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Effect of Socio Economic Status on the Academic Achievement of Secondary School Students

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Abstract

The present study aims to explore the effect of socio economic status on the academic achievement of the students. Descriptive survey design has been used in the present study. The present study has been conducted on a sample of 490 secondary school students of Aligarh district. In order to access the socio economic status of the students, the Socio-economic Status Scale (SESS) developed by Kalia and Sahu (2012) was used and for calculating the academic achievement, marks scored by students in their previous class was recorded.Pearson's Correlation Coefficient and t-test are the statistical technique used in the study. The findings of the study revealed that there exists a positive correlation between socio-economic status and academic achievement of secondary school students. The study also reveals that there exists a significant difference in the academic achievement of secondary school students belonging to different status. No significant difference was found in the academic achievement of male and female school students.

Key Words: Socio Economic Status, Academic Achievement and Secondary School Students.

Introduction

Education is the vital weapon to convey changes in the society, and make human wise and rational in their attitudes and behavior. Education being the prime tool to make the people skilled and civilized for the entire development of a nation. The entire process of education is focused on academic achievement of the students. Academic achievement of a students is influenced by numerous factors like gender, school climate, place of living, socio economic status etc. Socio economic status is the amalgam of the social and economic measures of the experience and position of an individual in the society. To know the socio economic status of any individual his

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income, educational status and occupational status is assessed. In order to measure the socio economic status of the student these characteristics of their parents are measured. Usually socio economic status is categorized into three broad groups: high, middle and low socio economic status. The training of a child lies in the hand of his family and his teachers. Education has proved to be an instrument of social change. The socio economic status of the family can sly effect the academic achievement of the students.Socio economic status not only affect the academic achievement, but also makes it possible for students from low background to compete well their counterparts under the same academic environment (Rothestein, 2004). Education widens minds, recognizes good and evil, makes us to segregate well from terrible and uses out environment to the best of our capacity for the improvement of a person and in addition the group (Sabzwari, 2004). Literature highlights the impact of socio economic status on academic achievement like Suleman et al., (2012) who retrieved that students with high socioeconomic status perform better academically in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic achievement. Saifi and Mehmood (2011) explored the effect of socioeconomic status on student's performance. Results revealed that parental education and occupation affects the student's achievement. Eamon (2005) revealed that students whose parental socioeconomic status is low do not show effective performance in school. Findings revealed that the academic achievement of students is negatively correlated with the low parental socioeconomic status as it prevents the students in gaining access to resources of learning.Solanke and Narayanaswamy (2015) showed a significant and positive correlation between socio economic status and academic achievement. The study further revealed that there exists a significant difference in the academic achievement of boys and girls belonging to different socio economic status. While Pedrosa (2006) in their study found that students who are coming from deprived and low socio-economic and educational background performed slightly better than those students having higher socio-economic and educational background.

Significance of the study

The present study aims to examine the relation between socio economic status and academic achievement of secondary school students of Aligarh district. Studies have proved number of cognitive, non-cognitive, psychological, social and environmental factors influences the academic achievement of the students. Among the social and environmental factors lies the socio economic

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status that influences the academic achievement of the students. It is the socio economic status of the student that determines the type of school in which he will be admitted and his further success or failure. Thus, it gets very much important to examine the effect of socio economic status and academic achievement of the students. The present study will help parents, teachers, administrators and policy makers to know the importance of socio economic status in determining the academic achievement of the students as well as in the process of development.

Objectives of the Study:

The present study has been designed to achieve the following objectives:

1. To find out the relationship between socioeconomic status and academic achievement of secondary school students.
2. To examine the difference of academic achievement of secondary male and female students.
3. To compare the difference in academic achievement of high socio-economic status and lowsocio-economic status secondary school students.
4. To compare the difference in academic achievement of secondary school students belongs to middle socio-economic status and lower socio-economic status.
5. To compare the difference of academic achievement of secondary students having high socio-economic status and middlesocio-economic status.

Methodology

The study was conducted on a sample of 490 secondary school students of Aligarh district selected by using simple random sampling technique. The investigator used Socioeconomic Status Scale (SESS) developed and standardized by Kalia and Shudhir (2012) for measuring the socio economic status of the students and the scores obtained by the students in their previous exams were considered as the academic achievement of the students. Statistical techniques like t-test and Pearson's coefficient of correlation were used in the study in order to analyze the data.

Analysis and Interpretation

The following tables and subsequent interpretation present a detailed analysis of the data.

Objective--I: To find out the relationship between socioeconomic status and academic achievement of secondary school students.

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H0: There is no significant relationship between socioeconomic status and academic achievement of secondary school students.

Table1: Relationship between socioeconomic status and academic achievement of secondary school students

Variables	N	Mean	SD	t value	Result
Socio economic status	490	51.76	15.98	0.347**	Sig
Academic achievement		57.98	17.67		

**Significant at 0.01 level

The table 1 represent the relationship between the socio economic status and academic achievement of secondary school students. The Pearson's coefficient of correlation "r" is found to be 0.347 at 0.01 level of significance which proves positive correlation between both the variables. Thus, there exists a significant relation between the socio economic status and academic achievement of secondary school students. Thus, rejecting the null hypothesis framed.

Objective--II: To examine the difference of academic achievement of secondary male and female students.

H0: There is no significant difference in the academic achievement of secondary male and female students.

Table 2: Difference in the academic achievement of secondary male and female students

Gender	N	Mean	SD	t value	Result
Male	270	58.64	11.45	0.730**	Sig
Female	220	52.98	9.78		

**Significant at 0.01 level

The table 2 depicts the difference in the academic achievement of secondary school students with respect to their gender. The t value came out to be 0.730 which is significant at 0.01 level. This

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means there is a significant difference in the academic achievement of secondary school students with respect to their gender. Thus rejecting the null hypothesis. The mean value of academic achievement of male students showed to be 58.64 while that of female students was 52.98. This means that the male secondary school students have better academic achievement than their counter parts. The results have also been presented graphically in Figure1:

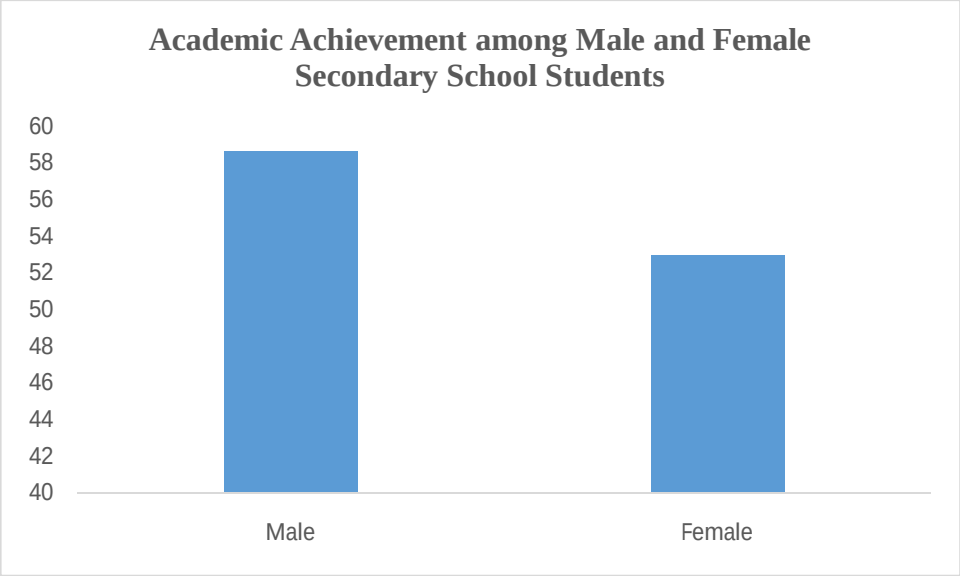


Fig1: Academic Achievement among Male and Female Secondary School Students

Objective--III: To compare the difference in academic achievement of high socio-economic status and low socio-economic status secondary school students.

H0: There is no significant difference academic achievement of high socio-economic status and low socio-economic status secondary school students.

Table 3: Differencein the academic achievement between higher and lower socioeconomic status secondary school students

Variables	N	Mean	SD	t value	Result
High SES	160	67.64	10.76	14.76**	Sig
Low SES	108	54.32	9.67		

**Significant at 0.01 level

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The table 3 shows the difference in the academic achievement of higher and lower socio economic status. The mean value of high SES students is 67.64 while that of low SES students is 54.32. The t value 14.76** is significant at 0.01 level, rejecting the null hypothesis. From the values of mean it can be concluded that students belonging to higher socio economic status have better academic achievement than those belonging to lower socio economic status. The results have also been presented graphically in Figure 2:

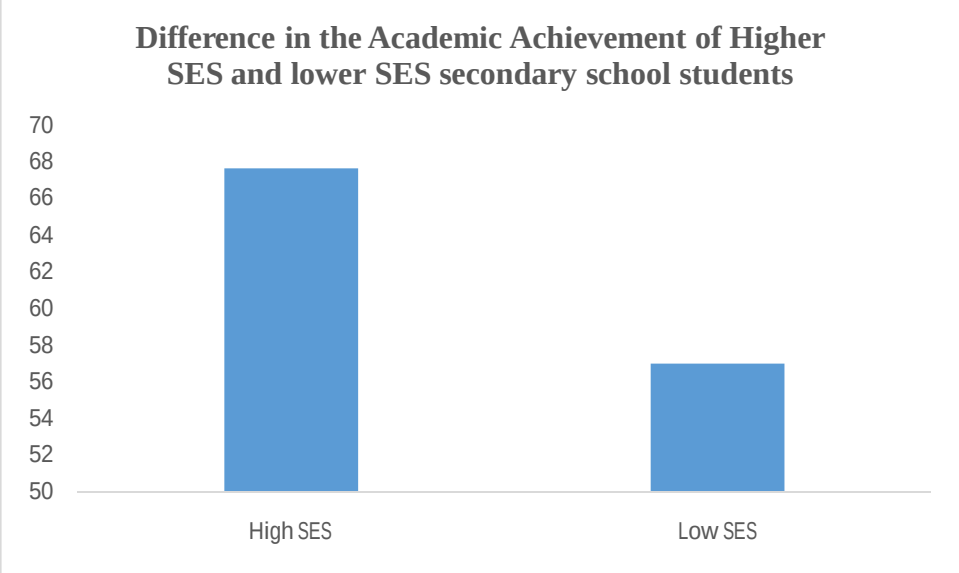


Figure 2: Difference in the Academic Achievement of Higher SES and lower SES secondary school students

Objective--IV: To compare the difference in academic achievement of secondary school students belongs to middle socio-economic status and lower socio-economic status.

H0: There is no significant difference in academic achievement of secondary school students belongs to middle socio-economic status and lower socio-economic status

Table 4: Difference in the academic achievement belongs to middle socio-economic status and lower socio-economic status

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Variables	N	Mean	SD	t value	Result
Middle SES	222	57.98	11.87	7.88**	Sig
Low SES	108	54.32	9.67		

**Significant at 0.01 level

The table 4, shows the difference in the academic achievement of students belongs to middle socio-economic status and lower socio-economic status. The t value is 7.88 is significant at 0.01 level. The mean value of middle SES students is 57.98 while that of low SES students is 54.32.This means that students belonging to middle SES have better academic achievement than lower SES. The null hypothesis framed is rejected. The results have also been presented graphically in Figure 3:

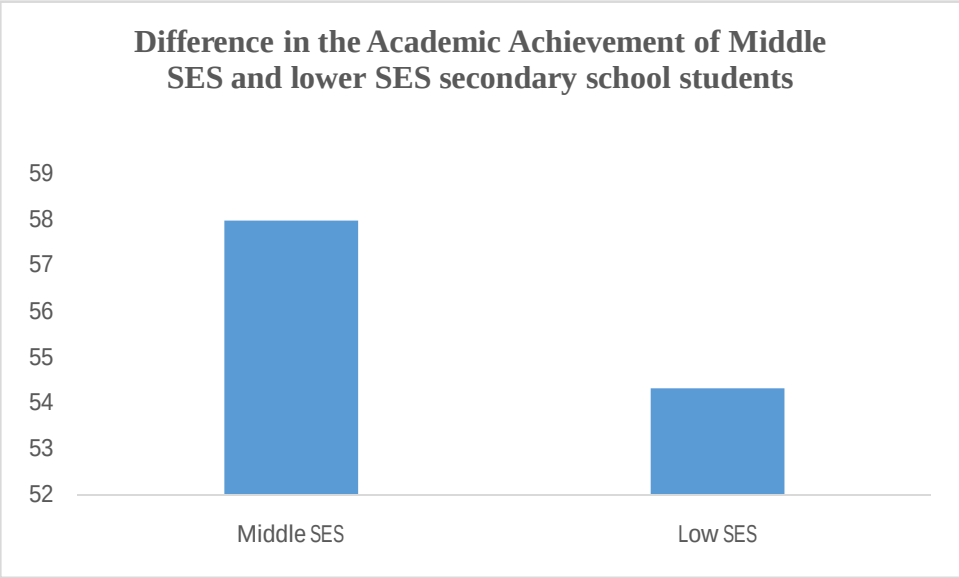


Figure 3: Difference in the Academic Achievement of Middle SES and lower SES secondary school students

Objective--V: To compare the difference of academic achievement of secondary students having high socio-economic status and middle socio-economic status.

H0: There is no significant difference in academic achievement of secondary students having high socio-economic status and middle socio-economic status.

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Table 5: Difference in the academic achievement secondary students having high socio-economic status and middle socio-economic status

Variables	N	Mean	SD	t value	Result
High SES	160	67.64	10.76	14.83**	Sig
Middle SES	222	57.98	11.87		

**Significant at 0.01 level

The table 5, shows the difference in the academic achievement of students belongs to middle socio-economic status and lower socio-economic status. The t value is 14.83 is significant at 0.01 level. The mean value of high SES students is 67.64 while that of middle SES students is 57.98.This means that students belonging to high SES have better academic achievement than middle SES. The null hypothesis framed is rejected. The results have also been presented graphically in Figure 4:

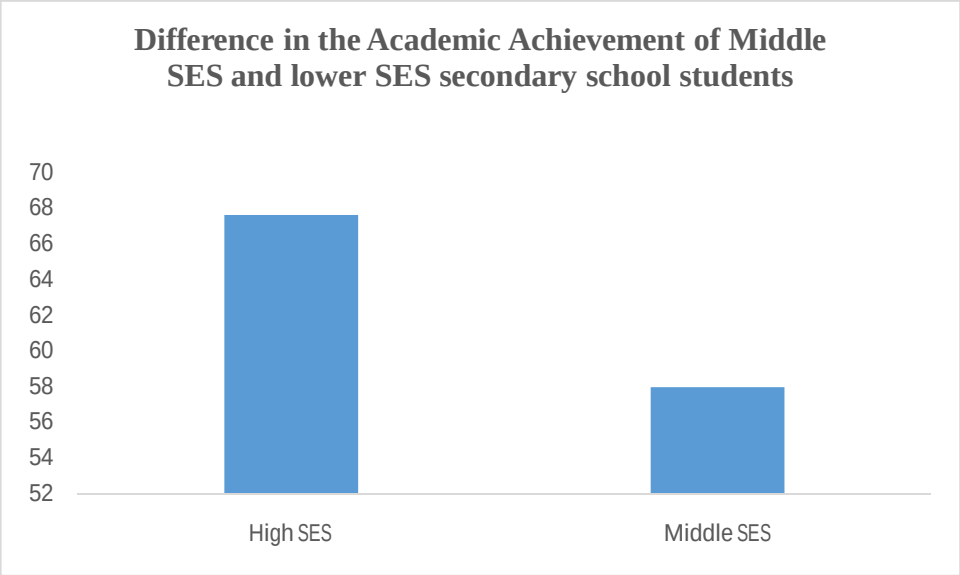


Figure 4: Difference in the Academic Achievement of High SES and Middle SES secondary school students

Conclusion:

The study leads to the following conclusion:

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- There exists a significant and positive relationship between the socio economic status and academic achievement of secondary school students. The findings of the study has been supported by Solanke and Narayanaswamy (2015); Rather and Sharma (2015).
- The findings also revealed that there is difference in Academic Achievement among different Socio-economic Status group. Higher SES students showed better academic achievement than the middle and lower SES students. This result has been supported by Faaz and Khan (2017); Saifi and Mehmood (2011).

Educational Implications

Students belonging to lower socio economic status should be provided with the Individualized instruction and institutional tuitions in order to improve their academic performance. Counselling should be provided to teachers for remedial teaching for pupil. Adequate facilities and resources along with proper home environment should be provided.

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