# A STUDY OF SOCIO ECONOMIC STATUS AND THE ACADEMIC ACHIEVEMENT OF X$^{TH}$ GRADE STUDENTS

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## ABSTRACT

*The present study seeks to examine the Socio- Economic status and the Academic Achievements of Tenth grade Students. The study was conducted on the 160 students of 8 Government Schools of District Kangra of Himachal Pradesh. Socio Economic status tool developed by Dr. Usha Mishra has been taken. For academic achievement, the marks of subject Mathematics of the students of matriculation has been taken. After analysis of the result, it was found that no Significant relationship between socio economic status and academic achievement among the Students of Tenth grade but there exist significant difference according to their areas among boys of grade Tenth. There exist no Significant Differences in Socio Economic Status among X grade Girls Belongs to Their Area.*

*Key words: Socio Economic Status, Academic Achievement and Govt. School.*

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## INTRODUCTION:

Socio economic status of an individual is his place of honours and power Economic, Political, Academic etc. among the people of his society. It connotes his competence to command respect of the people around him and also his capacity to originate others that is to make others do what he likes them to do. Socio economic status is a continuum which has its lower and upper ends. Therefore, it is an evaluative concept which designates how much of the environmental, cultural, social and economic richness a person possesses. It also denotes his standard of living and thinking.

Socio- economic status is an economic and sociological, combined total measure of a person's work, experience and economic and social position of an individual's or families in relation to others, based on income, education and occupation. When analyzing a family's socio- economic status, the household income, earner's education, and occupation are examined, as well as combined income, versus with an individual, when their own attribute are assessed.

According to woman's dictionary of behavioural sciences, academic achievement is defined as a level of behavioural attained in scholastic or academic work.

Academic Achievement and Socio Economic Status influences collectively to the progress of individual. Children from low Socio economic status acquire language skill more slowly exhibited delayed letter recognition and phonological awareness and are at risk for reading difficulties. Children with higher Socio economic status backgrounds were more likely to be proficient on task of addition, subtraction, ordinal sequencing and math word problem than children with lower Socio economic status background. Students from low Socio economic status school entered high school grade behind students from higher Socio economic status school, in addition students from the low Socio economic status groups learned less over 4 years than children form higher Socio economic status groups.

Kapoor, (2006) found that women were apprised in all spheres of life which were fairly visible in education, resource distribution health and environment respect and recognition, solidarity education was one of the most important factors which could promote socio-economic status of women. Singh (2008) found that teacher education influenced the rate structure and character of socio-economic equality .He revealed that increasing job opportunities accelerated rate of rural urban migration and facilitating development related motivations of education system. The study concluded that poor teacher effectively denied that educational opportunities than the educational system can actually perpetuate and even increase inequality. Santosh and Ravdeep (2009) found that individual taste for difference areas of vocational interest. They observed that average and low social-economic status students did not differ significantly in the area of vocational interest. Fraises and Swift (1967) observed that the better the socio economic status of the child the higher will be its academic achievement.Gakhar (1983) Concludes that high socio-economic status accounts for higher achievement in mathematical concepts and low socio-economic status for low achievement in them. Suring (1989) found that a medium the strong SES achievement relation. The relation however is moderated by the unit the source the range of SES variable and the type of SES achievement measure. The relation is also contingent upon school level minority status and school location. The results showed a slight decrease in the average correlation. F. Ivan Nye (1990) found no significant relationship b/w delinquent status. The results confirmed

those of the Nye study thus those theories of delinquent amount of delinquent behaviour in the lower socio-economic level are again met with empirical contradictions, this time in a large city. Selcuk R.Sirin (2003) showed a medium of strong SES achievement relation. The relation however is moderated by the unit the source the range of SES variable and the type of SES achievement measure. The relation is also contingent upon school level minority status and school location. The author condition a replica of white meta-analysis to see whether the SES achievement correlation had changed since white's initial review was published. The results showed a slight decrease in the average correlation. Practical implications for future research and policy are discussed. Eamon (2005), in the findings of his study asserts that Smaller family size has been linked with high academic achievement students with fewer sibling are likely to receive more parental attention and has more access to resources than children from large families. The additional attention and support lead to better school performance. Mile Cowle (2005) in his study concludes that Adolescents who live in higher quality neighbourhoods typically perform better in school than these who live in poorer neighbourhoods. Poor neighbourhood often lack positive role model, adult supervision, and connection to good school. That kind of motivation which negatively affects academic performance. Marianne and Kristina (2009), studies the reported discrepancies in cause of specific mortality among group of individual with the different socio economic status. However most of the studies were limited by the specificity of the investigated population and the broad definitions of the cause of death. The aim of the present population based study was to explore the dependence of disease specific moralities on the socio-economic status in Sweden, a county with Universal health care; another aim was to investigate possible gender differences.

From the above discussion we can easily conclude that , socio economic status of the students is a very important aspect in the teaching learning process and is a major factor which influences the level of Achievement of the students in the modern society. That's why the Researchers from different walk of life and stream took a keen interest from long time ago. For better understanding of the conceptual and theoretical frame work of the study the investigator tries to explore the research conducted in the past few years on socio economic status and Academic Achievement. Mojoribank (1996) in his study family background and socioeconomic status. He

concludes in his study that Family background is key to students' life and outside of school is the most important influence on the student learning and includes factors such as socio-economic status two parents versus single parent households, divorce, parenting practices and aspirations, maternal characteristics, family size and neighbourhood. The environment at home is a primary socialization agent and influences a childes interest in school and aspiration for the future.

At last to conclude we can safely say that both the variables socio economic status and academic achievement are important areas to explore for finding out the hidden attributes in educational practices.

## NEED AND SIGNIFICANE OF THE STUDY:

In the present study we tries to denotes the impact of socio economic status of students on academic achievement because it is quite clear that good socio economic status is necessity of today, we feels its importance in different spheres of life. In the present scenario good socioeconomic status occupied a very important place in the phenomenal world, without a healthy socio economic status one cannot survive significantly in this competitive world. On the other hand India is an under-developing country, most of people are still live in rural areas, and most of the students are stills studying in the government schools. But what to said rural school students even most of the urban school students belong to diversified socio economic strata and yet there not much exposure provided to the students and there is no significant difference in their academic achievement and in their socio economic status.

The investigator felt that it is a very serious subject to analysis the standard of socio economic status and academic achievement in government schools belongs to rural and urban area and the option to take this subject for research work. In the light of above discussion the investigator could take a challenge to investigate the importance of socio economic status and academic achievement of X grade students.

## OBJECTIVES OF THE STUDY:

To study the relationship between of socio economic status on academic achievement X grade students of district. Kangra in H.P.

To compare the socio economic status of X grade students in relation to their gender.

To compare the socio economic status of X grade students in relation to their area.

To compare the socio economic status of X grade boys belongs to their area.

To compare the socio economic status of X grade girls in relation to their area.

HYPOTHESES:

$H_1$-There will be no significant relation between socio economic status and academic achievement of X grade students.

$H_2$-There will be no significant difference of X grade students in socio economic status in relation to their gender.

$H_3$-There will be no significant difference between socio economic status of X grade students in relation to their area.

$H_4$ -There will be no significant difference in socio economic status among X grade boys belongs to their area.

$H_5$ -There will be no significant difference in socio economic status among X grade girls belongs to their area.

DELIMITATION OF THE STUDY:

❖ The study is confined only Kangra District of Himachal Pradesh.

❖ The study is restricted to students of X grade only.

❖ The study is confined only to eight Government schools.

❖ The sample for the study is limited to only one hundred and sixty students belongs to rural and urban area.

OPERATIONAL DEFINATIONS OF THE TERMS:

➢ SOCIO-ECONOMIC STATUS:

Socio economic status is evaluated as a combination of factors including income, level of education and occupation. It is a way of looking at how individuals or families fit into society

using economic and social measures that have been shown to impact individual's health and well being.

➢ ACADEMIC ACHIEVEMENT:

Academic Achievement as the sum total of information gained after completing a course of instruction (Partially or fully) in a particular grade that he has obtained on an achievement test.

➢ GOVERNMENT SCHOOLS:

Govt. school means a school which is under the administrative control of the govt. in which the course of study conforms to standards approved by the department.

METHODOLOGY:

Descriptive research studies are restricted not only of facts findings but many often result in the formulation of important principles of knowledge and solution of significant problem concerning local, state, national and international issues. In present study the purposive sampling is done.

VARIABLES OF THE STUDY:

1. INDEPENDENT VARIABLES:

In the present study, sex (male & female), area (rural & urban) of the student's and socio-economic status are taken as independent variables.

2. DEPENDENT VARIABLE:

It will change as a result of variation dependent because its value depends upon the value of independent variable. In the present study "Academic achievement is taken as dependent variable".

SAMPLE:

In present study the random sampling technique is used. The data for the present study was collected from the different eight schools. 160 students from govt. schools are selected randomly depending upon the objective of the inquiry so that the impotent items representing the true characteristics of the population are included in the population included in the sample.

TOOL USED:

1. Academic Achievement test, the Academic Achievement of high school students marks obtained in the subject of mathematics in matriculation board exams 2012 was taken.

2. Socio Economic Status tool developed by Dr. USHA MISHRA of x grade students. Reliability is the most essential and significant feature of a test the split have and test retest reliabilities have been calculated for this test battery. The test-retest reliability of the SESI using a sample of 50 students was found o be 0.74 after the interval of three months.

SATISTICAL TECHNIQUE:

Statistical techniques are extensively used in educational research. Each essential method is based upon its own or specific assumption regarding the sample, population and research conditions. Statistics is a body of mathematical techniques or processes for gathering, describing, organizing and interpreting numerical data. The data were mainly analyzed in terms of Mean, Standard Deviation, Standard Error Deviation,'t'-test and correlation was used .

INTERPRETATION OF THE RESULTS:

HYPOTHESIS -1

H1- "There will be no significant relation between socio economic status and academic achievement of X grade students.

Table 1

Mean and "r" value of Socio Economic Status and Academic Achievement

| VARIABLE | N | M | df. | r-value | Level of signi |
|---|---|---|---|---|---|
| SOCIO-ECONOMIC STATUS | 160 | 47.5 | 158 | 0.495 | *P>0.01 |
| ACADEMIC ACHIEVEMENT | 160 | 47.9 | | | |

*significant level at 0.01

The table 1 that the mean scores of socio economic status and academic achievement are 47.5 and 47.9 respectively. The r-value is 0.495 which is less than the corresponding table value

(2.60) at 0.01 levels. From this we reveal that calculated value is > table value, hence there is no significant relation between and academic achievement of X grade students and we can safely concludes that, the above hypothesis is "ACCEPTED"

HYPOTHESIS -2

H2- "There will be no significant difference of socio economic status of X grade students in relation to their gender."

Table 2

Showing the Area, Number of Students, Mean, Standard Deviation and t-Value

| GROUP | N | M | S.D. | Df | $S_{ED}$ | t value | Level of signi |
|---|---|---|---|---|---|---|---|
| BOYS | 80 | 47.22 | 7.81 | 158 | 1.29 | 0.41 | *P<0.01 |
| GIRLS | 80 | 47.75 | 8.48 | | | | |

*Significant at 0.01 Level

The table 2 that the mean scores of X grade boys are 47.22 and Standard Deviation 7.81. The mean and standard deviation of X grade girls is 47.75 and Standard deviation is 8.48 respectively. The t-value is 0.41 which is less than the corresponding table value (2.60) at 0.01 levels. From this we reveal that the X grade BOYS AND GIRLS are not differing significantly. Thus the hypothesis is ACCEPTED.

HYPOTHESIS -3

H3- "There will be no significant difference between socio economic status of x grade students in relation to their area."

Table 3

Showing the Area, Number of Students, Mean, Standard Deviation and t-Value
The table 3 that the mean scores of rural X grade students are 48.08 and Standard Deviation 7.67.

| GROUP | N | M | SD | df | $S_{ED}$ | t - value | Level of signi |
|---|---|---|---|---|---|---|---|
| RURAL | 80 | 48.08 | 7.67 | 158 | 1.28 | 0.937 | *P<0.01 |
| URBAN | 80 | 46.88 | 8.56 | | | | |

\* Not Significant at 0.01 Level

 The mean and standard deviation of urban X grade students is 46.88 and Standard deviation is 8.56 respectively. The t-value is 0.937 which is less than the corresponding table value (2.60) at 0.01 levels. From this we reveal that the X grade students belong to rural and urban are not differ significantly.

Table 3 shows that calculated' ratio comes out to be .937 which is less than the table value of 't' which is (2.60) at 0.01 level of significance with df. (158). Thus the hypothesis is "ACCEPTED"

HYPOTHESES - 4.

H4- "There will be no significant difference in socio economic status among x grade boys belongs to their area"

Table 4

Showing the Area, Number of Students, Mean, Standard Deviation and t-Value

| GROUP | N | M | SD | Df | $S_{ED}$ | t-value | Level of signi |
|---|---|---|---|---|---|---|---|
| RURAL | 40 | 45.5 | 7.04 | 78 | 1.53 | 2.65 | *P≥0.01 |
| URBAN | 40 | 48.9 | 6.65 | | | | |

\* Significant at 0.01 Level

The table 4 that the mean scores of X grade boys belong to rural area is 45.5 and Standard Deviation is 7.04. The mean and standard deviation of X grade boys belongs to urban area is 48.9 and Standard deviation is 6.65 respectively. The t-value is 2.65 which is greater than the corresponding table value (2.64) at 0.01 levels. From this we reveal that the X grade boys are differing to each other significantly in relation to their area. Thus the hypothesis is REJECTED.

HYPOTHESIS - 5

H5- "There Will Be No Significant Difference in Socio Economic Status among 10th Class Girls Belongs To Their Area." Table 5

Showing the Area, Number of Students, Mean, Standard Deviation and t-Value

| GROUP | N | M | S.D. | Df | $S_{ED}$ | t value | Level of signi |
|---|---|---|---|---|---|---|---|
| RURAL | 40 | 48.25 | 9.66 | 78 | 1.89 | 0.53 | *P<0.01 |
| URBAN | 40 | 47.25 | 7.05 | | | | |

The table 5 that the mean scores of X grade girls belong to rural area is 48.25 and Standard Deviation is 9.66. The mean and standard deviation of X grade girls belongs to urban area is 47.25 and Standard deviation is 7.05 respectively. The t-value is 0.53 which is less than the corresponding table value (2.64) at 0.01 levels. From this we reveal that the X grade rural and urban girls are not different significantly. Thus the hypothesis is ACCEPTED.

FINDINGS:

➢ There exist no significant relation between socio economic status and academic achievement of X grade students.

➢ There exist no significant differences of Socio Economic Status of X grade students in relation to their gender.

➢ There exist no Significant Differences between Socio Economic Status of X Grade Students In Relation To Their Area.

➢ There exist significant differences in Socio Economic Status among X class boys belongs to their area.

➢ There exist no Significant Differences in Socio Economic Status among X grade Girls Belongs to Their Area.

 EDUCATIONAL IMPLICATION OF THE STUDY:

➢ Socio economic status of the students has no influence on their academic achievement.

➢ Boys of X grade are not hold the equal position in relation to their socio economic status.

➢ Socio economic status of the students belongs to rural or urban area has no influence on their academic achievement.

➢ Socio economic status, in relation to the gender of the students has no influence on their academic achievement.

➢ The girls belong to rural or urban area holds the equal position in relation to their socio economic status.

SUGGESTION FOR THE FURTHER RESEARCH:

▪ The present study was conducted to study the importance of socio-economic status on academic achievement. The similar study can be constituted to find out the influence of other social phenomena's on academic achievement.

▪ The present study was conducted only to study the influence of socio economic status on academic achievement of X grade students. The similar study may be conducted to study the influence of socio economic status academic achievement of other classes also.

▪ The present study was conducted on a limited sample of government schools. The similar study can replicate on a large sample drawn from all the school.

▪ The similar study can be conducted in other district.

▪ The present study was conducted only on the government schools of Himachal Pradesh. The similar study may also conduct on the private schools of Himachal Pradesh.

▪ Comparative study can also be conducted in relation to the socio economic status and academic achievement of the students belongs to government and private schools.

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