

A STUDY OF SOCIO-ECONOMIC STATUS AND ITS IMPACT TO ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS.

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Abstract:

The present study makes a humble exertion to investigate the impact of student's socioeconomic status on the academic achievement of higher secondary schools. A sample of 200 students (104 Boys and 96 Girls) reading in various schools in the district of Murshidabad of West Bengal state was selected by purposive sampling method for the study. A standardized tool developed by Udai Pareek named as 'Socio-economic Status Scale' (SESS) (2015) were used for collection of primary data and the academic achievement of students were recorded from school record. The data were analyzed with the help of Mean, SD and t- value to study the academic achievement of secondary students influencing socio economic status. The result revealed that no significant difference in academic achievement scores of boys and girls students. The result also revealed that socio economic status of boys & girls students affects their academic achievement.

Key Word: Academic performance, Educational Status, Level of education, Occupational Status, Socio-economic status.

Introduction: Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is through education that child promotes his intelligence and adds his knowledge with which he can move his world for good and for evil according to his own wishes. Education, in fact, is one of the major "life processes" of the human beings "just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social science. Academic Achievement undertakes primary importance in the context of an education system aimed at the progressive scholastic achievement of the students and human resources development at the macro level. The education of a child is monitored on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be overemphasized. It acts as an emotional tonic. Sound academic records are the pillars on which the entire future disposition stands. Academic achievement has always been the center of educational research and despite varied definitions about the aims of education, the academic development of the child continues to be the primary and most important goal of education. Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? In this context, the role of socioeconomic status cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement .

Objective of the Study:

- (i) to know the academic achievement of boys and girls students at higher secondary level,
- (ii) to know the academic achievement of boys and girls students at higher secondary level of high socio-economic group,
- (iii) to determine academic achievement among low socio-economic status boys and girls students at higher secondary level,
- (iv) to know the difference in academic achievement among high and low socio-economic status boys students at higher secondary level,
- (v) to determine academic achievement among high and low socio-economic status girls students at higher secondary level.

Hypothesis of the Study:**H01.**

There will be no significant difference between the academic achievement among boys and girls students at higher secondary level.

H02. There will be no significant difference between academic achievement among high socio-economic status boys and girls students at higher secondary level.

H03. There will be no significant difference between academic achievement among low socio-economic status boys and girls students at higher secondary level.

H04. There will be no significant difference between academic achievements among high and low socio-economic status boys students at higher secondary level.

H05. There will be no significant difference between academic achievements among high and low socio-economic status girls students at higher secondary level.

Delimitation of the Study:

The researcher was focused on a specific group of students in a small school. These students may not have the same ideas as a student from a different school, a different district, or even a different geographical location. In addition, this study is based on a relatively small sample in comparison to the total number of higher secondary school students of Jangipur sub-division in the district of Murshidabad. It was confined to one urban school and four rural schools of eleventh grade students. Therefore the results may not be generalizable to all students.

METHODOLOGY OF THE STUDY:**Sample:**

For the present study the researcher took sample from five number of Higher Secondary Schools of different blocks; 200 (104 boys and 96 girls) number of students were selected as sample for the present study.

Tools and techniques used for data collection:

In the present study, following standardized tools were used:-

1. 'Socio-economic Status Scale' (SESS) standardized by Udai Pareek socio-economic status scale (2015) was utilized to measure the socioeconomic status of students.
2. Academic achievement- the academic achievement of students was recorded from school record.

Procedure of data analysis:

The data was collected through administration of standardized questionnaire developed by **Udai Pareek (2005)** from the sample. For the analysis of data certain procedures was followed for treatment of data which includes data collection, organization of data, presentation of data in graphs and analysis of data

through statistical techniques. On the descriptive data analysis mean & SD was found out. For testing, means was found out by application of T-Test. Then Interpretation was made as per data analysis.

ANALYSIS AND INTERPRETATION OF DATA:

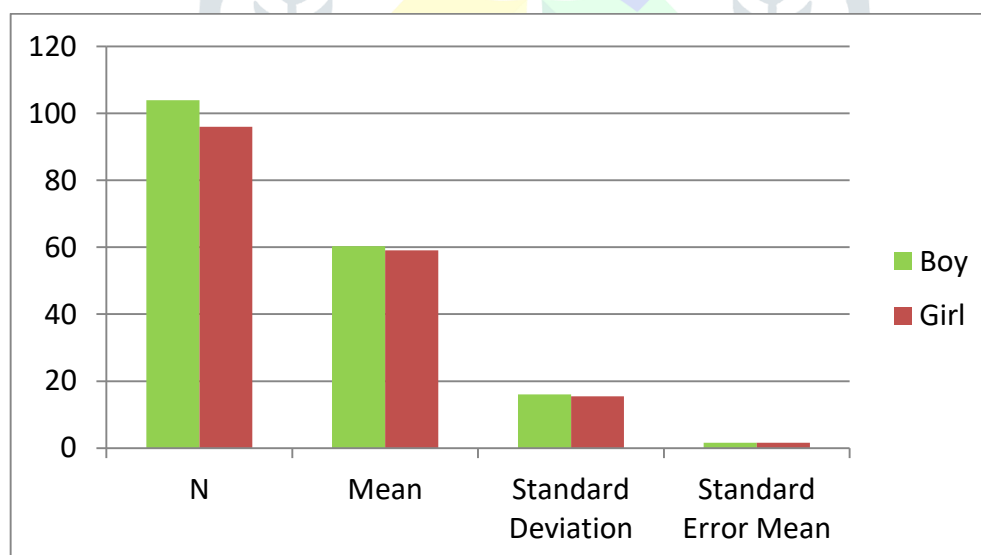
Data was analyzed to make a comparative study of the academic achievement of boy and girl students the result shows there is no significant difference between academic achievement of boys and girls (df=198 t=0.549).

Significance of the Difference Between Means of Academic Achievement of Boy and Girl Students.

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	104	60.292	16.002	1.569	0.549
Girl	96	59.066	15.500	1.582	df=198

The total numbers of boy and girl student were 104 & 96 respectively as indicated by the table 1. The mean of achievement score of boy students is 60.292 and the mean score of girl students is 59.066. The S.D of the achievement of boy students is 16.002 and the S.D of the achievement of girl students is 15.500. S.E. Mean of the achievement score of boy and girl students are 1.569 and 1.582 respectively. The statistically calculated t-value is 0.549 which is not significant at 0.05 level with 198 df. Thus, null hypothesis which states that there is no significant difference between the academic achievement of the boy and girl students shall be accepted. It indicates that gender does not affect academic achievement.

Figure 1 Academic Achievement Scores of Boy and Girl Students

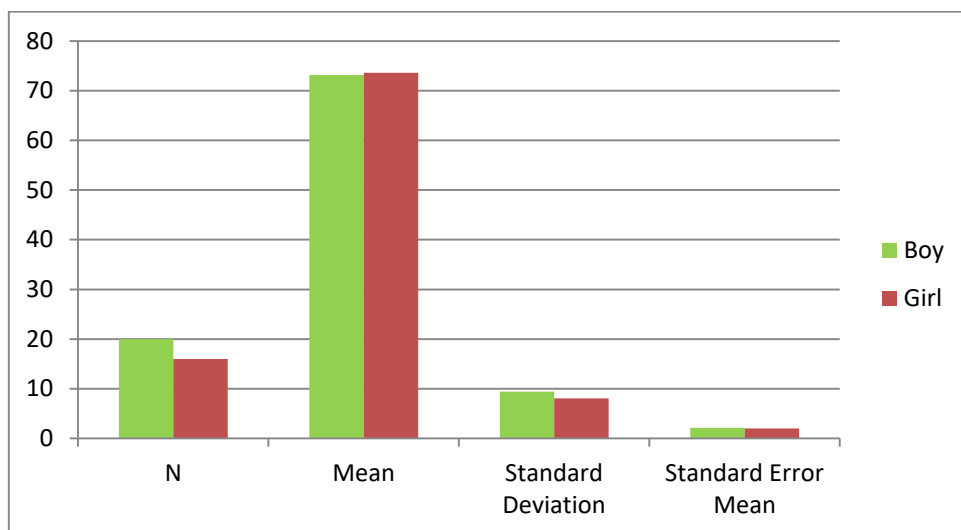


Significance of the difference between means of Academic Achievement of Boy and Girl Students of High Socio Economic Status

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	20	73.200	9.430	2.108	0.1489
Girl	16	73.642	8.051	2.012	df=34

The above table shows that there were 20 boy students and 16 girl students of high socio economic status. The mean of achievement of boy (high SES) is 73.200 and the mean of achievement of girl (high SES) is 73.642 .The standard deviation of achievement of boy students is 9.430 and the standard deviation of girl students is 8.051.The standard error mean of achievement score of boy students is 2.108 and that of girl students is 2.012. The t-value is 0.1489 which is not significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between academic achievement of boy and girl students of high socio economic status shall be accepted. It indicates that academic achievement of boy and girl students of high socio-economic status does not significantly differ.

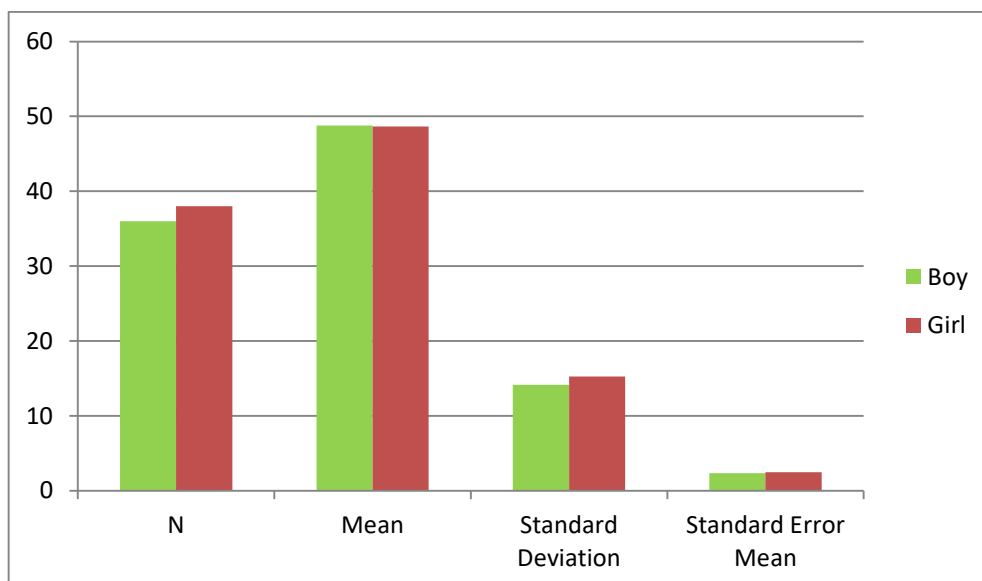
Achievement scores of Boy and Girl of High Socio Economic Status



Significance of the difference between Means of Academic Achievement of Boy and Girl Students of Low Socio Economic Status

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	36	48.772	14.132	2.355	0.04
Girl	38	48.635	15.238	2.472	df=38

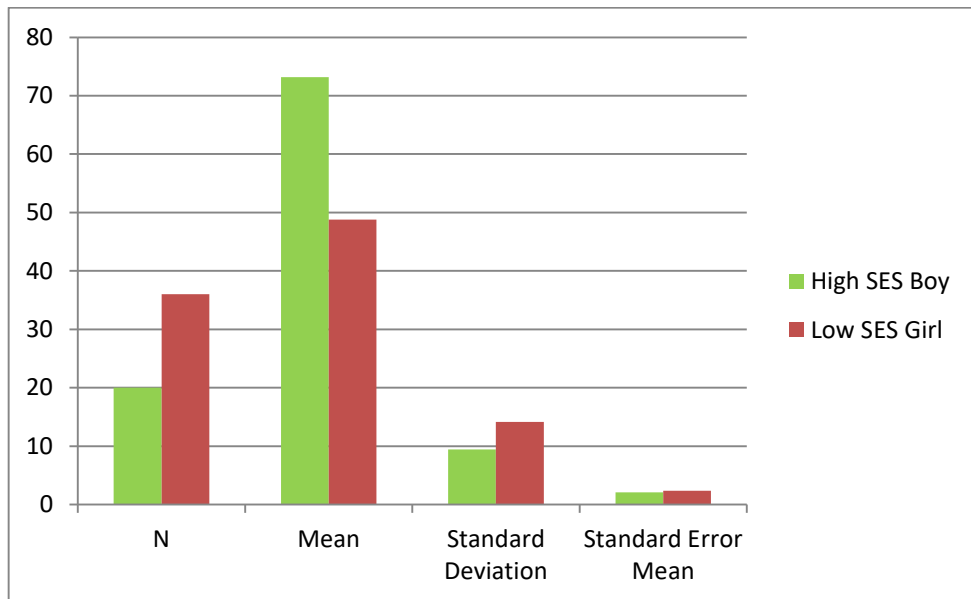
The above table shows that there were 36 boy students and 38 girl students of low socio economic status. The mean of achievement of boy (low SES.) is 48.772 and the mean of achievement of girl (low SES) is 48.635 .The standard deviation of achievement of boy students is 14.132 and the standard deviation of girl students is 15.238.The standard error mean of achievement score of boy students is 2.355 and that of girl students is 2.472. The t-value is 0.04 at 72 degree of freedom which is not significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between achievement of science of boy and girl of low socio economic status shall be accepted. It indicates that achievement in science of boy and girl students of low socio-economic status does not significantly differ..

Academic Achievement of Boy and Girl Students of Low Socio Economic Status.**Significance of the Difference between the Means of Academic Achievement of Boy Students of High and Low Socio Economic Status.**

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
High SES Boy	20	73.200	9.430	2.108	6.908
Low SES Boy	36	48.772	14.132	2.355	df=54

In the above table there were 20 boy students of high socio economic status and 36 boy students of low socio economic status. The mean of the achievement scores of boy students of high socio economic status is 73.200 and the mean of achievement scores of boy students of low SES is 48.772. It shows that male students of high socio economic status achieve more score than that of low socio economic status students. The standard deviation of boy students of high socio economic status is 9.430 and the standard deviation of boy students of low socio economic status is 14.132. The S.E.M. of boy students of high SES is 2.108 and the S.E.M. of boy students of low SES is 2.355. The t-value is 6.908 at 54 degree of freedom which is significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between academic achievement of boy students of high SES and boy students of low SES shall be rejected. It interprets that socio economic status of boy students affects their academic achievement.

Academic Achievement of Boy Students of High and Low Socio Economic Status.

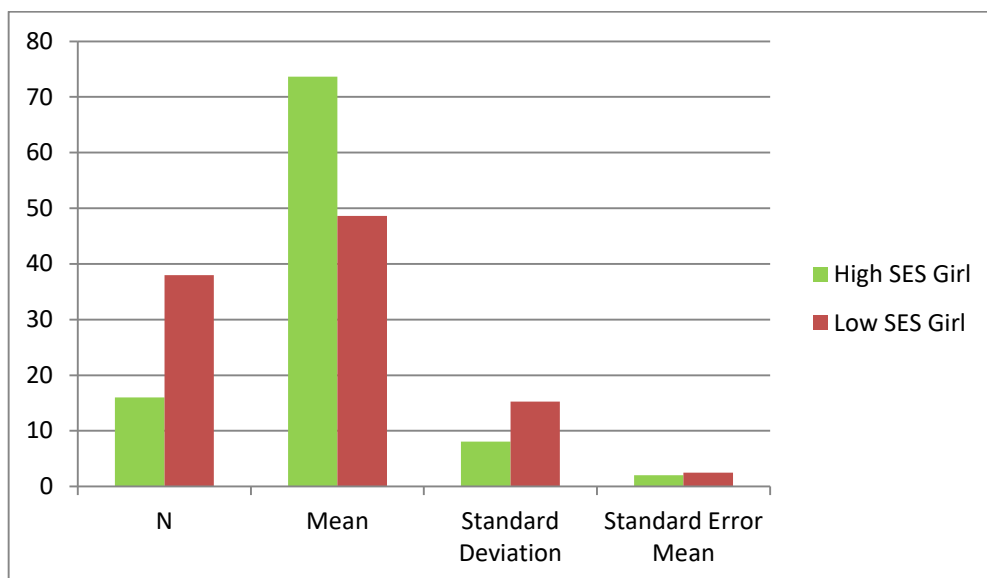


Significance of the Difference between the Means of Academic Achievement of Girl Students of High and Low Socio Economic Status.

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
High SES Girl	16	73.642	8.051	2.012	6.187
Low SES Girl	38	48.635	15.238	2.472	df=52

In the above table there were 16 girl students of high socio economic status and 38 girl students of low socio economic status. The mean of the achievement scores of girl students of high socio economic status is 73.642 and the mean of achievement scores of girl students is 48.635. It shows that girl students of high socio economic status achieve more than that of low socio economic status. The standard deviation of girl students of high socio economic status is 8.051 and the standard deviation of girl students of low socio economic status is 15.238. The S.E.M. of girl students of high SES is 2.012 and the S.E.M. of girl students of low SES is 2.472. The t-value is 6.187 at 52 degree of freedom which is significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between academic achievement of girl students of high SES and girl students of low SES shall be rejected. It interprets that socio economic status of girl students affects their academic achievement.

Academic Achievement of Girl Students of High and Low Socio Economic Status.



Findings of the study:

Finding 1- No significant difference was found in Academic Achievement scores of boys and girls students

Finding 2- No significant difference was found in Academic Achievement scores of boys and girls students having high socioeconomic status

Finding 3- No significant difference was found in Academic Achievement scores of boys and girls students having low socioeconomic status.

Finding 4- A significant difference was observed between High and Low socioeconomic status of boys students

Finding 5- A significant difference was observed between High and Low socioeconomic status of girls students

Discussion of Results

Application of t-test shows that the mean scores of students at higher secondary school do not differ significantly gender-wise, i.e. when the academic achievement of students of males and females were compared they did not differ significantly. This study shows that gender does not influence the academic achievement of higher secondary school students. The finding of this study is in line with findings of previous studies. Taj and Bhargava (1999) carried out a similar study on the socio psychological correlates of academic performance and found that gender does not influence academic achievement. When the data was analyzed on the basis of socio economic status to see the difference between the academic achievements of high and low socio-economic status of male students at higher secondary school level the findings were that significant difference were there. On the basis of this result we can say that males having higher socio-economic status score high academic achievement in comparison of males having low socio-economic status that is because their parents provided all the necessary facilities regarding their children education, health and understand their problems related to adolescent period which affect their academic achievement. This result is supported previous studies such as Kaur (1971) who conducted a study on a sample of 60 boys of class IX in Patiala city and observed a highly significant correction between socio-economic status and scholastic achievement of the boys of higher

secondary school. Furthermore Havighrust (1964) concluded a study on high school boys in six different schools in the eastern united stated that the grades awarded to their social status. He found that the lower status boys also get more direct form of punishment. The teacher's reports of counseling with parents are also summarized. According to the author's statements most of the counseling about discipline was with parents of lower status boys who are influenced adversely by their peer group who are from similar socio economic status and these factors affect their academic achievement.

When the data were analyzed to see the difference between academic achievements of female students belonging to high and low socio- economic status, there was significant difference in academic achievement of female students of high and low socio economic status. This result is supported by many previous studies such as Khan (1991) who conducted study on socio economic status and academic achievement, Chopra (1969 and 1982) Frempong (2000) and White (1982). In the studies of White (1982) and Srivastava (1974) this point of view is strongly supported as they reported Socio economic status to be strong predictor of academic achievement of girls. They found that girls belonging to low socio economic status are generally busy in their household work with her mother in very early stage of their life and they don't have much time and facilities which require for scoring good academic score. Rothman's (2003) analysis revealed that within the same school, a girl who comes from a higher socio-economic group will achieve better test results than a girl from a lower socio-economic group. Barger and Hall (1965) have shown that the high socio-economic status of school students was conducive to high academic achievement. Also in his study Menon (1973) investigated and found out the difference between high and low socio-economic status groups. He concluded that the academic achievement was influenced by the socio-economic status accordingly, those who belonged to high socio-economic status showed better performance.

conclusions:

The outcome of this research work has led to the following conclusion from the analysis of the result; it is clearly found that there is a strong relationship between family socio-economic background and academic achievement of senior secondary school students of the area under study. However, despite the strong relationship between family socio-economic and education achievement, sometimes there is an exceptional case where by those children with poor family background performed better academically than those from good family background.

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