

ACADEMIC ACHIEVEMENT DOES NOT RELATE WITH SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS

Geetanjali S Satyarthi*

Abstract

In this study researcher focused on the secondary school student's socio-economic status and studied their relationship with academic achievement in social science (geography). There were 320 9th class students randomly selected in the sample. All the three schools were affiliated to the UP Board of Agra district, Uttar Pradesh, India. Descriptive research design was used for this study. For data analysis t test and Pearson correlation technique was used in this study through SPSS. Study found no relationship between academic achievement & socio-economic status, and found no significant relationship in academic achievement of secondary school students having high and low socio-economic status. Girls and boys were performed equally in academic achievement and also found that, there is significant difference in socio-economic status of secondary school students in terms of gender.

Keywords: Academic achievement, Secondary students, Social science, Socio-economic Status, Gender

*** Research Scholar, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India**

Introduction

Millions of young students in low and middle income countries face the prospect of lost opportunity and lower wages in later life because their primary and secondary schools are failing to educate them to succeed in life, World Bank Report 2018 released on 26 sep.2017.

There are many correlates of academic achievement one of them is socioeconomic status. If we see the researches related with this area from 1974 to 2016, majority of them is showing positive relationship between academic achievement and socio-economic status at secondary level. It is always the topic of argue among the professionals and researchers, that high socio-economic status is actually increasing academic achievement or not. Recently World Bank release a report namely world development report 2018: “learning to realize education’s promise”. According to this report, India as low middle country stands on second position among 12 countries in the context of low learning. What will be the reason behind it; this is also the other point of discussion.

In India still we have not reached the goal of universalization of secondary education. Secondary schools are not able to educate secondary students to succeed in life, as the World Bank report says.

Mr. JIM YONG KIM, World Bank president said that “when delivered well, education promises young people employment, better learning, good health and a life without poverty”. His statement is pointing towards the relationship between better learning, education and poverty. There are four pillars of socio-economic status as education, income of family, occupation and social conditions. Among these pillars education is the most effective pillar. If there is no good education, than there is no possibilities to update socio-economic status. I want to add here the statement of Bill Gates, my biggest disappoint is the education system of India it needs to be far better than it is today.

We can not increase the socio-economic status of anybody but we can provide the facilities in our schools; which help them to educate, to better learning, to choose better opportunities for the increasing their socio-economic status. Ahmad & Khan 2012 found that more learning

facilities, internet facilities, posh residential area is significantly related to the academic performance of students in examinations.

In this study researcher focussed on the relationship between academic achievement and socio-economic status of secondary school students.

Factors of socio-economic status:

Here are some variables, that influence the individual's socio-economic status -----

Occupation, Education, Income

Cultural living, Social participation

Caste

Occupation of family head

Education of family head

Level of social participation of family head

Landholding

Housing

Farm power

Material possessions and

Type of family

Standard of living index as type of house, possession of agricultural land, separate kitchen, fuel used for cooking, source of lighting, source of drinking water, type of toilet, items owned by the family e.g. Cooker, TV, Telephone.

Poverty line assessment as Availability of clothes, Food security, Sanitation, Ownership of consumer durables, Literacy status, Status of household labour force, Means of livelihood, Status of children (going to school), Type of indebtedness, Reason for migration from household and Preference for financial assistance.

What are the possibilities?

- Action research, India has very big and diverse population. One solution can not be applied in different types of problem in different states, district, city, locality and situation. Action research can play a big role to solve the problem for more productivity with less effort.

- Government schools should attract the attention of all type of population in the context of better infrastructure and conditions.
- Scholarships should be provided to the poor students.
- Teachers and students should be facilitate in teaching learning process as labs, smart classes, spacious rooms, audio visual material, internet and hall for seminar. Ahmad & Khan 2012
- Supervision and monitoring should be in the form of remedial and use of available resources, not for the harassment of teachers.
- Skilled and talented experts should be provide for the orientation of teachers
- Parent's teacher meeting should be compulsory.

Academic achievement

Academic achievement means the amount of knowledge gained by the students in different subjects of study. Satyarthi 2017

Socioeconomic status

Measurements on a scale of a person belong to his or her education, income, family background and social environment is called socio-economic status.

Review of related literature

Researches related with the academic achievement and socio-economic status

Recently Bhat et al 2016 found that there is positive relationship between academic achievement and socio-economic status of secondary school students; as well as some others support this finding , Abraham 1974, Chandra 1975, Ahuja and Singla 1985,Ramaswammy 1988, Trivedi 1988, Singh 1989, Rani 1992, Barry 2005, Sirrin 2005, Honea 2007, Caro et al 2009, Akhtar et al 2011, Hamid 2011, Suleman et al 2012, Ahmad & Khan 2012, Alkhubata 2013, Chandra & Ajimuddin 2013,Imran 2013,Rather 2013, , Franky & Chamunday 2014, Kapinga 2014, Abdurrahim 2015, Khan et al 2015, Kamuti 2015, Tafesse 2015, Gaberial et al 2016, Dahie et al 2016, Raju 2016.

Whether Ford 2013, Gupta & Catoch 2013 and Mathew 2000, found no relationship and Balwin 2009 found negative correlation between academic achievement and socio-economic status of secondary school students.

Researches related with the academic achievement and socio-economic status in terms of gender

These researches related with academic achievement and socio-economic status in terms of gender and Gupta & Catoch 2013 found no difference in SES, Franky & Chamunday 2014 found significant difference in SES, Shaukat & Sharma 2015 found male better in Academic achievement, Raju 2016 found difference in Academic achievement, Satyarthi 2017 found no difference in academic achievement in terms of gender.

Researches related with the academic achievement having high and low socio-economic status

Gokhar 1983 found no difference in academic achievement having high and low socio-economic status, whether Trivedi 1988, Ramaswamy 1988, Singh 1989, Natasha 2005, Ahmad & Khan 2012, Faruq et al 2011 and Akhtar 2012 found difference in academic achievement having high and low socio-economic status.

Objectives

1. To study the academic achievement (AA) of secondary school students in terms of gender
2. To study socioeconomic status (SES) of secondary school students in terms of gender
3. To investigate the relationship between academic achievement and socio-economic status
4. To investigate the relationship in academic achievement of secondary school students having high and low socio-economic status

Hypothesis

1. There is no significant difference in academic achievement (AA) of secondary school students in terms of gender

2. There is no significant difference in socio-economic status (SES) of secondary school students in terms of gender
3. There is no significant relationship between academic achievement and socio-economic status
4. There is no significant relationship in academic achievement of secondary school students having high and low socio-economic status

Methodology

Descriptive research design was used for this study. Sample of 320 students were randomly selected from three secondary schools affiliated to U P Board of AGRA district of Uttar Pradesh, India. Among 320 students there were 200 boys and 120 girls. All the 9th class students were belong to Hindi medium. For academic achievement of students for this study, concerned was the post-test achievement marks obtained by them after given the treatment. A self made achievement test in social science (geography) was used by the researcher for post test with the reliability value of .79. For socio-economic status SES Scale by Kumar, S & Saxena, A 2008 was used for this study with the value of 0.83. The data was analyzed with the help of statistical technique of mean, SD, correlation and t test.

Result & discussion

Hypothesis 1. There is no significant difference in academic achievement (AA) of secondary school students in terms of gender

Comparison in academic achievement of secondary school students in terms of gender

Table 1

	Gender	N	M	SD	df	t
AA	Boy	200	1.515	.501	318	.317
	Girl	120	1.533	.500		

Table no. 1 shows that the calculated t value is .317 with the degree of freedom 318. Whether tabulated t value is 1.97 at 0.05 level. Calculated t value is lesser than the tabulated value. So the null hypothesis is accepted. We can say that there is no significant difference in academic achievement of secondary school students in terms of gender. They were performed equally.

Hypothesis 2. There is no significant difference in socio-economic status of secondary school students in terms of gender

Comparison in socio-economic status of secondary school students in terms of gender

Table 2

	Gender	N	M	SD	df	t
SES	Boy	200	44.77	8.58	318	3.59
	Girl	120	41.18	8.76		

Table no. 2 shows that the calculated t value is 3.59 with the degree of freedom 318. Whether tabulated t value is 1.97 at 0.05 level. Calculated t value is greater than the tabulated value. So the null hypothesis is rejected. We can say that, there is significant difference in socio-economic status of secondary school students in terms of gender. They were not equal; boys have better socio-economic status than the girls.

Hypothesis 3. There is no significant relationship between academic achievement (AA) and socio-economic status (SES)

Relationship between academic achievement and socio-economic status

Table 3

	N	M	SD	r
AA	320	20.11	6.97	.044
SES	320	43.42	8.811	

Table no. 3 shows the pearson correlation value is .044 which is negligible correlation. This value shows that there is no relationship between academic achievement and socio-economic status.

Hypothesis 4. There is no significant relationship in academic achievement (AA) of secondary school students having high and low socio-economic status (SES)

Comparison in academic achievement of secondary school students having high and low socio-economic status

Table 4

	SES	N	M	SD	df	T
AA	Low	45	19.48	7.20	96	.965
	High	53	20.50	7.28		

Table no.4 shows that the calculated t value is .96 with the degree of freedom 96. Whether tabulated t value is 1.98 at 0.05 level. Calculated t value is lesser than the tabulated value. So the

null hypothesis is accepted. We can say that, there is no significant relationship in academic achievement of secondary school students having high and low socio-economic status. It means High achievers have not high socioeconomic status and low achievers have not low socio-economic status; they were equal on the basis of socio-economic status.

Findings

1. There is no significant difference in academic achievement of secondary school students in terms of gender.
2. There is significant difference in socio-economic status of secondary school students in terms of gender. Boys have better socio-economic status than the girls.
3. There is no correlation between academic achievement and socio-economic status.
4. There is no significant relationship in academic achievement of secondary school students having high and low socio-economic status.

Conclusion

Academic achievement plays very important role to improve socio-economic status; whether this study does not found relationship between these two. Not even found high achievement has high socio-economic status. Although If, we see other researches, they are showing relationship in these two and also world bank report supporting the relationship in better education and poverty. So we should provide our secondary schools better facilities to make effective learning for better education.

References

- Abduraheem, B.O. (2015) Parent's Socio-economic Status As Predictor Of Secondary School Student's Academic Performance In Ekiti State, Nigeria. *Journal Of Education And Practice*, 6, 1, 123-128
- Akhtar, J. (2012) Socio-Economic Status Factors Affecting the Students Achievement: A Predictive Study. *International Journal of Social Science*, 2, 1, 281-287
- Alkhuba, A.Y.M. (2013) Impact Of The Economic And Social Factors On Academic Achievement Of Secondary School Students: A Case Study Of Jorda. *Excellence International Journal Of Education And Research*, 1, 4, 262-272

- Ahmad, I. & Khan, N. (2012) Relationship Between Parental Socio-Economic Conditions And Students Academic Achievements: A Case Of District Dir, Timergara, Pakistan. *Global Research Journal Of Educationalresearch And Review*, 1, 7, 137-142
- Chandra, R. & Ajimuddin, S. (2013) Influence of socio-economic status on academic achievement of secondary school students of Lucknow City. *International Journal of Scientific & Engineering Research*, 4, 12, 1952-1960
- Bhat, A. M. (2016) Effect Of Socio-economic Status On Academic Performance Of Secondary School Students. *International Journal Of Indian Psychology*, 3, 4, 56
- Caro, D. A. (2009) Socio-economic Status And Academic Achievement Trajectories From Childhood To Adolescence. *Canadian Journal Of Education*, 32, 3, 558-590
- Dahie, A. M. (2016) Socio-economic Status And Academic Achievement At Secondary Schools in MOGADISHU-SOMALIA. *International Journal in Management and Social Science*, 4, 1, 300-313
- Farooq, M. S. et al (2011) Factors Affecting Students Quality Of Academic Performance: A Case Study Of Secondary School Level. *Journal Of Quality And Technology Management*, 7, 2, 01-14
- Gabril, M. N. et al (2016) Parental Socio-economic Status And Student's Academic Achievement In Selected Secondary School Students In Urban Informal Settlements In West Lands Devision, Nairobi County. *International Journal of Education and Social Science*, 3, 1, 43-55
- Imran et al (2013) Demography Factors And Students Academic Performance In Secondary Schools. *Malaysian On Line Journal Of Educational Management*, 1, 2, 1-9
- Kamuti, J. M. (2015) Influence Of Home Environment On Academic Performencde Of Students In Public Secondary Schools In Kitui West Cub County, Kenya. A Research Project, Dept Of Educational Administration And Planning Of South Eastern Kenya University.
- Kapinga, O. S. (2014) The Impact Of Parental Socio-economic Status On Students Academic Achievement In Secondary Schools In Tanjania. *International Journal Of Eduation*, 6, 4. 120-132

- Mathew, A. (2000) Effectiveness of SIM & Modern Instructional strategies in minimising learning disabilities of students in secondary school. Ph.D. edu. Mahatma Gandhi University, Kottayam
- Natsha, M. (2005) The influence of Socio-economic Status and Quality of Education on School Children's Academic Performance in South Afrika. Ph.D. Dept of Psychology, University of CapeTown
- Raju, T.J.M.S. (2016) Relationship Between Socio-economic Status And Academic Achievement. *International Journal Of Education And Multidisciplinary Studies*, 3, 3
- Ramaswamy, R. (1988) An inquiry into the correlates of academic achievement. Ph.D, edu. South Gujrat university. Buch, M. B. (1988-1992) Fifth Survey of Research In Education. New Delhi: NCERT
- vol.II, 1903
- Satyarthi, G. S. (2017) An Effective Learning Strategy For Secondary School Students- Modular Approach. *ZENITH International Journal Of Multidisciplinary Research*, 1, 44-52.
- Showkat, A. R. & Sharma, K. K. (2015) Impact of Socio-economic Status on the academic grades of secondary level students. *International Journal of Social Science & Interdisciplinary Research*, 4, 5, 11-15
- Sirrin, R. S. (2005) Socio-economic status and Academic achievement: A meta Analytic review of research. *Review of educational Reasearch*, 75, 3, 417-453
- Suleman, Q. et al (2012) Effects of Parental Socio-economic Status on academic achievement of secondary school students in Krak District, Pakistan. *International Journal of Human Resource studies*, 2, 4. 14-31
- Tafeese, T. (2015) The Influence Of Socio-economic Status Of Parents On Academic Achievement Of Grade 10th Student In Addis ABABA City Administration With Special Reference To Kirkos Subcity Administration. M.A. Thesis, Dept Of Educational Planning And Management
- White, K. R. (1982) The Relationship Between Socio-economic Status And Academic Achievement. *Psychological Bulletin*, 91, 3, 461-481
- Timesofindia.indiatimes.com 17 november2017
- WWW. Worldbank.org