

Socio-Economic Factors Affecting the Academic Performance of the Middle School Students of Raigarh, Chhattisgarh

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ABSTRACT

Education is considered the most significant factor in producing human resource developments in terms of social, cultural, technological, economic, and overall national perspectives. Socio-economic characteristics play an important role in students' academic performance. The socioeconomic factor of an individual is usually measured by education, employment-status and the income of the parents, which determine an individual's or a group's standard of living. The earlier studies on this subject investigated the socio-economic factor that impacted students' academic performance at the middle school level of education. The present study examines the impact of socio-economic factors on the academic performance of middle school students. The present study makes a humble exertion to investigate the impact of student's socio economic status on the academic achievement of middle schools. The investigator used descriptive survey research method for the present study. The sample for this study was gathered from 429 middle school students in Raigarh District of Chhattisgarh, in India. Since in the Raigarh distinct the population of SC , ST and business class is much more in comparison to students from other background so it is difficult to find their socio – economic status . The present studies has found that the educational levels of the mothers and their occupation factors considerably impact their children's academic performance. The influence of Father's education and employment status is on a moderate level. However, the types of schools and mediums of education also have a strong bearing on the students' academic performance at the middle school level. This study concludes that there is a direct relationship between socio-economic factors and the academic performance of the students of middle school.

Key Words: Academic performance, Educational Status, Level of parent's education, Occupational Status, Socioeconomic status, Medium of Education

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. It is widely recognized that if learners are to maximize their potential from schooling, they will need the full support of their families. Attempts to enhance familial involvement in education occupy governments, administrators, educators and families' organizations across all over the world. It is anticipated that families should play a role not only in the promotion of their own children's Achievements but also more broadly in school improvement and the democratization of school governance. 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. Education is a powerful instrument of change and progress. It strengthens the economy of an individual as well as that of the national and the social community. Education is playing a major role in reducing poverty and the socio-economic disparity in developing countries. Hence, the researchers on this subject have importantly focused on the education sector which is enhancing the social, economic and political transformation of a nation as well as an individual development. Socio-economic factor plays an important role on human capital formation by the parents for their children. The children's knowledge, skills, habits and moral values are influenced by the parents and families who support and motivate their children. The Organization for Economic Co-Operation and Development (OECD) defined human capital as "the knowledge, skills, training and attributes that are embodied in individuals that help to create personal, social and economic well-being status, which is used to produced goods and services or ideas in the market circumstances".

Objective Of The Study

- (i) To assess the academic achievement of boys and girls students at middle school level
- (ii) To assess the academic achievement of boys and girls students at middle school level of high socio-economic group
- (iii) To determine academic achievement among low socio-economic status boys and girls students at middle school level
- (iv) To assess the difference in academic achievement among high and low socio-economic status boys students at middle school level
- (v) To determine academic achievement among high and low socio-economic status girls students at middle school level

Hypothesis Of The Study

1. There will be no significant difference between the academic achievement among boys and girls students at middle school level.
 2. There will be no significant difference between academic achievement among high socio-economic status boys and girls students at middle school level.
 3. There will be no significant difference between academic achievement among low socioeconomic status boys and girls students at higher secondary level.
 4. There will be no significant difference between academic achievements among high and low socio-economic status boy's students at middle school level.
 5. There will be no significant difference between academic achievements among high and low socio-economic
- Procedure of data analysis: The data was collected through administration of standardized questionnaire developed by Udai Pareek (2005) from the sample.

Methodology Of The Study

Sample: For the present study the researcher took sample from five number of Higher Secondary Schools of different blocks; 429 (261 boys and 168 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

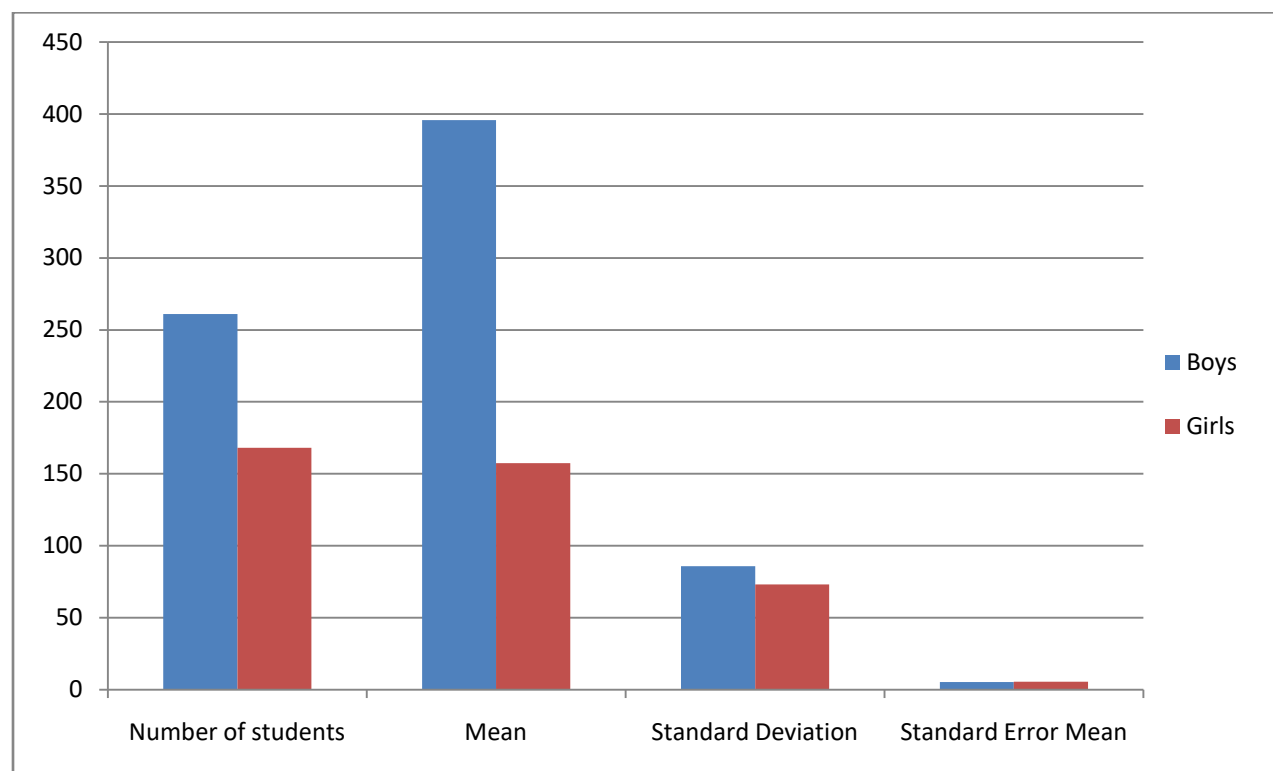
Data was analyzed to make a comparative study of the academic achievement of boy and girl students the result shows there is no significant difference between academic achievement of boys and girls.

Difference between Academic Achievement of Boy and Girl Students

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boys	261	395.77	85.90	5.31	1.647
Girls	168	157.30	73.10	5.63	Df =427

The total numbers of boy and girl student were 261 & 168 respectively. The mean of achievement score of boy students is 395.77 and the mean score of girl students is 157.30. The S.D of the achievement of boy students is 85.90 and the S.D of the achievement of girl students is 73.10. S.E. Mean of the achievement score of boy and girl students are 5.31 and 5.63 respectively. The statistically calculated t-value is 1.647 which is not significant at 0.05 levels with 427 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.

Graphical Representation of Academic Achievement of Boy and Girl Student

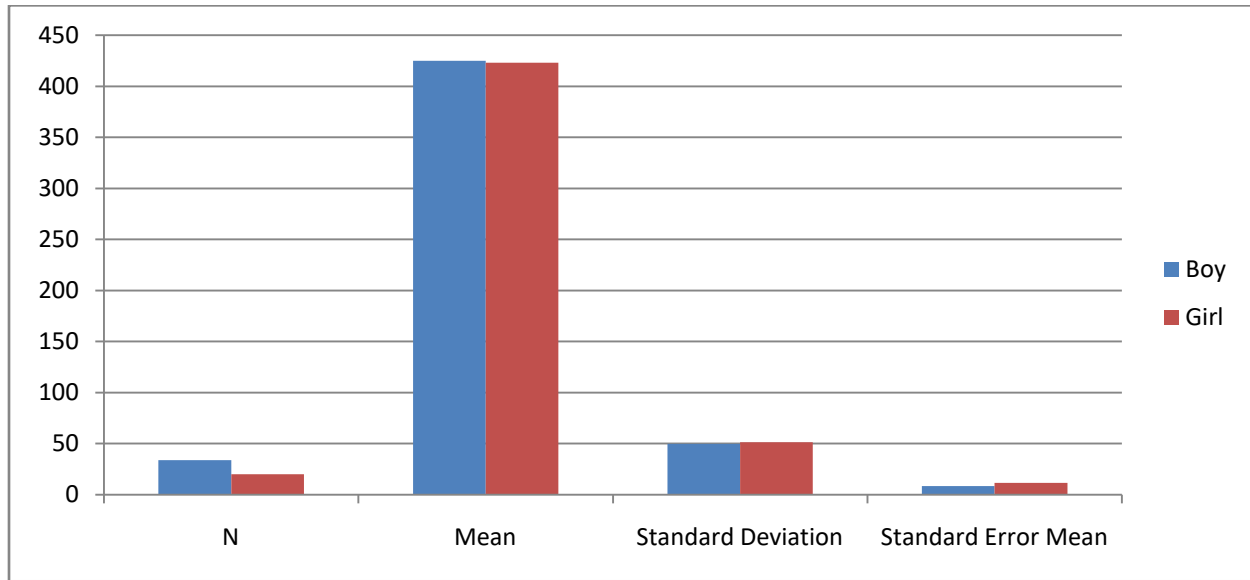


Difference between Academic Achievement of Boy and Girl Students of High Socio Economic Status

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	34	425.02	49.81	8.54	2.0096
Girl	20	423	51.53	11.52	Df=52

The above table shows that there were 34 boy students and 20 girl students of high socio economic status. The mean of achievement of boy (high SES) is 425.02 and the mean of achievement of girl (high SES) is 423. The standard deviation of achievement of boy students is 49.81 and the standard deviation of girl students is 51.53. The standard error mean of achievement score of boy students is 8.54 and that of girl students is 11.52. The t-value is 2.0096 which are not significant at 0.05 levels 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.

Graphical Representation of Achievement of Boy and Girl of High Socio Economic Status

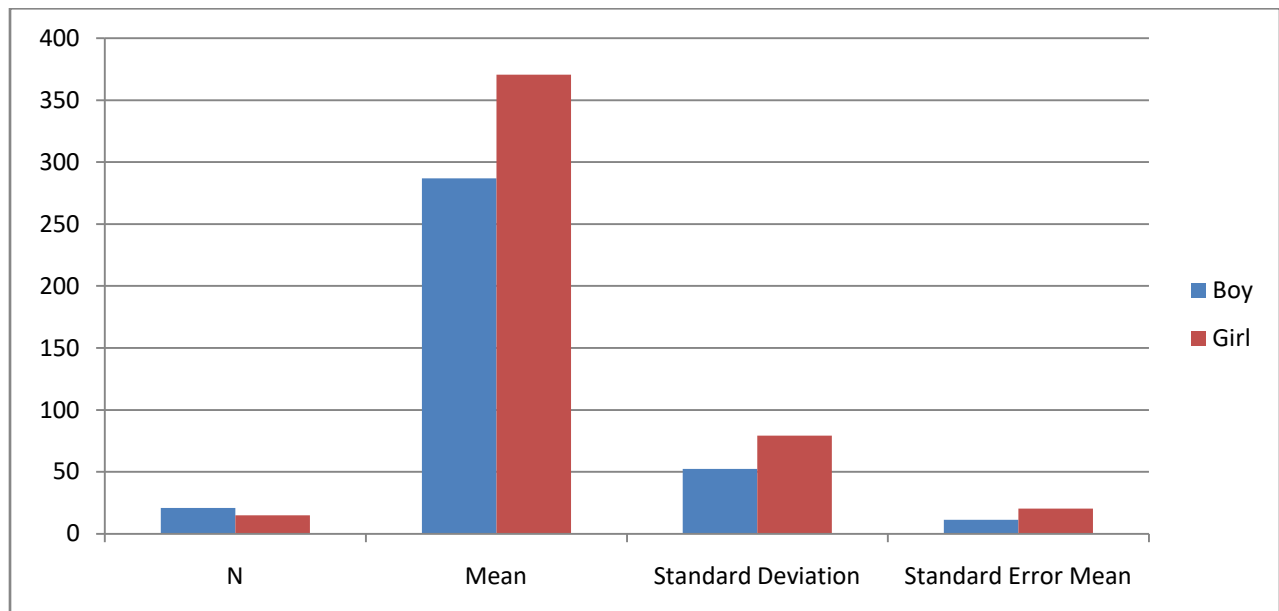


Difference between Academic Achievement of Boy and Girl Students of Low Socio Economic Status

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	21	287	52.42	11.43	2.0322
Girl	15	370.66	79.29	20.47	Df=34

The above table shows that there were 21 boy students and 15 girl students of low socio economic status. The mean of achievement of boy (low SES.) is 287.00 and the mean of achievement of girl (low SES) is 370.66 .The standard deviation of achievement of boy students is 52.42 and the standard deviation of girl students is 79.29.The standard error mean of achievement score of boy students is 11.43 and that of girl students is 20.47. The t-value is 2.0322 at 34 degree of freedom which is not significant at 0.05 levels of significance. So the null hypothesis which states that there will be no significant difference between achievement of boy and girl of low socio economic status shall be accepted.

Graphical Representation of Academic Achievement of Boy and Girl Students of Low Socio Economic Status

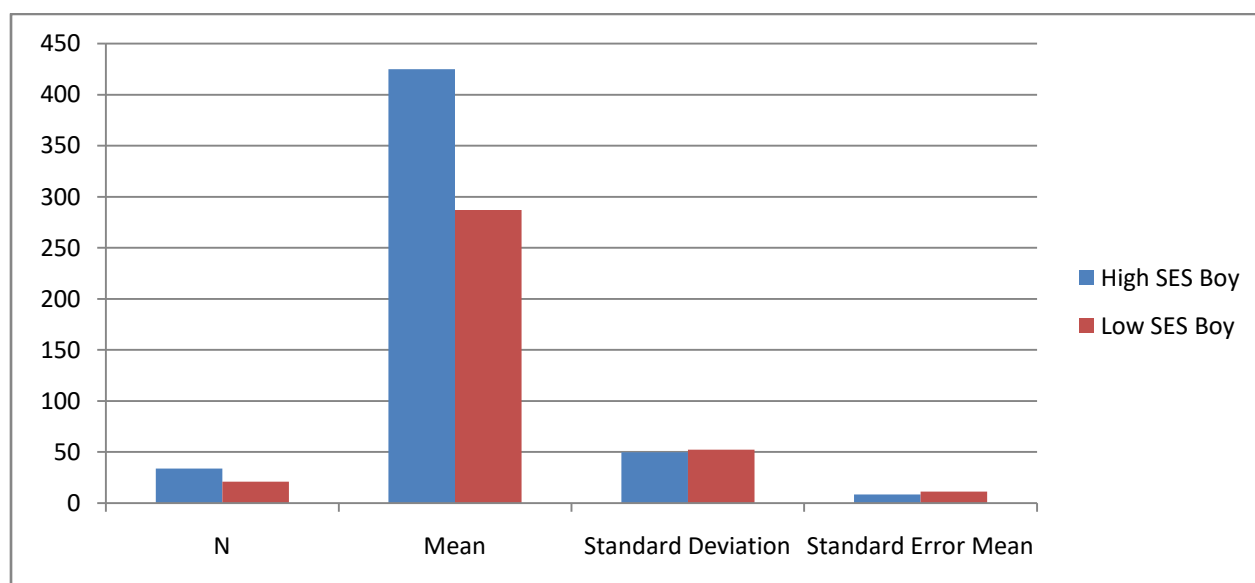


Difference Between the Academic Achievement of Boy Students of High and Low Socio Economic Status

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
High SES Boy	34	425.02	49.81	8.54	2.0096
Low SES Boy	21	287	52.42	11.43	Df= 53

In the above table there were 34 boy students of high socio economic status and 21 boy students of low socio economic status. The mean of the achievement scores of boy students of high socio economic status is 425.02 and the mean of achievement scores of boy students of low SES is 287. 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 49.81 and the standard deviation of boy students of low socio economic status is 52.42. The S.E.M. of boy students of high SES is 8.54 and the S.E.M. of boy students of low SES is 11.43. The t-value is 2.0096 at 53 degree of freedom which is significant at 0.05 levels 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.

Graphical Representation of Academic Achievement of Boy Students of High and Low Socio Economic Status

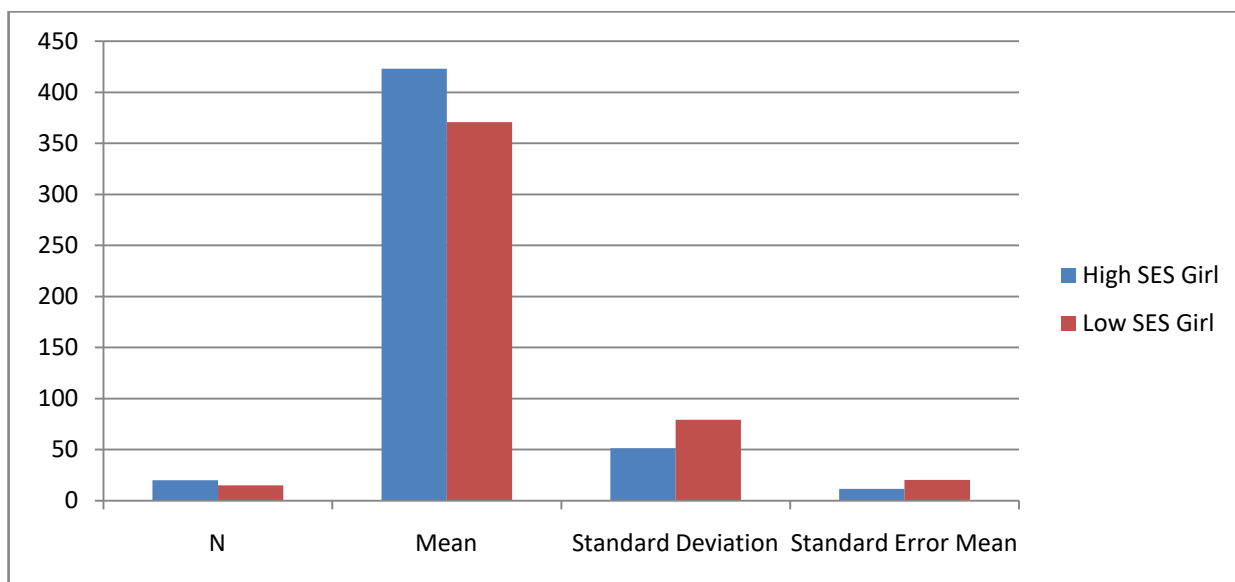


Difference Between the Academic Achievement of Girl Students of High and Low Socio Economic Status

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
High SES Girl	20	423	51.53	11.52	2.042
Low SES Girl	15	370.66	79.29	20.47	Df=33

In the above table there were 20 girl students of high socio economic status and 15 girl students of low socio economic status. The mean of the achievement scores of girl students of high socio economic status is 423 and the mean of achievement scores of girl students is 370.66. 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 51.53 and the standard deviation of girl students of low socio economic status is 79.29. The S.E.M. of girl students of high SES is 11.52 and the S.E.M. of girl students of low SES is 20.47. The t-value is 2.042 at 33 degree of freedom which is significant at 0.05 levels 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.

Graphical Representation of Academic Achievement of Girl Students of High and Low Socio Economic Status



FINDINGS OF THE STUDY

- 1- No significant difference was found in Academic Achievement scores of boys and girls students
- 2-No significant difference was found in Academic Achievement scores of boys and girls students having high socioeconomic status
- 3-No significant difference was found in Academic Achievement scores of boys and girls students having low socioeconomic status.
- 4- A significant difference was observed between High and Low socioeconomic statuses of boy's students
- 5-A significant difference was observed between High and Low socioeconomic statuses of girl's students

ANALYSIS OF RESULTS

Application of t-test shows that the mean scores of students at middle 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 middle 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 socioeconomic group will achieve better test results than a girl from a lower socioeconomic 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. This result is supported previous studies such as Gourish Chandra Mondal (2018) who conducted a study on a sample of 200 students higher secondary schools in the district of Murshidabad of West Bengal and observed a highly significant correction between socio-economic status and scholastic achievement of the boys and girls of higher secondary school.

CONCLUSIONS

According to the analysis of the findings, it is evident that there is a significant correlation between middle school students in the study area's academic achievement and their family's socioeconomic status. Although there is a clear link between family socioeconomic status and educational ability, there are rare instances where students from lower socioeconomic backgrounds outperform their more advantaged peers.

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