

The Effect of Socio- Economic Status on Academic Achievement of Higher Secondary School Students

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Abstract: This study examined the effect of gender and socio-economic status on academic achievement of higher secondary students of Chandigarh city. The sample consists of 100 males and 100 females in the age range of 16-18 from Govt. Model Senior Secondary School Sec -47. Socio- Economic Status scale developed by R.L. Bharadwaj (2005) was used for data collection, while the total marks obtained by the student in the previous class i.e. class Xth was used as an achievement criteria. Mean, Standard Deviation and t-test were used for comparison. This study shows that gender does not have any effect on the academic achievement of students at higher secondary stage but it was effected by the socio-economic status. The students who belonged to high socio-economic status showed better academic achievement than the students of low socio-economic status.

Keywords: Academic Achievement, Gender, Socio-Economic Status

INTRODUCTION

Academic Achievement is an important aspect in the life of a child. The success or failure of a student is measured in terms of academic achievement. High achievement in school builds self- esteem, self-confidence and strengthens self- efficiency. Sound academic record are the pillars on which the entire future personality depends. Today life has become very competitive and only best can reach the top. There is no place for a mediocre student. The importance of academic achievement has raised important questions. Why do all the students not achieve higher when they are taught the same thing by the same teacher? What factors promote achievement in students? How far do these factors contribute towards academic achievement? In this context, the role of socio-economic status cannot be denied as it has a great effect on personality, learning and development of individual and his academic achievement.

It is generally believed that children belonging to high and middle socio-economic status are exposed to better learning environment at home because of the availability of extra learning facilities like help books ,computers etc. Wealthy and well educated parents ensure their children better future by providing them favorable environment, better education in a good school and guiding them to choose a career according to his skills and interest as supported by Becker & Tomes [1]. Drummond &Stipek[2]. discussed that according to some low-income group parents their responsibility was

only to provide child's basic needs. So their shortsightedness towards their role in the educational process of their children and due to scarcity of funds the success of such children is at stake. Chopra [3] studied the relationship between socio-economic status and academic achievement. It was found that students from higher socio-economic group were better than the students from low socio-economic group. Goswami[4] found that in both urban and rural areas, the students from upper socio-economic group were significantly better than the students from lower socio-economic group in the achievement test of science, language and humanities. Rothman's [5] analysis revealed that within the same school, a student who comes from a higher socio-economic group will achieve better results than a student from a lower socio-economic group. The present study therefore tries to analyze the influence of student's socio-economic status on the academic achievement of higher secondary students.

OBJECTIVES OF THE STUDY

- I. To ascertain academic achievement among male and female students at higher secondary school level.
- II. To ascertain academic achievement among high socio-economic status male and female students at higher secondary school level.
- III. To ascertain academic achievement among low socio-economic status male and female students at higher secondary school level.

- IV. To ascertain academic achievement among high and low socio-economic status male students at higher secondary school level.
- V. To ascertain academic achievement among high and low socio-economic status female students at higher secondary school level.

HYPOTHESES OF THE STUDY

- I. There will be no significant difference between the academic achievement among male and female students at higher secondary school level.
- II. There will be no significant difference between academic achievement among high socio-economic status male and female students at higher secondary school level.
- III. There will be no significant difference between academic achievement among low socio-economic status male and female students at higher secondary school level.
- IV. There will be no significant difference between academic achievements among high and low socio-economic status male students at higher secondary school level.
- V. There will be no significant difference between academic achievements among high and low socio-economic status female students at higher secondary school level

METHODOLOGY

A sample of 200 students of Govt. Model Senior Sec. School Sec-47 were taken for study out of which 100 were male and 100 were female students. A stratified random sampling technique was used for collection of the sample. Academic achievement was taken from the marks obtained by the students in the previous year higher secondary exam and the socio-economic status was inferred from the socio-economic scale developed by R.L. Bharadwaj (2005).

RESULT AND ANALYSIS

As indicated by the table no. 1 the mean score of male students is 59.53 and the mean score of female students is 58.75. The S.D. of the male students is 15.65 and the S.D. of female students is 14.12. The statistically calculated t-value is 0.36 which is not significant at 0.05 level. Thus the hypothesis that there is no significant difference between the academic achievement of the male and female students is accepted.

As indicated by the table no. 2 there were 41 males and 39 female students of high socio-economic status. The mean score of male students is 70.53 and the mean score of female students is 69.88. The S.D. of male students is 12.14 and the S.D. of female students is 10.98. The t-value is 0.005 which is not significant at 0.05 level of significance. So the null hypothesis which states that there is no significant difference between academic achievement of male and female students of high socio-economic status is accepted.

The table -3 shows that there were 36 males and 25 females which belonged to low socio-economic status. The mean of the academic achievement of male students is 46.84 and the mean of the academic achievement of female students is 48.35. The S.D. of male students is 8.86 and S.D. of female students is 9.24. The t-value is 0.824 which is not significant at 0.05 level of significance. So the null hypothesis which states that there is no significant difference between academic achievement of male and female students of low socio-economic status is accepted.

In the table-4 there were 41 males of high socio-economic status and 36 males of low socio-economic status. The mean academic achievement of high SES males is 70.53 and that of low SES is 46.84. The S.D. of high SES male students is 12.14 and the S.D. of low SES males is 8.86. The t-value is 6.46 which is significant at 0.05 level of significance. Thus the null hypothesis which states that there will be no significant difference between academic achievement of male students of high SES and male students of low SES shall be rejected.

In the table-5 there were 39 female students of high socio-economic status and 25 female students of low socio-economic status. The mean academic achievement of high SES females is 69.88 with S.D. of 10.98 and mean academic achievement of low SES females is 48.35 with S.D. of 9.24. The t-value is 7.825 which is significant at 0.05 level of significance. Thus the null hypothesis which states that there will be no significant difference between academic achievement of female students of high socio-economic status and female students of low socio-economic status is rejected.

Table-1: Academic Achievement of Male and Female Students

Gender	N	Mean	Standard Deviation	t-value
Male	100	59.53	15.65	0.36
Female	100	58.75	14.12	

Table- 2: Academic Achievement of Male and Female Students of High Socio- Economic Status

Gender	N	Mean	Standard Deviation	t-value
Male	41	70.53	12.14	0.005
Female	39	69.88	10.98	

Table-3: Academic Achievement of Male and Female Students of Low Socio- Economic Status

Gender	N	Mean	Standard Deviation	t-value
Male	36	46.84	8.86	0.824
Female	25	48.35	9.24	

Table-4: Academic Achievement of Male Students of High & Low Socio- Economic Status

	N	Mean	Standard Deviation	t-value
High Male SES	41	70.53	12.14	6.46
Low Male SES	36	46.84	8.86	

Table-5: Academic Achievement of Female Students of High & Low Socio- Economic Status

	N	Mean	Standard Deviation	t-value
High Female SES	39	69.88	10.98	7.825
Low Female SES	25	48.35	9.24	

CONCLUSION

There was no significant difference in the academic achievement of students when they were compared on the basis of gender therefore the null hypothesis H_{01} , H_{02} and H_{03} are accepted. This shows that gender does not influence the academic achievement of students.

There was significant difference in the academic achievement of students when they were compared on the basis of socio-economic status. Males belonging to high socio-economic status scored higher than the males belonging to low socio-economic status. Therefore the null hypothesis H_{04} is rejected. Similarly the females belonging to high socio-economic status scored higher than the females belonging to low socio-economic status. Therefore the null hypothesis H_{05} is rejected. This shows that the socio-economic status has a great influence on the academic achievement of students.

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