

# The Study Relationship Between of Socio-Economic Status and Academic Performance on Secondary School Students

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**Abstract** - The most important task of the educational system is to prepare students to acquire knowledge and career and cognitive skills to enter the community. Therefore, identifying the factors leading to the students' academic achievement is very important. The present study aimed to investigate the relationship between socio economic status and academic achievement of secondary school students belonging to different educational zones of Dharawad district of Karnataka State. This descriptive analytical study was done on 120 students of secondary Schools in 2020-21 through random sampling. Socio economic status scale constructed and standardized by Rajbir Singh et al., and Previous Academic Progress Record from schools were used to collect data. Data were analyzed by using Mean, S.D, M.D and students t-test. Result proves it beyond any shadow of doubt that there is a significant difference in the academic achievement of high socio-economic status of students in comparison to low socio-economic status of students. Significant differences were found between the students with (high and low) and (high and middle) socio-economic status. On the other hand insignificant difference was found between the students with middle and low socio-economic status in respect to academic achievement.

**Index Terms** - Socio-economic Status, Academic Performance, Secondary school students.

## INTRODUCTION

Socio-economic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status. For the investigation of a family socio-economic status, the household income, education of earner and occupation are checked and in addition consolidated wage contrasted and a person, when their

own attributes are assessed. Socio-economic status is by and large partitioned into three categories high socio-economic status, middle socio-economic status and low socio-economic to clarify the three fields a family or an individual may fall into.

At the point when putting a family or individual into one of these classifications, any or the majority of the three variables income, education, and occupation can be investigated and evaluated. The obligation of training a child always lies in the hand of the parents. This is harmonious with the regular attestation sociologist that education can be an instrument of social change which is being taught from home is important in this talk about. It is not strange to envision that parental socio-economic foundation can effect sly affect the academic achievement of children in school. At all influence the advancement environment of youngsters would perhaps influence their training or attitude to it. Parental status is one of such variables. Socio economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio-economic background under the same academic environment (Rothestein, 2004). Education is a tool of development. It widens minds, recognizes good and bad, makes us to segregate well from terrible and uses out environment to the best of our capacity for the improvement of a person and in addition the group (Sabzwari, 2004). Rich source of literature is available which highlights the impact of socio economical status on academic performance like Suleman et al., (2012) who found that children with strong socio-economic status show better academic performance in comparison to those with poor socio-economic status, they showed poor and unsatisfactory academic performance. Saifi (2011) investigated the effect of socio-economic status

on student’s performance. Results revealed that parental education and occupation and facilities at home affect the student’s achievement. Eamon (2005) revealed that students whose parental socio-economic status is low do not show effective performance in school. Findings also showed that the academic achievement of students is negatively correlated with the low parental socio-economic status level as it prevents the individual in gaining access to sources and resources of learning.

**OBJECTIVES**

- To the relationship between the socio-economic status of the parents and the academic performance of their children’s.
- To find out the effect of socio-economic status on the academic performance of secondary school students.
- To the difference on academic achievement of students between high and low socio-economic status.
- To the difference on academic achievement of students between middle and low socio-economic status.
- To the difference on academic achievement of students between high and middle socio-economic status.
- To suggest workable recommendations for the enhancement of the students academic performance.

**HYPOTHESES**

- H<sup>1</sup> -There would be significant difference on academic achievement of students between high and low socio-economic status.
- H<sup>2</sup> -There would be significant difference on academic achievement of students between middle and low socio-economic status.
- H<sup>3</sup> -There would be significant difference on academic achievement of students between high and middle socio-economic status.

**VARIABLES**

In the present study the investigator takes three independent variables,

- Sex (male & female),

- Area (rural & urban) and socio economic status. Academic achievement is dependent variable.

**SAMPLE**

The sample for the present study consisted of 120 secondary school students selected through random sampling technique from 12 higher secondary schools on different educational zones of Dharawad District in Karnataka State.

**MEASURING TOOLS**

Socio-Economic Status Scale Standardized by Rajbir Singh et al., and Previous Years Academic Progress Report were used to collect data.

**Statistical Treatment**

The data collected was analyzed by Mean and S.D. and t-test was used for hypotheses testing.

**RESULTS**

The main purpose of the present study was investigating the effects of parental socio-economic status on the academic achievement of secondary school students. For this purpose investigator formulated 3 different hypotheses. Results are shown in below given tables besides it graphical representation of the mean scores is also mentioned. Table-1, Showing Mean, Standard Deviation, Mean Difference, and t value of High and Low Socio-economic Status

Students	n	Mean	SD	MD	df	T Value
High SES	40	67.52	16.86	9.36	78	2.47*
Low SES	40	58.16	16.99			

\*significant at 0.05 level

Graph-1 Graphical representation of mean scores of High and Low Socioeconomic Status

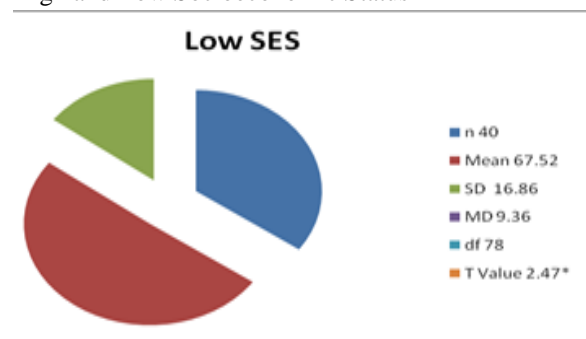


Table-2, Showing Mean, Standard Deviation, Mean Difference, and t value of Middle and Low Socio-economic Status

Students	n	Mean	SD	MD	df	T Value
Midel SES	40	55.12	10.05	3.03	78	0.97
Low SES	40	58.16	16.99			

Graph -2, Graphical representation of mean scores of Middle and Low Socioeconomic Status

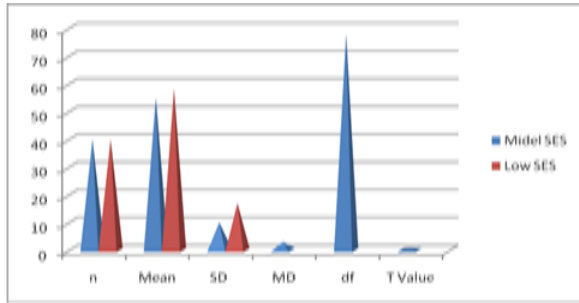
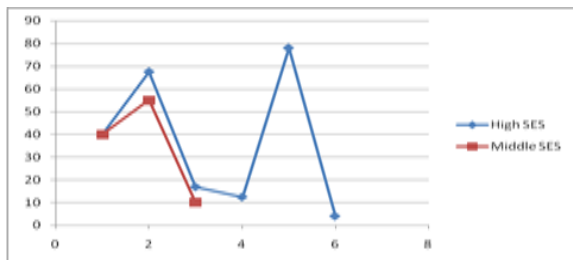


Table-3, Showing Mean, Standard Deviation, Mean Difference, and t value of High and Middle Socio-economic Status

Students	n	Mean	SD	MD	df	T Value
High SES	40	67.52	16.86	12.39	78	3.99
Middle SES	40	55.12	10.05			

\*\*significant at 0.01 level

Table-3, Showing Mean, Standard Deviation, Mean Difference, and t value of High and Middle Socioeconomic Status



DISCUSSION

The mean, S.D and M.D of high and low socio-economic status in respect to academic achievement of students (shown in table-1) was found [(M= 67.52, 58.16), (S.D=16.86, 16.99) and (M.D=9.39)] respectively. The obtained t-value (2.47/78) was found more than tabulation value at 0.05 (1.99) level of significance. Thus our findings suggests that students

with high socio-economic status have high academic achievement than students with low socio-economic status on the basis of our findings we can say our first hypothesis (There would be significant difference on achievement of students between high and low socio-economic status) is accepted.

Our 2<sup>nd</sup> hypothesis (There would be significant difference on academic achievement of students between middle and low socio-economic status.) is rejected as the obtained t-value (0.97/78) was found insignificant at 0.05 (1.99) level of significance. The obtained mean scores of students from the families with middle socio-economic status was found (55.12) which is less than mean scores (58.16) of students from the families with low socio-economic status. Similarly the S.D and M.D of the same group was found [(S.D=16.86, 16.99) and (M.D=9.39)] respectively.

The final hypothesis of the present study (There would be significant difference on academic achievement of students between high and middle socio-economic status.) is also accepted as the obtained t-value (3.99/78) was found significant at 0.01 (2.63) level of significance. The obtained mean scores of students belongs to high socio-economic status was found (67.52) which is more than mean scores (55.12) of students belongs to middle socio-economic family. Similarly the S.D and M.D of the same group was found [(S.D=16.86, 10.05) and (M.D=12.39)] respectively. Thus the results of the present study reveal that students with high socio-economic status have high academic achievement than students with middle socio-economic status.

CONCLUSION

To sum up, taking into account the findings of the present study, we might conclude that socio-economic status is the significant factors in academic achievement.

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