The credible reasons for choosing autocratic parenting might be that these parents want their children to be obedient and disciplined, fulfill their demands and expectations; and follow rigorous rules. Such parents make decisions for their children rather than soliciting their feedback or allowing them to make choices or decisions in life. The idea of autocratic parenting may be to raise obedient children who always follow rules and regulations and respect them. However, this type of parenting has been shown to diminish children's enjoyment, cause feelings of uncertainty and instability, low social competence and self-esteem, introversion, and sometimes poor academic performance.

**Table 4.10 Level of Permissive Parenting Style of Students**

Level	Number of Students	Percentage
Extremely High (36 and more)	16	2.08%
High (32 to 35)	33	4.28%
Above Average (27 to 31)	99	12.86%
Average (22 to 26)	173	22.47%
Below Average (17 to 21)	179	23.25%
Low (13 to 16)	128	16.62%
Extremely low (12 and less)	142	18.44%
<b>Total</b>	<b>770</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.9 Diagram Showing the Percentage of Students Falling on Each Level of Permissive Parenting Style**



(Source: Field Investigation)

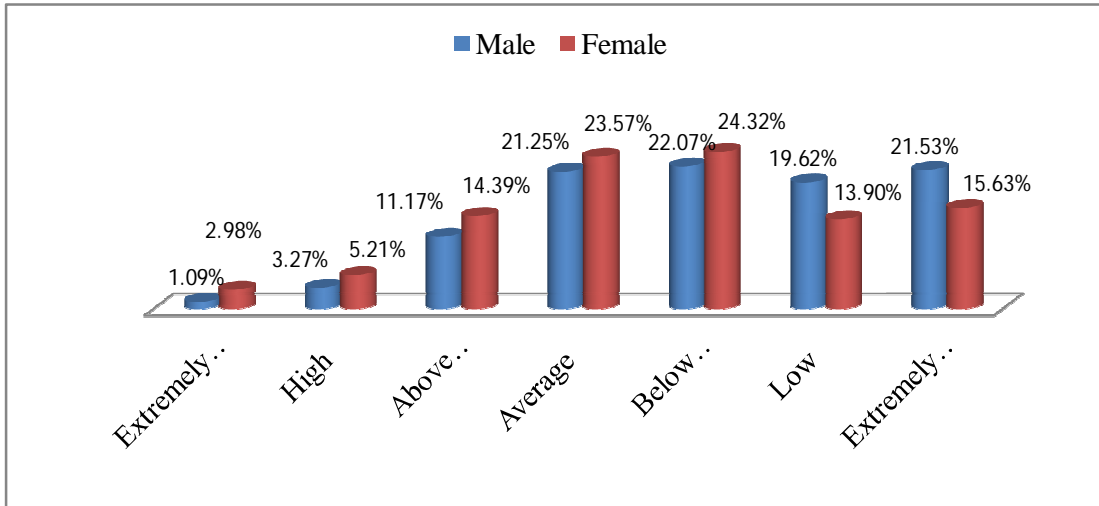
Table 4.10 and Figure 4.9 show the percentage of students who fall into each category of permissive parenting style. The result indicates that, of 770 students, 2.08% perceive their parents' permissive parenting style as 'Extremely High', 4.28% perceive it as 'High', 12.86% perceive it as 'Above Average', 22.47% perceive it as 'Average', 23.25% perceive it as 'Below Average'. While 16.62% believe it to be 'Low', and 18.44% to be 'Extremely Low'. Based on the data, it can be inferred that the majority of students' responses to permissive parenting are '**Below Average**'.

**Table 4.11 Level of Permissive Parenting Style of Male and Female Students**

Level	Male		Female	
	No. of Students	Percentage	No. of Students	Percentage
Extremely High (36 and more)	4	1.09%	12	2.98%
High (32 to 35)	12	3.27%	21	5.21%
Above Average (28 to 31)	41	11.17%	58	14.39%
Average (22 to 27)	78	21.25%	95	23.57%
Below Average (18 to 21)	81	22.07%	98	24.32%
Low (13 to 17)	72	19.62%	56	13.90%
Extremely low (12 and less)	79	21.53%	63	15.63%
<b>Total</b>	<b>367</b>	<b>100%</b>	<b>403</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.10 Diagram Showing the Percentage of Male and Female Students Falling on Each Level of Permissive Parenting Style**



(Source: Field Investigation)

Table 4.11 and Figure 4.10 show the proportion of male and female students at each level of permissive parenting style. It has been noted that, of 367 males and 403 females, only 1.09% of males and 2.98% of females fell into the ‘Extremely High’ category respectively; 3.27% of males and 5.21% of females responses fall into the ‘High’ level. While 11.17% of males and 14.39% of females who rated their parents as permissive fall into the ‘Above Average’ category; 21.25% of males and 23.57% of females fall into the ‘Average’ category and 22.07% of males and 24.32% of females fall into the ‘Below Average’ category. Similarly, 19.62% of males and 13.90% of females rate their parents’ permissive style as ‘Low’, while 21.53% of males and 15.63% of females’ rate it as ‘Extremely Low’. The result indicates that the majority of males and females responses to the permissive parenting style are classified as **‘Below Average’**.

As the majority of students, both males and females do not believe their parents are permissive; the response rate to the question about permissive parenting style is quite low. This parenting style advocates for giving children complete freedom, fulfilling their every desire whether good or bad, and appreciating their children’s behaviour, regardless of how they behave. In this parenting style, parents struggle to discipline

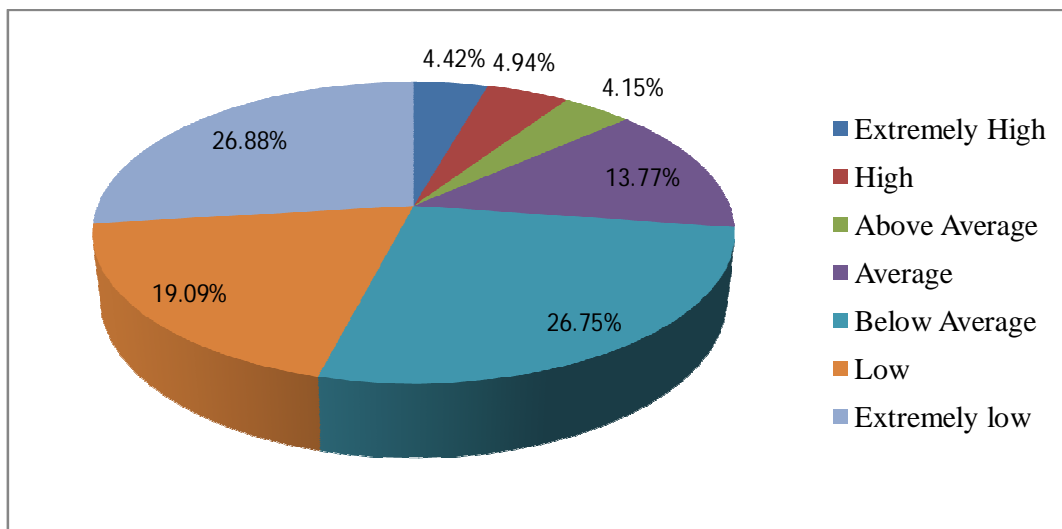
their children and feel guilty about refusing them. Parents are unlikely to embrace this strategy because being overly permissive will spoil their children and make them disobedient. Consequently, the study's findings also showed that this parenting style is quite typical.

**Table 4.12 Level of Uninvolved Parenting Style of Students**

Level	Number of Students	Percentage
Extremely High (32 and more)	34	4.42%
High (27 to 31)	38	4.94%
Above Average (23 to 26)	32	4.15%
Average (17 to 22)	106	13.77%
Below Average (12 to 16)	206	26.75%
Low (08 to 11)	147	19.09%
Extremely low (07 and less)	207	26.88%
<b>Total</b>	<b>770</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.11 Diagram Showing the Percentage of Students Falling on Each Level of Uninvolved Parenting Style**



(Source: Field Investigation)

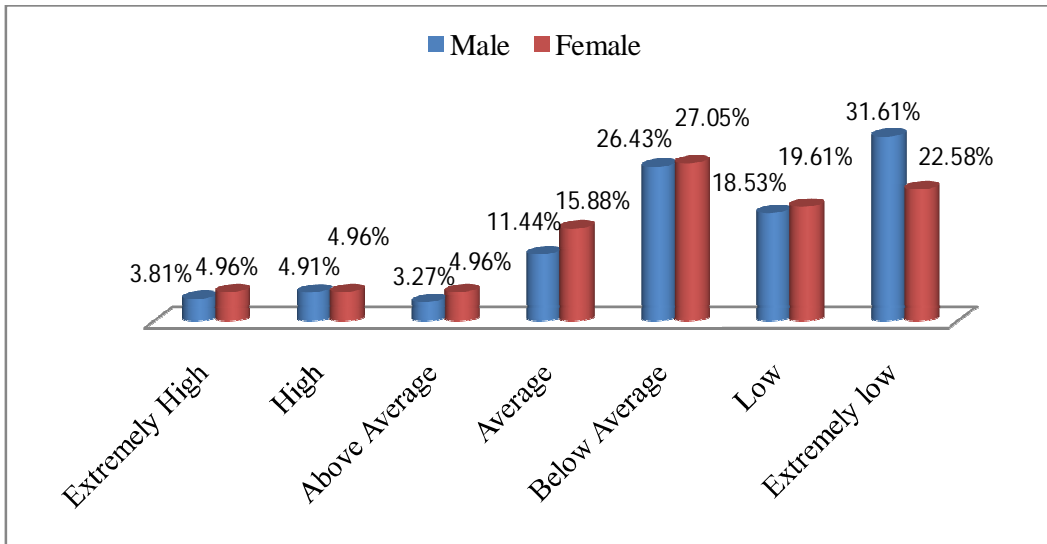
The above Table 4.12 and Figure 4.11, revealed the percentage of overall students falling on each level of uninvolved parenting style. Out of 770 students, 4.42% consider their parents' parenting to be 'Extremely High', and 4.94% consider it to be 'High'. On the other hand, 4.15% perceive it to be 'Above Average', 13.77% perceive it to be 'Average', and 26.75% consider it to be 'Below Average'. Then 19.09% perceived it as 'Low', and 26.88% perceived their parents' uninvolved parenting style as 'Extremely Low'. Thus, the majority of students' responses fall into the '**Extremely Low**' category, implying that a substantial percentage of students do not regard their parents as uninvolved.

**Table 4.13 Level of Uninvolved Parenting Style of Male and Female Students**

Level	Male		Female	
	No. of Students	Percentage	No. of Students	Percentage
Extremely High (36 and more)	14	3.81%	20	4.96%
High (32 to 35)	18	4.91%	20	4.96%
Above Average (28 to 31)	12	3.27%	20	4.96%
Average (22 to 27)	42	11.44%	64	15.88%
Below Average (18 to 21)	97	26.43%	109	27.05%
Low (13 to 17)	68	18.53%	79	19.61%
Extremely low (12 and less)	116	31.61%	91	22.58%
<b>Total</b>	<b>367</b>	<b>100%</b>	<b>403</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.12 Diagram Showing the Percentage of Male and Female Students Falling on Each Level of Uninvolved Parenting Style**



(Source: Field Investigation)

Table 4.13 and Figure 4.12 shows the distribution of the percentages of male and female students at each level of the uninvolved parenting style. Among the 367 males and 403 females, 3.81% of males and 4.96% of females considered their parents' uninvolved parenting as 'Extremely High', 4.91% of males and 4.96% of females believed it was 'High'. Besides, 3.27% of males and 4.96% of females considered it 'Above Average', 11.44% of males and 15.88% of females considered it 'Average', and 26.43% of males and 27.05% of females considered it 'Below Average'. While 18.53% of males and 19.61% of females considered it was 'Low', and 31.61% of males and 22.58% of females considered it was 'Extremely Low'. As a result, the **'Below Average'** category represents the majority of male and female students who believe their parents are uninvolved.

According to the findings, parents rarely embrace an uninvolved parenting style. This parenting style leads to parents having a careless and neglectful attitude towards their children. Uninvolved parents are unconcerned about their children's wants and expectations, they hardly remember important things of their children, and are too busy to respond to their children. Furthermore, uninvolved parents are often unaware of their

children's studies and academic performance; in other cases, they have no idea what grades their children receive in class. Children of uninvolved parents experience neglect, loneliness, and insecurity. The probable reason why this style is rarely followed is that today's parents are very concerned about their children's education and future, so they are quite aware of their parenting obligations. Therefore, most of the parents do not practice uninvolved parenting.

**4.4.0 Based on the Third Objective: To determine the relationship between parenting styles and academic achievement of higher secondary students.**

Based on the objective, of determining the relationship between parenting styles and academic achievement of higher secondary students the following null hypothesis is formulated:

- **H<sub>01</sub>** There is no significant relationship between parenting styles and academic achievement of higher secondary students.

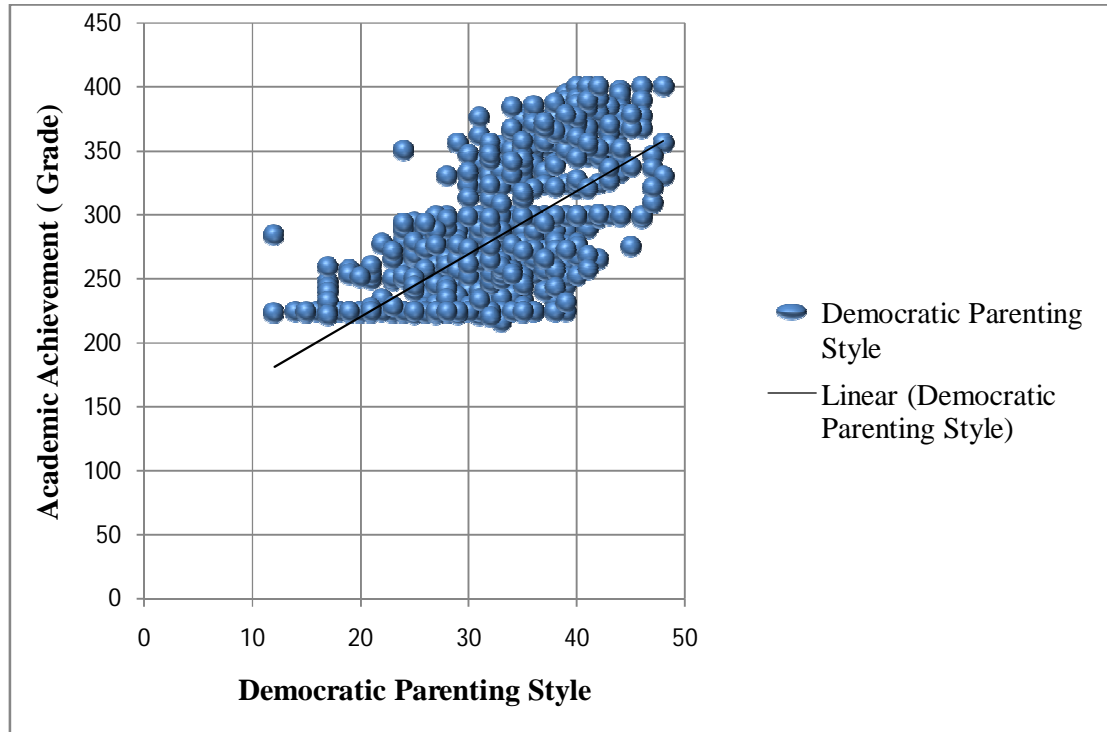
To test the hypothesis framed Pearson's coefficient of correlation is employed and the results are analysed, interpreted and discussed below:

**Table 4.14 Coefficient of Correlation between Democratic Parenting Style and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Democratic Parenting Style	770	768	0.640	Significant at 0.05
Academic Achievement				

*(Source: Field Investigation)*

**Figure 4.13 Diagram Showing the Correlation between Democratic Parenting Style and Academic Achievement of Students**



*(Source: Field Investigation)*

The above Table 4.14 and Figure 4.13 show the coefficient of correlation value between **Democratic Parenting Style** and **Academic Achievement** of higher secondary students. The computed 'r' value is 0.640, which exceeds the critical value of 0.062 (df=768) at the 0.05 level. This result shows that there is a significant relationship between democratic parenting style and academic achievement of higher secondary students, with a moderately positive correlation.

The data revealed a positive and significant relationship between democratic parenting style and academic achievement. Students who perceived their parents as democratic performed better academically and were happier, more confident, motivated, and optimistic. This result may be interpreted that those students availing the support and involvement of their parents with a democratic attitude have healthy relationships with their parents and a favorable home environment. This finding is consistent with the findings of **Munyi (2013), Odongo, Aloka and Raburu (2016), Gupta and Mehtani**

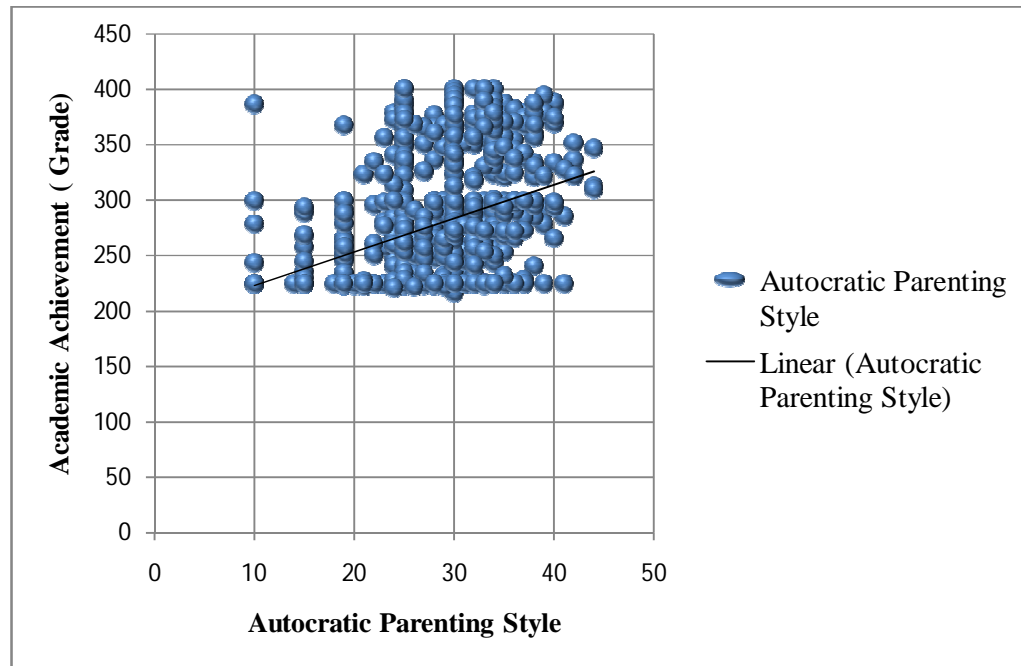
(2017), and **Shukla and Singh (2022)** where similar results were revealed. This finding is also in line with **Obiunu (2018)** observation that a democratic parenting style positively influences the academic performance of secondary school students. **Turner (2009)** argues that good communication between parents and children in democratic parenting influences academic achievement, and he also suggests that conversations between parents and children in authoritative parenting positively improve academic performance. The result further supports **Abesha's (2012)** conclusion that adolescents raised in an authoritative environment consistently demonstrate higher achievement levels. Thus, it is evident that democratic parenting style and academic achievement have a positive and significant relationship, which positively influences the academic achievement of higher secondary students. The present study's results also contradict **Bhartiya and Malik's (2017)** interpretation, which revealed a negligible correlation between senior secondary students' academic achievement and their parents' democratic parenting style. However, democratic parenting has a significant favourable effect on the academic achievement of higher secondary students.

**Table 4.15 Coefficient of Correlation between Autocratic Parenting Style and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Autocratic Parenting Style	770	768	0.341	Significant at 0.05
Academic Achievement				

*(Source: Field Investigation)*

**Figure 4.14 Diagram Showing the Correlation between Autocratic Parenting Style and Academic Achievement of Students**



(Source: Field Investigation)

Table 4.15 and Figure 4.14 above show the coefficient of correlation value between **Autocratic Parenting Style** and **Academic Achievement** of higher secondary students which is  $r = 0.341$ . The computed ‘r’ value is higher than the critical value of 0.062 (df=768) at the 0.05 level, indicating a slightly significant but low positive correlation between autocratic parenting style and academic achievement of higher secondary students.

The result reveals a slightly significant and low positive correlation between autocratic parenting style and academic achievement which corroborates the results of **Bhartiya and Malik (2017)**. However, this result contradicts **Obiunu’s (2018)** findings that no significant association exists between autocratic/authoritarian parenting style and academic performance. Studies have found that autocratic parents are strict, want their children to obey them, do well in studies, and provide essential learning materials, and their children excel academically. This correlates with **Baumrind’s (1989)** assertion that children of authoritarian parents perform academically well and rank high in their

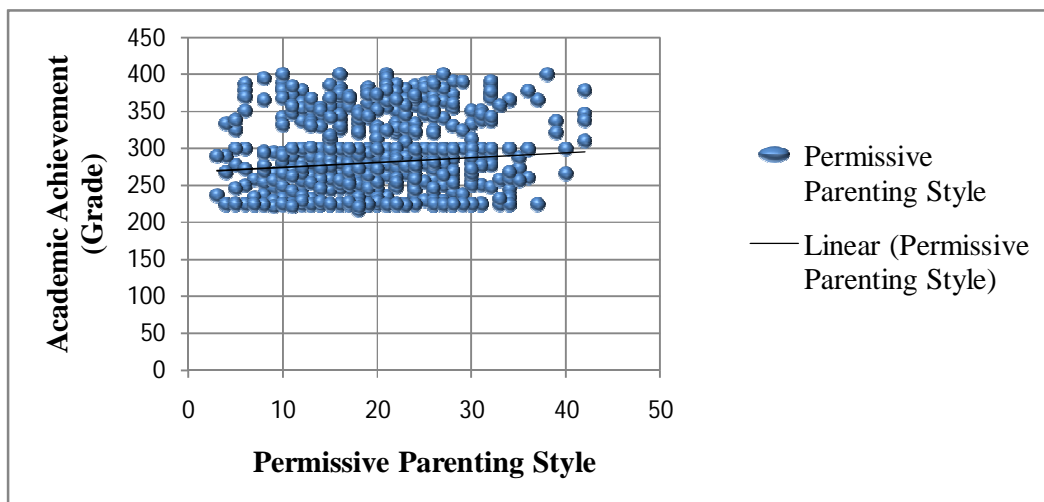
classes. Similarly, **Tyler (2005)** argues that authoritarian parents provide their children with essential learning materials at home and school. Likewise, children raised through autocratic parenting are less likely to be happy overall, insecure and unstable, have low self-esteem and social skills, are introverted by nature, and occasionally perform poorly in school. Children raised by authoritarian parents may sometimes struggle academically due to the stress associated with intense studying (**Obiunu, 2018**). The findings suggest that autocratic parenting can have both beneficial and negative effects on student's academic achievement, with a slightly significant influence.

**Table 4.16 Coefficient of Correlation between Permissive Parenting Style and Academic Achievement of Students**

Variables	N	df	Pearson 'r' Value	Level of Significance
Permissive Parenting Style	770	768	0.095	Significant at 0.05
Academic Achievement				

(Source: Field Investigation)

**Figure 4.15 Diagram Showing the Correlation between Permissive Parenting Style and Academic Achievement of Students**



(Source: Field Investigation)

Table 4.16 and Figure 4.15 reveal that the coefficient of correlation value between **Permissive Parenting Style** and **Academic Achievement** of higher secondary students is  $r = 0.095$ . The 'r' value is determined to be greater than the critical value 0.062 (df=768) at the 0.05 level. This demonstrates a positive, significant, but weak correlation between permissive parenting style and academic achievement among higher secondary students.

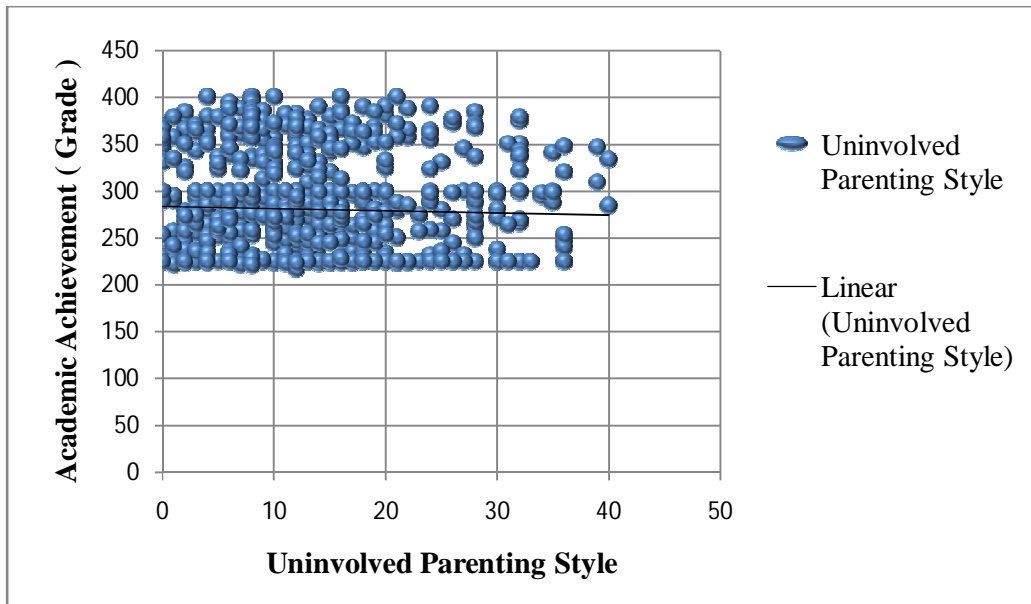
Concerning the permissive parenting style there is a positive, significant, but weak correlation with academic achievement. Majority of the students do not believe their parents are permissive, which justifies the low response rate to the question about permissive parenting style. Besides, the findings show that this parenting style encourages giving children complete autonomy, fulfilling all of their requests, and putting up with any behaviour they exhibit, whether positive or negative, which can occasionally affect their academic performance. The finding agrees with **Barnhart (2013)**, who opined that children with permissive parents typically receive the lowest marks in school because their parents do not establish high expectations for them. Similarly, **Baumrind (1966)** indicates that parents who are non-punitive and accepting of their children's wishes are damaging their children's prospects of academic achievement rather than assisting them in laying a sound educational foundation. **Glasgow (1997)** stated that permissive parents allow their children to prioritize leisure over studies. However, the impact of permissive parenting on children's educational outcomes contradicts **Bhartiya and Malik (2017)**, **Obiunu (2018)**, who found no significant connection between academic achievement and parents' permissive parenting style and students' academic achievement. The result on permissive parenting style and academic achievement showed that students who reported having experienced permissive parenting performed poorly and very few gave good performance. This finding indicated a substantial relationship between academic achievement and permissive parenting.

**Table 4.17 Coefficient of Correlation between Uninvolved Parenting Style and Academic Achievement of Students**

Variables	N	df	Pearson 'r' Value	Level of Significance
Uninvolved Parenting Style	770	768	-0.033	Not Significant
Academic Achievement				

(Source: Field Investigation)

**Figure 4.16 Diagram Showing the Correlation between Uninvolved Parenting Style and Academic Achievement of Students**



(Source: Field Investigation)

Table 4.17 and Figure 4.16 show the coefficient of correlation value between **Uninvolved Parenting Style** and **Academic Achievement** among higher secondary students. The computed 'r' value is -0.033, which is smaller than the critical value 0.062 (df=768) at the 0.05 level. This shows that the relationship between uninvolved

parenting style and academic achievement of students is negative and not statistically significant.

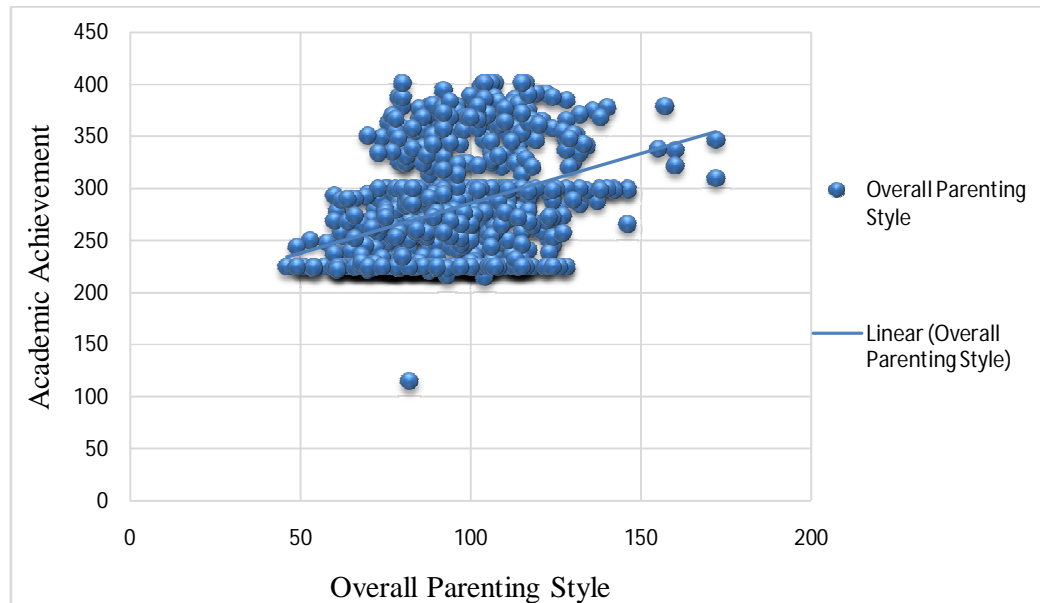
Uninvolved parenting style and academic achievement show a weak and negative correlation. The study's findings are consistent with **Kordi and Baharudin (2010)**, who observed that children who believed their parents weren't involved displayed irrelevant conduct, apathy, low self-esteem, and spent more time with their friends. **Constanzo (1985)** observed that children of uninvolved parents get lots of freedom to do whatever they want and are generally uninvolved in their lives. Furthermore, these parents do not always communicate well with their children, resulting in children's inadequate social skills. The present study's results indicate that children of uninvolved parents struggle with self-discipline because they lack experience. It eventually affects their academic achievement, and they underperform compared to children raised by authoritative and authoritarian parents (**Morawska, 2007 and Munyi, 2013**). According to the present findings, the majority of students disagreed to have experienced uninvolved parenting. The findings demonstrated that a small percentage of students agreed to have uninvolved parents, and these students performed poorly academically. This result shows a negative correlation between academic achievement and uninvolved parenting style.

**Table 4.18 Coefficient of Correlation between Parenting Styles and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Parenting Styles	770	768	0.351	Significant at 0.05
Academic Achievement				

*(Source: Field Investigation)*

**Figure 4.17 Diagram Showing the Correlation between Parenting Styles and Academic Achievement of Students**



*(Source: Field Investigation)*

The calculated coefficient of correlation between **Parenting Styles** and **Academic Achievement** among higher secondary students is  $r = 0.351$ . The obtained 'r' value exceeds the critical value of 0.062 (df=768) at the 0.05 level. The result shows that the relationship between parenting styles and academic achievement is statistically significant and it can be interpreted that parenting styles affect the academic achievement of students. Hence, the stated null hypothesis ( $H_{01}$ ) "There is no significant relationship between parenting styles and academic achievement of higher secondary students" **fails to be accepted**.

According to the study's findings, parenting styles and academic achievement are significantly correlated. The results show that academic achievement and democratic parenting are positively and significantly associated; however, the correlation between academic achievement and other parenting styles, such as autocratic and permissive parenting is weak but still positive. The likely explanation is that parenting styles whether autocratic or permissive, both have positive and negative effects on students' academic achievement. The study observed that children of these parents rarely attain good academic achievement and usually perform poorly in their

studies. Conversely, a negative correlation is observed between academic achievement and uninvolved parenting. The most likely explanation is that children with uninvolved parents experience rejection, neglect, and low self-esteem. Due to this, children may experience difficulties with self-control, low self-esteem, and feelings of inadequacy in comparison to their peers, all of which may have an effect on their academic achievement. The present study's findings clearly show that parenting practices vary and can have positive or negative consequences on academic achievement, which is consistent with **Obiunu's (2018)** findings. Thus, it can be concluded that parenting styles have an effect on the academic achievement of higher secondary students and there is a substantial correlation between them (**Munyi, 2013; Lola & Shrinidhi 2008**).

#### **4.5.0 Based on the Fourth Objective: To find out the socio-economic status of parents of higher secondary students.**

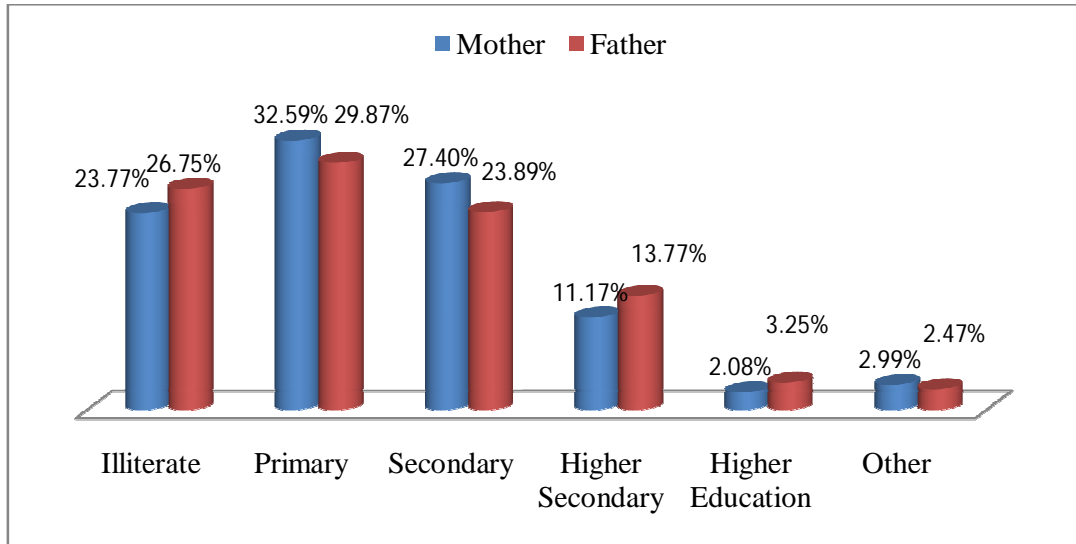
For accomplishing the present objective a standardised Socio-economic Status Scale were given to the sample students to assess their parents' socio-economic status. The investigator observed the parents' educational status, parents' occupational status and family annual income to find out the socio-economic status of the students. The responses of the students are analysed, interpreted, and discussed below:

**Table 4.19 Parents' Educational Status**

<b>Educational Level</b>	<b>Mother (N)</b>	<b>Percentage</b>	<b>Father (N)</b>	<b>Percentage</b>
Illiterate	183	23.77%	206	26.75%
Primary	251	32.59%	230	29.87%
Secondary	211	27.40%	184	23.89%
Higher Secondary	86	11.17%	106	13.77%
Higher Education	16	2.08%	25	3.25%
Other Degrees/Diplomas	23	2.99%	19	2.47%
<b>Total</b>	<b>770</b>	<b>100%</b>	<b>770</b>	<b>100%</b>

*(Source: Field Investigation)*

**Figure 4.18 Diagram Showing the Percentage of Parents Falling on Different Educational Level**



(Source: Field Investigation)

From Table 4.19 and Figure 4.18, it is observed that 23.77% of the mothers of higher secondary students are illiterate, 32.59% have attended primary education, 27.40% have completed secondary education, 11.17% have obtained higher secondary education, only 2.08% have a higher education degree and 2.99% have other degrees and diplomas. Regarding the educational status of the father, it is found that 26.75% of them are illiterate, 29.87% have attended their primary education, 23.89% have completed secondary education, 13.77% of them have obtained their higher secondary, only 3.25% have a higher education degree and 2.47% have some other type of degrees and diploma certificate.

Parents' education is important for improving the academic performance of their children and socio-economic condition of the family. The analysis of parents' educational status reveals that parents are mostly illiterate or have completed only primary and secondary education. The percentage of illiterate fathers is higher than that of illiterate mothers. Very few parents have completed their higher education and the percentage of fathers having higher educational degrees is higher than that of mothers. Most parents have low educational attainments and are unable to effectively guide their

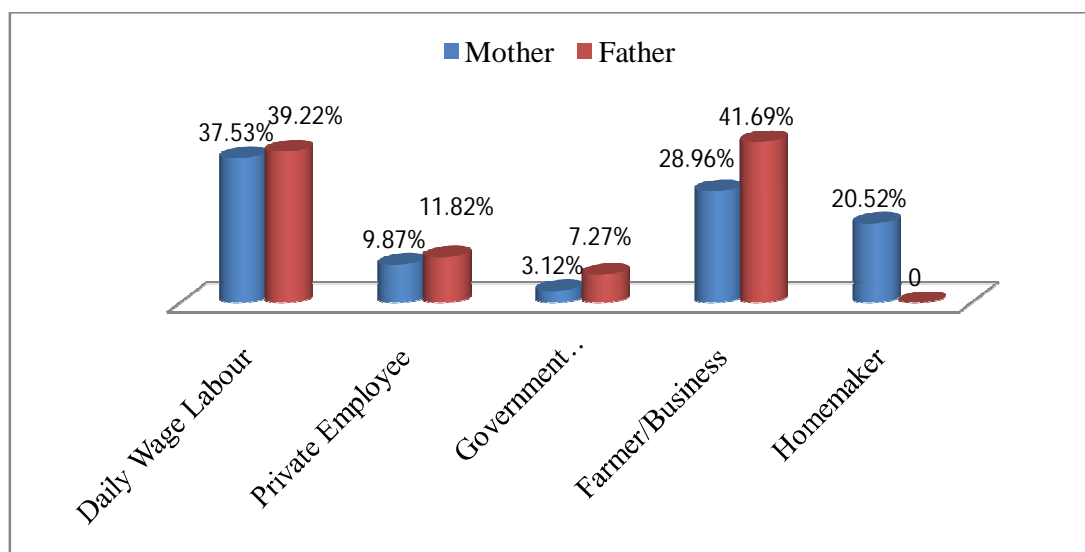
children in academic matters. This result suggests that parents struggle to support their children in various academic activities, resulting in average and poor performance. Furthermore, the low educational attainment of parents is one probable reason for the average socio-economic condition of the family.

**Table 4.20 Parents' Occupational Status**

Occupational Level	Mother (N)	Percentage	Father (N)	Percentage
Daily Wage Labour	289	37.53%	302	39.22%
Private Employee	76	9.87%	91	11.82%
Government Employee	24	3.12%	56	7.27%
Farmer/Business	223	28.96%	321	41.69%
Homemaker	158	20.52%	0	0
<b>Total</b>	<b>770</b>	<b>100%</b>	<b>770</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.19 Diagram Showing the Percentage of Parents Falling on Different Occupational Level**



(Source: Field Investigation)

Table 4.20 and Figure 4.19, depict the occupational status of the mother and father of higher secondary students. It is observed that 37.53% of mothers are daily wage labourers, 9.87% of them are private employees, and only 3.12% are government employees. While 28.96% are either farmers or have small businesses and 20.52% of the mothers are homemakers. Regarding the father's occupations, it is observed that 39.22% are daily wage labourers, 11.82% are private employees, 7.27% are government employees and 41.69% are farmers or have self-business.

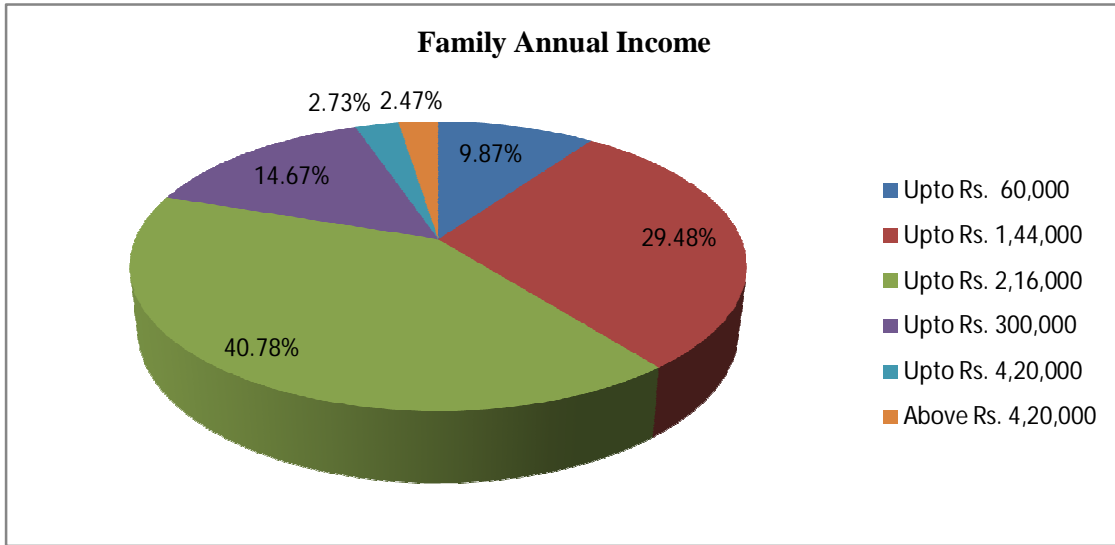
Parents' occupation determines the income generated which influences the financial conditions of the family. The analysis of parents' occupational status reflects that most of the parents both mothers and fathers are daily wage labourers and farmers or have a small business. Only a few numbers of parents work in the private and government sectors. Many students belong to families where the father is the sole breadwinner and the mothers are homemakers. This could explain why the majority of students come from average socio-economic families.

**Table 4.21 Family Annual Income**

<b>Income</b>	<b>Number</b>	<b>Percentage</b>
Upto Rs. 60,000	76	9.87%
Upto Rs. 1,44,000	227	29.48%
Upto Rs. 2,16,000	314	40.78%
Upto Rs. 300,000	113	14.67%
Upto Rs. 4,20,000	21	2.73%
Above Rs. 4,20,000	19	2.47%
<b>Total</b>	<b>770</b>	<b>100%</b>

*(Source: Field Investigation)*

**Figure 4.20 Diagram Showing the Percentage of Students Falling on Different Family Annual Income**



*(Source: Field Investigation)*

Table 4.21 and Figure 4.20, illustrate the family annual income of higher secondary students. It is observed that 9.87% of the students' families have an annual income upto Rs. 60,000, followed by 29.48% have an annual income upto Rs. 1,44,000, whereas 40.78% of the families' annual income is upto Rs. 2,16,000. Besides 14.67% of the families have an income upto Rs. 3,00,000 per annum, 2.73% of families have an annual income of upto Rs. 4,20,000, and only 2.47% of the families' annual income is above Rs. 4,20,000.

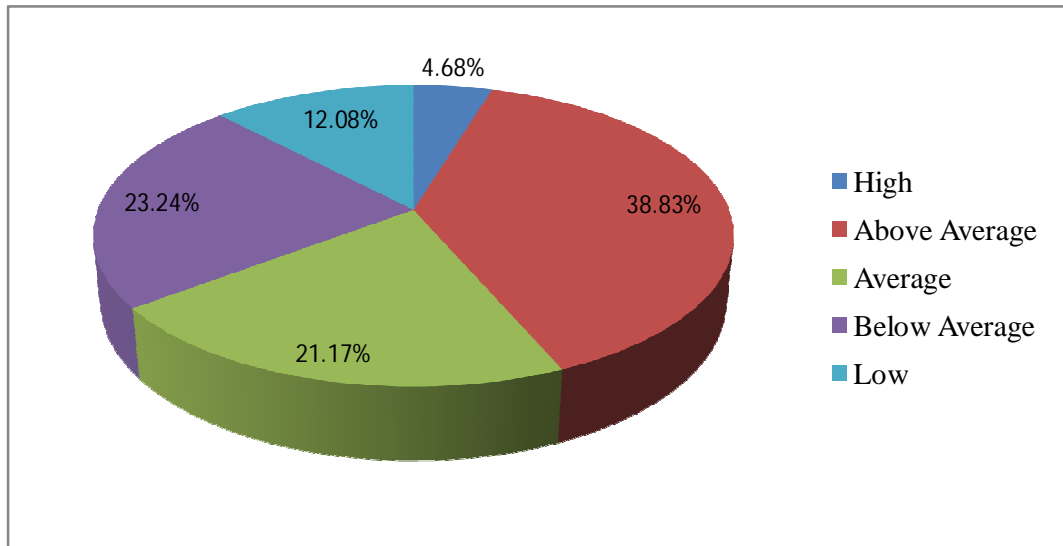
Another vital factor influencing students' education and academic success is their family income. Parents with higher incomes can provide better educational facilities and fulfill the requirements of the family. The findings on family income show that the majority of the students come from a family with an annual income between Rs. 1,44,000 to Rs. 300,000. The probable reason could be the low educational attainments and occupational status of parents that influence the family's income. These further influence household decisions, health care services, education of children, choice of educational institutions, and so on.

**Table 4.22 Level of Socio-economic Status of Students**

Level	Number of Students	Percentage
High (75 or above)	36	4.68%
Above Average (between 62 to 74)	299	38.83%
Average (between 49 to 61)	163	21.17%
Below Average (between 36 to 48)	179	23.24%
Low (35 or below)	93	12.08%
<b>Total</b>	<b>770</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.21 Diagram Showing the Percentage of Students Falling on Each Level of Socio-economic Status**



(Source: Field Investigation)

Table 4.22 and Figure 4.21, show the percentage of students at each socio-economic status level. Out of 770 students, only 4.68% of students hold a ‘High’ socio-economic status. On the other hand, 38.83% have an ‘Above Average’ level, 21.17% have an ‘Average’ level, 23.24% have a ‘Below Average’ level and 12.08% hold a ‘Low’ socio-economic status. The result reveals that the majority of students come from ‘**Above**

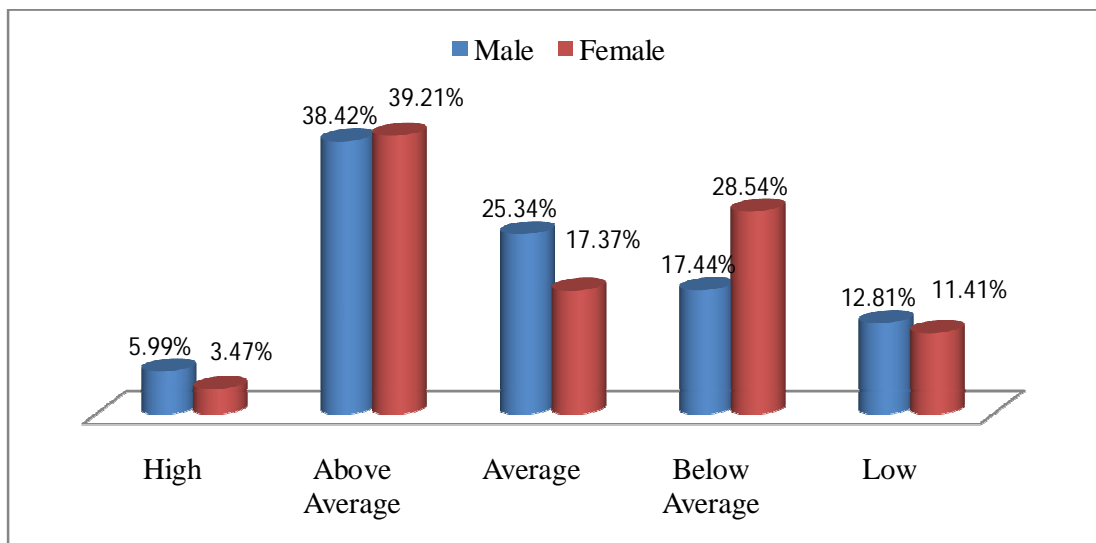
**Average**’ socio-economic backgrounds followed by **‘Average**’ and **‘Below Average**’ families.

**Table 4.23 Level of Socio-economic Status of Male and Female Students**

Level	Male		Female	
	No. of Students	Percentage	No. of Students	Percentage
High (75 or above)	22	5.99%	14	3.47%
Above Average (between 62 to 74)	141	38.42%	158	39.21%
Average (between 49 to 61)	93	25.34%	70	17.37%
Below Average (between 36 to 48)	64	17.44%	115	28.54%
Low (35 or below)	47	12.81%	46	11.41%
<b>Total</b>	<b>367</b>	<b>100%</b>	<b>403</b>	<b>100%</b>

(Source: Field Investigation)

**Figure 4.22 Diagram Showing the Percentage of Male and Female Students Falling on Each Level of Socio-economic Status**



(Source: Field Investigation)

It is inferred from Table 4.23 and Figure 4.22, out of 367 males and 403 females, only 5.99% of males and 3.47% of females fall under the level of 'High' socio-economic status, 38.42% of males and 39.21% of females come under 'Above Average', 25.34% of males and 17.37% of females belong to 'Average' socio-economic status, 17.44% of males and 28.54% of females belong to 'Below Average' and 12.81% of males and 11.41% of females come from 'Low' socio-economic family background. Thus, this result can be interpreted that the majority of male and female students belong to '**Above Average**' socio-economic status.

In result of socio-economic status of higher secondary students shows that maximum students hold an 'Above Average', 'Average', and 'Below Average' level. This result suggests that several students come from 'Average' socio-economic families, regardless of gender. This finding is in line with **Devi (2015) and Baruah (2016)** in which the majority of students had an average socio-economic status. The result on the socio-economic status of male students showed that most of them (males) are from the 'Above Average' level with relatively few males being from a 'High' socio-economic background. Besides, the socio-economic status of females showed that the maximum numbers of females are 'Above Average' followed by 'Below Average' and very few are from 'High' socio-economic families. However, not much difference is seen in the socio-economic status between male and female students. The parents are mostly farmers, have low income, and many are sole breadwinners in the family, with low educational qualifications. As a result, students did not frequently obtain the necessary resources, such as a separate study room, tuition or coaching, daily pocket money, and all of the requisite textbooks.

#### **4.6.0 *Based on the Fifth Objective: To determine the relationship between socio-economic status and academic achievement of higher secondary students.***

Based on the objective, to determine the relationship between socio-economic status and academic achievement of higher secondary students the following null hypothesis is formulated:

- **H<sub>02</sub>** There is no significant relationship between socio-economic status and academic achievement of higher secondary students.

To test the hypothesis framed Pearson's coefficient of correlation is applied and the results are analysed, interpreted, and discussed below:

**Table 4.24 Coefficient of Correlation between Parents' Educational Status and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Mothers' Educational Status and Academic Achievement	770	768	0.900	Significant at 0.05
Fathers' Educational Status and Academic Achievement	770	768	0.744	Significant at 0.05

*(Source: Field Investigation)*

Table 4.24 depicts the computed coefficient of correlation value of **Parents' Educational Status** with **Academic Achievement** among higher secondary students. The 'r' value between mothers' educational status and students' academic achievement is 0.900 and that of fathers' educational status and students' academic achievement is 0.744. The calculated 'r' values are greater than the critical value 0.062 (df=768) at the 0.05 level. This shows that there is a significant and positive relationship between parents' educational status and academic achievement among higher secondary students.

Based on the result, it can be interpreted that the educational status of parents, including both mother and father, plays a considerable responsibility in the student's academic achievement. The correlation is statistically significant and has a strong influence on academic achievement. The educational status of mothers is found to have a stronger relation to their children's academic achievement than that of fathers. Thus, it can be stated that the educational status of parents as a factor of socio-economic status affects the academic achievement of higher secondary students.

**Table 4.25 Coefficient of Correlation between Mothers' Educational Status and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Illiterate Mothers' & Academic Achievement	183	181	-0.018	Not Significant
Mothers' Primary Education & Academic Achievement	251	249	0.536	Significant at 0.05
Mothers' Secondary Education & Academic Achievement	211	209	0.695	Significant at 0.05
Mothers' Higher Secondary Education & Academic Achievement	86	84	0.687	Significant at 0.05
Mothers' Higher Education & Academic Achievement	16	14	0.754	Significant at 0.05
Mothers' Other Degrees/Diplomas & Academic Achievement	23	21	0.379	Not Significant

*(Source: Field Investigation)*

- The calculated coefficient of correlation value between illiterate mothers and students' academic achievement is  $r = -0.018$ . The calculated 'r' value is smaller than the critical value 0.138 ( $df=181$ ) at the 0.05 level. This result reveals that there is a negligible and negative correlation between illiterate mothers and academic achievement among higher secondary students.
- The correlation value between mothers with primary education and students' academic achievement is  $r = 0.536$ . The calculated 'r' value is greater than the critical value 0.113 ( $df=249$ ) at the 0.05 level. This result indicates that there is a

moderate positive correlation between the primary education of mothers and academic achievement among higher secondary students.

- The computed correlation value between mothers with secondary education and academic achievement is  $r = 0.695$ . The calculated 'r' value is greater than the critical value 0.113 (df=209) at the 0.05 level. This indicates that there is a moderate positive correlation between mothers with secondary education and academic achievement among higher secondary students.
- The calculated coefficient of correlation value between mothers with higher secondary education and students' academic achievement is  $r = 0.687$ . The computed 'r' value is greater than the critical value 0.205 (df=84) at the 0.05 level. This indicates that there is a moderate positive correlation between mothers with higher secondary education and academic achievement among higher secondary students.
- The calculated coefficient of correlation value between mothers with higher education and students' academic achievement is  $r = 0.754$ . The computed 'r' value is greater than the critical value 0.497 (df=14) at the 0.05 level. This suggests that there is a strong positive correlation between mothers with higher education and academic achievement among higher secondary students.
- The calculated coefficient 'r' value between mothers with other degrees/diplomas and academic achievement is 0.379. The computed 'r' value is smaller than the critical value 0.413 (df=21) at the 0.05 level. This indicates that there is a negligible relationship between mothers with other degrees/diplomas and academic achievement among higher secondary students.

According to the above analysis, there are differences in the correlation between mothers' educational status and academic achievement of higher secondary students. Illiterate mothers have an insignificant and negative influence on their children's academic achievement. The probable reason is that these mothers lack educational qualifications, have no idea how to guide their children, and show the least interest in their children's education. As a result, it has been observed that children of illiterate mothers mostly achieve lower academic success which has a negative effect on their

children's education. On the contrary, mothers who have completed primary, secondary, and higher secondary education have a moderate relationship with their children's academic achievement. The reason could be these mothers have a positive influence on their children's academic achievement and are interested in their children's varied academic activities and matters. The children of educated mothers were also found to perform better academically and sincere in their studies. Further, mothers who have completed higher educational degrees were shown to exert a greater positive influence on their children's academic success. Mothers with other kinds of professional degrees and diplomas were shown to have negligible influences on their children's academic achievement. Thus, it can be determined that the levels of educational status of mothers effect their children's academic achievement.

**Table 4.26 Coefficient of Correlation between Fathers' Educational Status and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Illiterate Fathers' & Academic Achievement	206	204	-0.047	Not Significant
Fathers' Primary Education & Academic Achievement	230	228	0.061	Not Significant
Fathers' Secondary Education & Academic Achievement	184	182	0.608	Significant at 0.05
Fathers' Higher Secondary Education & Academic Achievement	106	104	0.299	Significant at 0.05
Fathers' Higher Education & Academic Achievement	25	23	0.419	Significant at 0.05
Fathers' Other Degrees/Diplomas & Academic Achievement	19	17	0.234	Not Significant

*(Source: Field Investigation)*

- The calculated coefficient of correlation value between illiterate fathers and students' academic achievement is  $r = -0.047$ . The calculated 'r' value is smaller than the critical value 0.113 (df=204) at the 0.05 level. This result reveals that there is an insignificant and negative correlation between illiterate fathers and academic achievement among higher secondary students.
- The correlation value between fathers with primary education and students' academic achievement is  $r = 0.061$ . The calculated 'r' value is smaller than the critical value 0.113 (df=228) at the 0.05 level. This result indicates that there is a negligible positive correlation between the primary education of fathers and academic achievement among higher secondary students.
- The computed correlation value between fathers with secondary education and students' academic achievement is  $r = 0.608$ . The calculated 'r' value is greater than the critical value 0.138 (df=182) at the 0.05 level. This indicates that there is a moderate positive correlation between fathers with secondary education and academic achievement among higher secondary students.
- The calculated coefficient of correlation value between fathers with higher secondary education and students' academic achievement is  $r = 0.299$ . The computed 'r' value is greater than the critical value 0.174 (df=104) at the 0.05 level. This indicates that there is a low positive correlation between fathers with higher secondary education and academic achievement among higher secondary students.
- The calculated coefficient of correlation value between fathers with higher education and students' academic achievement is  $r = 0.419$ . The computed 'r' value is greater than the critical value 0.396 (df=23) at the 0.05 level. This indicates that there is a low positive correlation between fathers with higher education and academic achievement among higher secondary students.
- The calculated coefficient 'r' value between fathers with other degrees/diplomas and students' academic achievement is 0.234. The computed 'r' value is smaller than the critical value 0.456 (df=17) at the 0.05 level. This indicates that there is

a negligible relationship between fathers with other degrees/diplomas and academic achievement among higher secondary students.

The above analysis shows that there are differences in the correlation strength between educational status of fathers' and academic achievement. Illiterate fathers show a negative influence on their children's academic achievement. Fathers who have completed primary and secondary education have negligible and moderate correlation respectively on their children's academic achievement. Fathers with higher secondary and higher education degrees have shown a moderate positive influence on their children's academic success. However, fathers with some other degrees and diplomas have an insignificant relationship with their children's academic achievement. The analysis also reveals that no matter what educational status the father has their influence on their children's academic achievement is low and moderate. It can be interpreted that educational status of fathers played a less influential role in determining their children's academic success. The majority of students are from an average socio-economic background, and fathers are more concerned with providing financial support to the family, fulfilling the family's needs, making necessary family decisions, and so on. This could explain why fathers have less control over their children's education, resulting in a low and moderate relationship with academic achievement.

**Table 4.27 Coefficient of Correlation between Parents' Occupational Status and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Mothers' Occupational Status and Academic Achievement	770	768	0.525	Significant at 0.05
Fathers' Occupational Status and Academic Achievement	770	768	0.790	Significant at 0.05

*(Source: Field Investigation)*

From Table 4.27, the coefficient of correlation value of **Parents' Occupational Status** and **Academic Achievement** among higher secondary students is observed. The 'r' value between mothers' occupational status and academic achievement among higher secondary students is  $r = 0.525$ . Furthermore, the 'r' value between fathers' occupational status and academic achievement among higher secondary students is  $0.790$ . The calculated 'r' values are greater than the critical value  $0.062$  ( $df=768$ ) at the  $0.05$  level. This result reveals that there is a moderate positive correlation between mothers' occupational status and academic achievement among higher secondary students. On the other hand, the correlation between fathers' occupational status and academic achievement among higher secondary students is statistically significant and positive.

It has been observed that parent's occupation tends to exert a considerable influence on their children's education. This supports the finding of **Ovansa (2017)**, who observed that parents' occupation is the primary factor influencing a family's socio-economic status and their children's academic performance. In terms of the relationship between parents' occupational status and students' academic achievement, mothers' occupational status has a moderate effect and fathers' occupational status has a higher effect on their children's academic success. The type of occupation that parents are engaged in decides their income and social status. Parents' technique of nurturing, educating, disciplining, and responding to their children depends on their occupation. Parents with good occupational status have a better chance of providing all the needs and requirements of their children and family. This finding is in line with the study of **Shah and Hussain (2021)**. Many mothers are homemakers and the father's occupational status is a primary factor in providing educational opportunities, which could be a probable reason for the moderate relationship between mothers' occupation and children's academic achievement.

**Table 4.28 Coefficient of Correlation between Mothers' Occupational Status and Academic Achievement of Students**

Variables	N	df	Pearson 'r' Value	Level of Significance
Daily Wage Earners & Academic Achievement	289	287	0.293	Significant 0.05
Private Employee & Academic Achievement	76	74	0.375	Significant 0.05
Government Employee & Academic Achievement	24	22	0.384	Not Significant
Farmer/Business & Academic Achievement	223	221	0.548	Significant at 0.05
Homemaker & Academic Achievement	158	156	-0.064	Not Significant

*(Source: Field Investigation)*

- The calculated coefficient of correlation value between daily wage earner mothers and students' academic achievement is  $r = 0.293$ . The calculated 'r' value is larger than the critical value 0.113 (df=287) at the 0.05 level. This result reveals that there is a negligible correlation between daily wage earner mothers and academic achievement among higher secondary students.
- The computed coefficient of correlation value between private employee mothers and students' academic achievement is  $r = 0.375$ . The computed 'r' value is larger than the critical value 0.217 (df=74) at the 0.05 level. This indicates that there is a low correlation between private employee mothers and academic achievement among higher secondary students.
- The correlation value between government employee mothers and students' academic achievement is  $r = 0.384$ . The calculated 'r' value is smaller than the critical value 0.404 (df=22) at the 0.05 level. This result shows that there is an

insignificant relationship between government employee mothers and academic achievement among higher secondary students.

- The computed coefficient of correlation value between mothers who are farmers/businesswomen and students' academic achievement is  $r = 0.548$ . The computed 'r' value is larger than the critical value 0.113 (df=221) at the 0.05 level. This indicates that there is a moderate correlation between mothers who are farmers/businesswomen and academic achievement among higher secondary students.
- The correlation value between homemaker mothers and students' academic achievement is  $r = -0.064$ . The calculated 'r' value is smaller than the critical value 0.138 (df=156) at the 0.05 level. This result indicates that there is an insignificant and negative relation between homemaker mothers and academic achievement among higher secondary students.

The analysis of the correlation between mothers' occupational statuses and the academic achievement of higher secondary students is low and moderate. This indicates that mothers' occupational status has the slightest significance on their children's academic achievement. It is observed from the analysis that mothers who are homemakers have a negative and insignificant relation to their children's academic achievement. The reason could be that many homemaker mothers are illiterate as well. Besides, they are neither able to guide their children properly in their studies nor contribute financially to run the family. Even mothers' who are daily wage earners, farmers, small businesswomen, and those with private and government jobs are found to have a weak correlation with their children's academic achievement.

**Table 4.29 Coefficient of Correlation between Fathers' Occupational Status and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Daily Wage Earners & Academic Achievement	302	300	-0.069	Not Significant
Private Employee & Academic Achievement	91	89	0.554	Significant at 0.05
Government Employee & Academic Achievement	56	54	0.420	Significant at 0.05
Farmer/Business & Academic Achievement	321	319	0.544	Significant at 0.05

*(Source: Field Investigation)*

- The calculated coefficient of correlation value between daily wage earner fathers and students' academic achievement is  $r = -0.069$ . The calculated 'r' value is smaller than the critical value 0.113 ( $df=300$ ) at the 0.05 level. This result reveals that there is a negligible and negative correlation between daily wage earner fathers and academic achievement among higher secondary students.
- The computed coefficient of correlation value between private employee fathers and students' academic achievement is  $r = 0.554$ . The computed 'r' value is larger than the critical value 0.205 ( $df=89$ ) at the 0.05 level. This indicates that there is a moderate correlation between private employee fathers and academic achievement among higher secondary students.
- The correlation value between government employee fathers and students' academic achievement is  $r = 0.420$ . The calculated 'r' value is greater than the critical value 0.250 ( $df=54$ ) at the 0.05 level. This result indicates that there is a low positive relation between government employee fathers and academic achievement among higher secondary students.

- The computed coefficient of correlation value between fathers who are farmers/businessmen and students' academic achievement is  $r = 0.544$ . The computed 'r' value is larger than the critical values 0.098 (df=319) at the 0.05 level. This indicates that there is a moderate positive correlation between fathers who are farmers/businessmen and academic achievement among higher secondary students.

According to the analysis of correlation, fathers' occupational statuses have diverse relations to the academic achievement of higher secondary students. Daily wage earners fathers are found to have a negative influence on their children's academic achievement. The probable reason could be these fathers are busy financially supporting their families and attempting to make ends meet. They are unable to support their children's education or meet their educational needs. Fathers who are private and government employees are found to have a moderate and low correlation with their children's academic achievement. These fathers might be preoccupied with their official duties and so are less concerned with their children's academic progress. Further, fathers who are farmers or businessmen have a moderate relationship with their children's academic success. These fathers are shown to be interested in their children's academic matters and have a significant influence on their academic achievement. The reason could be that they are concerned with their children's future and want them to have a better life.

**Table 4.30 Coefficient of Correlation between Family Annual Income and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Family Annual Income	770	768	0.766	Significant at 0.05
Academic Achievement				

*(Source: Field Investigation)*

Table 4.30, shows the coefficient of correlation value between **Family Annual Income** and **Academic Achievement** among higher secondary students. The calculated 'r' value has been found as 0.766 which is greater than the critical value 0.062 (df=768) at the 0.05 level. This result reveals that there is a significant and positive correlation between family annual income and academic achievement among higher secondary students.

**Table 4.31 Coefficient of Correlation between Different Levels of Family Annual Income and Academic Achievement of Students**

<b>Levels of Family Annual Income</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Upto Rs. 60,000 & Academic Achievement	76	74	0.186	Not Significant
Upto Rs. 1,44,000 & Academic Achievement	227	225	0.794	Significant at 0.05
Upto Rs. 2,16,000 & Academic Achievement	314	312	0.480	Significant at 0.05
Upto Rs. 3,00,000 & Academic Achievement	113	111	0.317	Significant at 0.05
Upto Rs. 4,20,000 & Academic Achievement	21	19	0.479	Significant at 0.05
Above Rs. 4,20,000 & Academic Achievement	19	17	0.635	Significant at 0.05

*(Source: Field Investigation)*

- The calculated coefficient of correlation value between family annual income upto Rs. 60,000 and students' academic achievement is  $r=0.186$ . The calculated 'r' value is smaller than the critical value 0.217 (df=74) at the 0.05 level. This result reveals that there is a negligible correlation between family annual income upto Rs. 60,000 and students' academic achievement.

- The computed 'r' value between family annual income upto Rs. 1, 44,000 and students' academic achievement is  $r = 0.794$ . The calculated 'r' value is greater than the critical value 0.113 (df=225) at the 0.05 level. This result reveals that there is a significant correlation between family annual income upto Rs. 1, 44,000 and students' academic achievement.
- The computed 'r' value between family annual income upto Rs. 2, 16,000 and students' academic achievement is  $r = 0.480$ . The calculated 'r' value is greater than the critical value 0.098 (df=312) at the 0.05 level. This result reveals that the correlation between family annual income upto Rs. 2, 16,000 and students' academic achievement is statistically significant.
- The coefficient of correlation value between family annual income upto Rs. 3, 00,000 and students' academic achievement is  $r = 0.317$ . The calculated 'r' value is greater than the critical value 0.174 (df=111) at the 0.05 level. This result reveals that there is a low positive correlation between family annual income upto Rs. 3, 00,000 and students' academic achievement.
- The coefficient of correlation value between family annual income upto Rs. 4, 20,000 and students' academic achievement is  $r = 0.479$ . The calculated 'r' value is greater than the critical value of 0.433 (df=19) at the 0.05 level. This result reveals that there is a low positive correlation between family annual income upto Rs. 4, 20,000 and students' academic achievement.
- The computed correlation value between family annual income above Rs. 4, 20,000 and students' academic achievement is  $r = 0.635$ . The calculated 'r' value is greater than the critical value 0.456 (df=17) at the 0.05 level. This result reveals that there is a moderate positive correlation between family annual income above Rs. 4, 20,000 and students' academic achievement.

The findings on family annual income reveal a significant influence on academic achievement of higher secondary students. The variation in annual income of families has a different effect on academic achievement. The analysis reveals that low annual income has both negligible and sometimes high correlation with academic achievement.

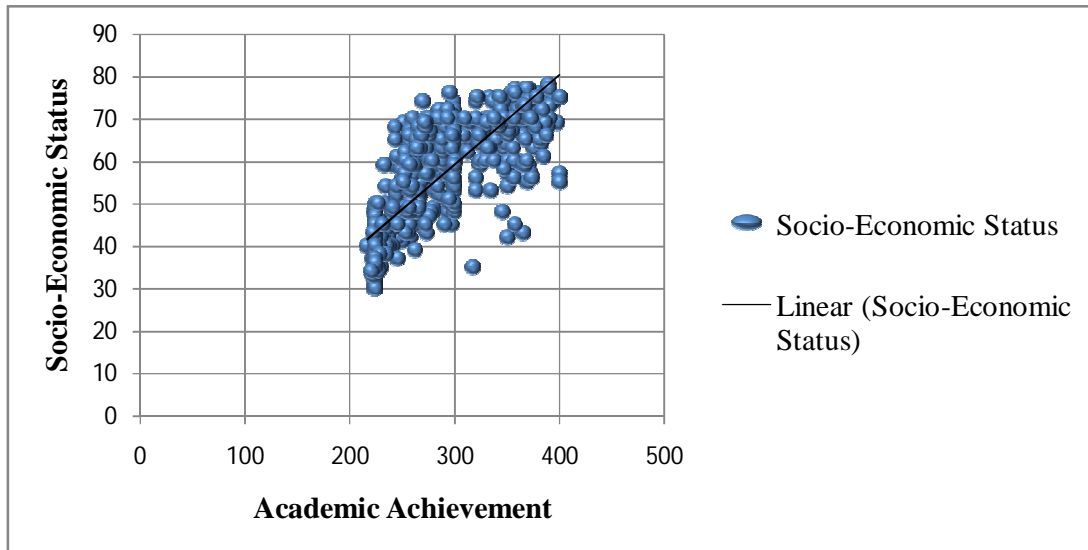
A similar result is observed on high annual income as well where both low and moderate correlation exists between high annual income and academic achievement. Family income determines the type of educational facilities children receive from their parents. Higher income parents prefer private educational institutions, extra tuition, and provide more learning facilities for their children. On the contrary, low annual income families are unable to provide all the necessary facilities required for education as they have to think about other expenses to run the family as well. Low-income parents tend to have little expectations from their children leading to poor academic performance. However, it is also observed that sometimes even students from low family income surpass in academic achievement and students from high income families also have poor performance. Thus, it cannot be completely said that low income always leads to low academic achievement, and high income always leads to high academic achievement.

**Table 4.32 Coefficient of Correlation between Socio-economic Status and Academic Achievement of Students**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Pearson 'r' Value</b>	<b>Level of Significance</b>
Socio-economic status	770	768	0.790	Significant at 0.05
Academic Achievement				

*(Source: Field Investigation)*

**Figure 4.23 Diagram Showing the Correlation between Socio-economic Status and Academic Achievement of Students**



(Source: Field Investigation)

The above Table 4.32 and Figure 4.23 depict the correlation between **Socio-economic Status** and **Academic Achievement** among higher secondary students. The significance of the 'r' value was examined at the 0.05 level. The obtained 'r' value of 0.790 is greater than the critical value of 0.062 (df=768) at the 0.05 level. This shows a positive and significant relationship between socio-economic status and academic achievement. Thus, the null hypothesis stating ( $H_{02}$ ) "There is no significant relationship between socio-economic status and academic achievement of higher secondary students" **fails to be accepted**. This leads to the conclusion that parents' socio-economic status has a significant impact on the academic achievement of the higher secondary students.

Following the relationship between socio-economic status and academic achievement, the findings reported a significant relationship between socio-economic status and academic achievement among higher secondary students. Considering this finding, we can conclude that socio-economic status is an important and favourable predictor of academic achievement. The different components of socio-economic status such as parent's education, parent's occupation, and family annual income are strongly associated with students' academic achievement. All children have certain needs, including a safe family environment, nutritious food, proper guidance, a study room,

good educational institutions, and the provision of textbooks and other facilities contributing to academic achievement. These needs can only be fulfilled if parents have a strong socio-economic status. The progression of students' academic achievement or shortcomings is associated with family income, parental education level, and parental employment status. This finding coincides with those of **Harikrishnan (1992), Ahmar and Anwar (2013), Gul and Rehman (2014), Devi (2015), Rather and Sharma (2015), Solanke and Narayanswamy (2015), Baruah (2016), Saikia (2016), Islam and Khan (2017), Faaz and Khan (2017), Das (2018), Boruah (2022), Kumaravel, Shanmugan and Arumugan (2022), Laware (2022)**. Their studies found a significant relationship between socio-economic status and academic achievement. Studies further reveal that high socio-economic status leads to higher academic achievement and low socio-economic status leads to lower academic achievement (**Showkeen and Rehman 2014, Solanke and Narayanaswamy 2015, Islam and Khan 2017 and Boruah 2022**). Despite the strong relationship between socio-economic status and academic achievement, only in a few exceptional cases have students with poor socio-economic status outperformed students with high socio-economic status, which is consistent with **Gupta and Katoch's (2013)** findings.

#### **4.7.0 Conclusion**

The focus of the present chapter was to make a detailed discussion based on the analysis and interpretation of data related to the objectives of the present study. The findings of first objective revealed that the performance of Udalguri district in higher secondary final examination is not satisfactory. Majority of the students in Udalguri district are 'Average' achievers and male students have outperformed the female students. The findings of second objective showed that among the four styles of parenting, the democratic parenting style was the most predominant. Based on the third objective, the stated null hypothesis ( $H_{01}$ ) "There is no significant relationship between parenting styles and academic achievement of higher secondary students" failed to be accepted. A significant correlation was found between parenting styles and academic achievement of higher secondary students. According to the result of the fourth objective, the majority of the students belong to 'Above Average' socio-economic status families. Further, little variation was seen between male and female students socio-economic status. The

findings of the fifth objective revealed a significant relationship between socio-economic status and academic achievement of higher secondary students. The stated null hypothesis ( $H_{02}$ ) “There is no significant relationship between socio-economic status and academic achievement of higher secondary students” framed in light of the fifth objective failed to be accepted. From the analysis and interpretation of the objectives of the present study it can be concluded that parenting style and socio-economic status are favourable predictors of academic achievement.