
A Study on Academic Achievement in Relation with Socio Economic Status of Secondary School Students with Reference to East Siang District of Arunachal Pradesh.

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ABSTRACT :

This study aims to explore the relationship of academic achievement with socio economic status and gender of secondary school students of East Siang District of Arunachal Pradesh. For this purposes descriptive survey method of research was used. The sample consists of 40 males and 40 females in age range of 12 to 18 from three secondary school of East Siang District of Arunachal Pradesh. Socio economic status scale developed by B.Kuppuswamy's revised in 1981 was used for data collection, while the total mark obtained by the students in the previous class i.e. standard IX was used as an achievement criterion. Mean (M), Standard deviation (SD), and t-test were used to analyzed the data and it result revealed that gender does not influence the academic achievement of secondary school student. It is found that the academic achievement was influenced by the socio economic status and those who belonged to high socio economic status showed better performance. Based on these findings some suggestion was given with great implication for further studies.

Keywords: *Academic Achievement, Socio Economic Status, Gender, Secondary School Students.*

INTRODUCTION:

The belief that socio-economic status is a key determinant of student's educational achievement and that individual teachers, schools and education systems have a responsibility for ameliorating the disadvantage that may arise from low socioeconomic status has been an Important aspect of educational policy making in India for more than 100 years now. According to American Psychological Association (APA), socioeconomic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and occupation. In the present study also, students' socio-economic status is identified by the information provided by a questionnaire about the participants' parents and/or spouses' job, educational degree, average of the income and also about the number of their families' members. They are classified into two groups. The first group includes students with a mid/ high socio-economic status, and the second group contains students with a low socio-economic status. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. This idea is supported by Becker & Tomes (1979) when they assert that it has become well recognized that wealthy and well-educated parents ensure their children's future earning by

providing them a favorable learning environment, better education, and good jobs. In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. Drummond & Stipek (2004) while discussing their “Low-income Parents’ beliefs about their role in children’s academic learning” mentioned that a few of these parents indicated that their responsibilities were limited to meeting children’s basic and social emotional needs, such as providing clothing, emotional support, and socializing manners. So these parents’ short sightedness towards their responsibilities in the educational processes of their children and scarcity of fund to intensify such processes could be a challenge to their children’s success. Academic achievement has been seen as one of the most important goals of educational process. It has been of concern to parents, teachers, guardians, students and even the wider society. The desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general the education system itself. Academic achievement is the result got by students or grades awarded to them after series of teaching and learning between teachers and learners. Academic achievement is the extent to which teachers or institutions have achieved their educational goals. In this study, it is defined as the successful result of an interactional session between a teacher and a student. Poor academic achievement brings untold hardships and frustrations to an individual and backwardness in the development of a country (Eze, 2002). Academic achievement is a key mechanism through which in-school adolescents learn about their talents, abilities and competencies which are important parts of developing career aspirations. Usman (2000) defined academic achievement as the measure of students. Learning or acquisition of certain skills at the end of teaching and learning activities, it reflects in examinations written by students after the process of learning. Academic achievement is based on the degree of intellectual stimulation that the child could receive from learning situations. Gender refers to the roles and responsibilities of women and men that are created in families, societies and cultures. The concept of gender also includes the expectations held about the characteristics, attitudes and behaviours of both women and men (femininity and masculinity). These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept is vital because it facilitates gender analysis revealing how women’s subordination is socially constructed. As such the subordinations can be changed or ended. It is not biologically predetermined nor is it fixed forever. (A.B.C. of Women Workers Rights and Gender Equality: ILO, 2000). Gender in its narrowest sense means socially constructed sex roles of female or male. Consequently, there might be differences in male and female behaviours is partly, as a product or outcome of gender roles orientation in social construction of particular environment in which they belong to. It is through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. 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. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, 1963). The above said factors have a bearing on Academic achievement. Hence, a need is felt to study the relationship between socio-economic status, gender and academic achievement among students at the secondary level in East Siang of Arunachal Pradesh.

REVIEW OF RELATED LITERATURE:

Few studies have seriously examined socio-economic status for its influence on academic achievement they are as under:

Chopra (1969) of Lucknow University studied the relationship between socio-economic background and achievement. It was found that higher socio-economic group students were significantly higher than those of the students from the middle and lower socio-economic group. This study revealed that there is positive relationship between socio-economic background and achievement in English, mathematics and science.

Palardy (2008), Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups.

Shamim (2011) in his study compared learners' socio-economic status with their English language scores in the most recent public examination. He found that learners in the higher income bracket consistently outperformed learners in the lower income bracket. He suggested that the positive correlation of high family income with students' higher levels of proficiency in English may be attributed to their earlier education in private English medium schools compared to students in the lower income bracket.

The study conducted by Mahmood Shah and others (2012) investigated the impact of socio-economic status of family on the academic achievements of students on two important aspects. Firstly, it studied the relationship between socio-economic status of the family and academic achievements of their family members. Secondly, it investigated the impact of socio-economic status on the academic achievements of children. For this study, eight colleges and two higher secondary schools were selected from Derai Ismail Khan District. A sample of 20 students was selected from each college and school. The findings showed positive and strong correlation between SES and academic achievements of the children.

Review of the related study provides a strong background for initiating an investigation about socio-economic status, gender and academic achievement among students at the secondary level. The review helps in locating comparative data useful in the interpretation of results. From the review collected, it is seen that a number of studies have been undertaken to assess the relationship between academic achievement and socioeconomic status and gender separately but there is a dearth of studies on all the above mentioned variables put together. Hence the investigator felt the need to undertake this study.

OBJECTIVES OF THE STUDY:

The objectives of the study are:

i) To find out the academic achievement among male and female students at secondary school level in East Siang district of Arunachal Pradesh.

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- ii) To find out the academic achievement among high socio-economic status male and female students at secondary school level in East Siang district of Arunachal Pradesh.
 - iii) To find out the academic achievement among low socio-economic status male and female students at secondary school level in East Siang district of Arunachal Pradesh.

HYPOTHESES:

The following hypotheses are:

- i) There is no significant difference between the academic achievement among male and female students at secondary school level in East Siang district of Arunachal Pradesh.
- ii) There is no significant difference between academic achievement among high socio-economic status male and female students at secondary school level in East Siang district of Arunachal Pradesh.
- iii) There is no significant difference between academic achievement among low socio-economic status male and female students at secondary school level in East Siang district of Arunachal Pradesh.

DESIGN OF THE STUDY:

The present study was conducted to study the academic achievement in relation with socio economic status of the Secondary School students with reference to East Siang district of Arunachal Pradesh. For this purpose, descriptive survey method of research was employed in the present investigation.

SAMPLE OF THE STUDY:

The sample was collected using the random sampling technique. It comprised of 80 secondary school students from East Siang district of Arunachal Pradesh. It was divided into 40 males and 40 females in age range of 12 to 18 from three secondary school students in East Siang district of Arunachal Pradesh.

TOOL USED:

The following tool was used to collect the relevant data.

1. Socio-Economic Status (SES) - a scale developed by B. Kuppuswamy's revised in 1981.
2. Academic achievement- the academic achievement of students was recorded from school record.

Statistical techniques used:

For analysis of data statistical techniques Mean, standard deviation and t-test were employed.

Analysis & interpretation of results:

Table No.1

Table shows significance Difference between Means of Academic Achievement of Male and Female Students.

SL.NO	Category	N	Mean (M)	Standard deviation	SED	't'	Remarks
1	Male	40	60.62	10.1	2.26	0.05	No Significant
2	Female	40	60.75	10.15			

The total numbers of male and female secondary school student of East Siang (A.P) were 40 & 40 respectively as indicated by the table 1. The mean of achievement score of male students is 60.62 and the mean score of female students is 60.75. The S.D of the achievement of male students is 10.1 and the S.D of the achievement of female students is 10.15. S.E.Mean of the achievement score of male and female students is 2.26. The statistically calculated t-value is 0.05 which is not significant at 0.05 levels with 1.99 df. Thus, null hypothesis which states that there is no significant difference between the academic achievement of the male and female students shall be accepted. It indicates that gender does not affect academic achievement.

Table No.2

Table shows significance difference between means of Academic Achievement of Male and Female Students of High Socio Economic Status.

SL.NO	Category	N	Mean (M)	Standard deviation	SED	't'	Remarks
1	Male	20	39.25	5.45	1.705	0.88	No significant
2	Female	20	37.75	5.35			

The above table shows that there were 20 male students and 20 female students of high socio economic status of secondary school students of East Siang (A.P). The mean of achievement of male (high SES) is 39.25 and the mean of achievement of female (high SES) is 37.75 .The standard deviation of achievement of male students is 5.45 and the standard deviation of female students is 5.35. The standard error mean of achievement score of male and female students is 1.705. The t-value is .0.88 which is not significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between academic achievement of male and female students of high socio economic status shall be accepted. It indicates that academic achievement of male and female students of high socio-economic status does not significantly differ.

Table No.3

Table shows significance difference between Means of Academic Achievement of Male and Female Students of Low Socio Economic Status.

SL.NO	Category	N	Mean (M)	Standard deviation	SED	't'	Remarks
1	Male	20	19.75	5.5	1.59	0.15	No significant
2	Female	20	20	4.55			

The above table No.3 shows that there were 20 male students and 20 female students of low socio economic status of secondary school of East Siang (A.P). The mean of achievement of male (low SES.) is 19.75 and the mean of achievement of female (low SES) is 20 .The standard deviation of achievement of male students is 5.5 and the standard deviation of female students is 4.55.The standard error mean of achievement score of male and female students is 1.59. The t-value is 0.15 at 2.02 degree of freedom which is not significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between achievement of male and female student of secondary school of East Siang (A.P) of low socio economic status shall be accepted. It indicates that achievement of male and female students of low socio-economic status does not significantly differ.

CONCLUSIONS AND DISCUSSION:

From the findings of the study it can be concluded that Application of t-test shows that the mean scores of students at secondary school of East Siang (A.P) 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 secondary school students. The finding of this study is in line with findings of previous studies. Ahmar and Ehtesham (2013) on the study Socio economic status and its relation to academic achievement of higher secondary school students 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 socio-economic status of male and female students at secondary school level the findings were that significant difference were not there. On the basis of this result we can say that males and female 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 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. So, Based on the results of the study, the researcher made the following suggestions: Government should organize programme that will truly help to solve the problem of poverty in the country. Existing poverty allegation programme should be implemented properly and improved so that it will solve problem of social and economic disadvantage families. The problem of chronic under funding of education sector should be reviewed by the government in order to cater for the building of schools, provision of infrastructural facilities needed to study. They should also help make the school environment conducive for learning so as to improve students' academic achievement. Curriculum developers should try and include activities that will allow parent participation in order for them to carry them along in their child academic. Parent should show more interest in their children's educational welfare especially those in science by improving their financial obligation towards their children's education.

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