Academic Achievement of Class XII Students In Relation To Their Family Size and Socio Economic Conditions

Dr. Lekhan Gogoi

Associate Professor, Department of Education Moridhal College

Abstract: A good academic achievement at senior secondary stage is the utmost priority and expectations of parents as well as the child him/herself. Education begins at home and it is the family which influences and promotes education of the children at the earlier stage of his life. The socio-economic status and size of the family influence upon education or academic achievement of the children throughout life. The present study made an attempt to study the academic achievement of the students in terms of size of their family, sex, educational and socio-economic conditions of class XII students of Dhemaji town of Assam and to compare the academic achievement of students in terms of nuclear and joint family, male and female students, literate and illiterate parents, and service and non service holder of parents. Descriptive survey method was used and data collected from a sample of 181 students from four senior secondary govt. schools. The study found that there was no significant difference between the joint and nuclear families in terms of academic achievements of class XII students, and there was no significant difference between achievements of service parents and non-service parents of class XII students of secondary schools of Dhemaji Town.

Key words: Academic Achievement, Family Size, Socio Economic Status, Senior Secondary School, Class XII Students, Achievement

INTRODUCTION

Senior secondary stage of education is the most significant stage for development of child's future education and career. On the one hand, it is the gateway of pursuing higher education, and on the other, it lays the foundation for career option and vocational education. Hence, a good academic achievement at senior secondary stage is the utmost priority and expectations of parents as well as the child him/herself. In fact, education of a child begins at home and it is the family which influences and promotes education of the children at the earlier stage of his life. The family norms and morale not only influence upon education of the children at this stage, but the socio-economic status and size of the family,

to a great extent, influence upon education or academic achievement of the children throughout life. The socio economic conditions of the family within which a child grows has a significant impact on his/her achievement. There is close a relationship between socio-economic status and academic achievement of students (Ojha (1979). In contrary, Satyanandan (1969) found that the children of upper economic and lower economic strata differed very significantly in academic achievement. In their study, Chatterji et. al. (1971) observed that the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the intellectual ability groups. Similarly, Sharma (1981) revealed that poor academic motivation, linguistic ability, planning of study work, adjustment and emotional insecurity contributed significantly to under achievement. Agarwal (1982) found that the factors of interest, adjustment and socio-economic status played a positive role in the academic achievement of the girls of the class X and XII science classes.

Similarly, family size is a crucial factor of child's education and development of an all round personality. Researchers found significant relationship between family size and academic achievement. Akinleke (2017), and Ella, Odok and Ella (2015) in their studies observed that there is a significant relationship between family size and academic performance of secondary school students. Seigal (2007) confirmed that children from large families have lower academic performance due to lack of adequate parental care, love, attention and financial resources to cater for the children's needs. Odok (2013) and Eamon (2005) argued that siblings from larger families are found to do worse in academics than children from smaller families.

REVIEW OF RELATED LITERATURE

The socio-economic conditions and achievement of students have been a fascinating issue for researchers.

When this investigator reviewed the studies conducted by earlier researchers, he found that a number of studies have been conducted on socio-economic status and achievement.

S. Chatterji, M. Mukherjee and S. N. Banerjee, (1971) in their study found that the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the intellectual ability groups; the family size and the number of siblings were inversely related to the scholastic achievement specially, in the low intellectual contribution towards higher achievement; parents educational level was directly related to the achievement of their children; and father's occupation was not consistently related to children's achievement.

Ramachandran (1981) in his study on "A study of the Effect of Maternal Employment on socio-emotional and Educational development of children" revealed that the employment of mother had neither positive nor a negative effect on the socio-emotional and educational development of the children; children of working mothers did not differ in any way from children of non working mothers in terms of their social maturity, self concept manifest anxiety, academic achievement; girls working mothers within the middle socio-economic class were found to have a more positive self concept and lower level to manifest anxiety than those of non-working mothers; and children of working mothers within the middle socio-economic class showed higher achievement in language than children of non-working mothers.

Shankar (1983) in his study on "Contribution of Some Home Factors on Children's Scholastic Achievement" observed that the home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent-child relationship showed a significant difference between the high achievement and low achievement at 0.01 level; the child-rearing attitude of the mothers of the two groups showed a significant difference between the mothers of the achievers and low achievers at 0.01 level, indicating there by that the mothers of the two groups possessed different attitudes regarding child-rearing practices; and the multiple regresses equation revealed that the contribution of parent-child relationships to academic achievement was about 7 percent and of educational environment about 4 percent.

Shukla (1984) concluded that there were no significant sex and rural urban differences in the academic achievement of primary school children; socio-economic status was positively and significantly related to academic achievement; at class III level, children belonging to the large family size category had significantly better academic achievement than those of average and small family size categories;; at class V level, the positive impact of large family size had been completely nullified and there was a tendency of better achievement among the children belonging to the small family size category; and the structure of family, whether joint or unitary, had no significant differential impact on academic achievement.

Singh (1984) conducted a study entitled, "Relationship of Home environment, Need for achievement and academic motivation with Academic achievement." The major findings were: (i) Aggregate marks significantly and positively related to average marks and self-concept of academic ability. (ii) Self-concept of academic ability was significant and positively related to academic motivation.

A study entitled as "A study of the Effect of Parental Encouragement upon Educational Development of the Students" conducted by Agarwal (1986) found that the high achieving group had been getting higher parental encouragement; the high achieving girls go greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement; and the urban boys and girls received greater parental encouragement than the rural counterparts; and the high achieving groups of boys and girls with the mother as well as father absent received more encouragement than the other boys and girls.

Misra (1986) conducted a study entitled, "The Influence of Socio-Economic Status on Academic Achievement of Higher Secondary Students in rural and urban areas of Kanpur." The study revealed that there was a positive relationship between socio-economic status and academic achievement of the students, the academic achievement of the rural students was lower than the urban areas; and the academic performance of girls was superior to the performance of boys.

Narang (1987) found that socio-economic status did not affect academic performance in the city, town and village areas; the number of siblings seemed to affect performance. Most high achievers had only one sibling; the exposure to mass media or the extent of

exposure did not affect school achievement; regularity of doing home work helped achievement.

Clark (1993) found that parents of high and low achievers engaged in similar behaviors; they talked to their children about homework, read to their children, and monitored of classroom assignment. High achievers, however, were more involved in home learning supported by their parents.

A study of the problems of working mothers and their impact on their Pre-school children with special reference to the city of Guahati was conducted by Goswami (1987). He found that there was a multidimensional impact on children of working mothers and the most vulnerable section was the unlettered and low paid working mothers who were as ignorant of the importance of adequate child care as they unaware of the facilities available; there children were brought up amidst poverty and ignorance because even the minimum of the scantly facilities had not filtered down to them; the lower-middle class, middle class and affluent working mothers were also plagued by anxieties because of the facilities available were not at par with the demand.

Dubey, Edem and Thakur in Ikwumelu (2008) revealed that the attitudes and aspiration that parents have concerning their children's schooling and success undoubtedly influence the way they behave towards their children and the support they give their children while attending school.

Cobb-Clark and Moschion (2013) made an investigation on the impact of family size on school academic performance using data on national test scores across multiple subjects as well as subjective assessments of pupils' performance provided by teachers and parents, revealed a meaningful negative impact of family size on students' academic performance. Similarly, Gabriel (2013) examined the influence of family size on the academic performance of secondary school students as perceived by teachers and parents and revealed no significant relationship in family size and students' academic performance.

In contrast, Ella, Odok and Ella (2015) conducted a study on influence of family size and family type on academic performance of students in public government secondary schools in Calabar Municipality and revealed a significant relationship between family size and academic performance of secondary school students.

Eur J Popul (2019) found statistically significant negative association between family size and educational attainment. The study also concluded that isolate variation in nuclear family size is unrelated to omitted family characteristics that affect education and family size has a negative causal effect on children's educational attainment.

Louisa and Unugo (2021) found a very low but positive relationship between students' achievement in Social Studies and family size which implies that the performance of students in Social studies is being affected by the number of children in the family. There is very low but positive relationship between students' achievement in Social studies and parents expectation.

NEED OF THE STUDY

Development of academic achievement of a child is effected by a number of variables in family size, school and society. Home plays a significant role in developing the performance and aspiration of the child. The home conditions are generally nomenclature as socio economic status which may be subdivided as father's occupation, mother's education, family income. Review of earlier studies shows that socio-economic status has a positive role to play in the high performance of educational life of the students. Whenever there is change in economic status of a family their social status is also changed and it influences on the academic achievement of their children. Studies have shown that students belonging to higher socio-economic status show better academic achievement than students belonging to lower socio-economic status.

However, no scientific study has been conducted to ascertain the relationship between socio-economic status and academic achievements of students at secondary level in Dhemaji District in Assam. The studies conducted by Ojha (1979), Chatterji (1971), Sharma (1981) and Agarwal (1982) found that socio-economic status has positive impact on academic achievements of students, but all these studies were conducted elsewhere in India. Similarly, studies conducted by Sharma (1973), Thakur (1974), Deka (1985), Goswami (1987) and Borah (1991) were although related to some of the familial co-relational factors that impact upon academic achievement of school students in Assam, there was no study scientifically conducted to investigate the impact of socio economic status and family size upon achievement of senior secondary school students in

Dhemaji District. The students of Dhemaji District, particularly Dhemaji Town of Assam belong to various family backgrounds in terms of religion, caste, language and occupations. Thus, the investigator felt a need to conduct the present study to fulfill the research gap through an empirical study on academic achievement of class XII students in relation to their family size, socio economic conditions with reference to students of Dhemaji Town.

STATEMENT OF THE PROBLEM

On the basis of above background, the present study was formally stated as "A Study on Academic Achievement of Class XII Students in Relation to Their Family Size and Socio Economic Conditions."

OBJECTIVES OF THE STUDY

1.   To study the academic achievement of the students in terms of size of their family, sex, educational and socio-economic conditions.
2.   To compare the academic achievement of students in terms of nuclear and joint family, male and female students, literate and illiterate parents, and service and non service holder of parents.

HYPOTHESES

In order to achieve the objective No. 2, the following hypotheses were tested in the present study:

H_o1:   There is no significant difference between academic achievements of the students belong to nuclear and joint family.

H_o2:   There is no significant difference between achievements of boys and girls students.

H_o3:   There is no significant difference between achievement of students in terms of literate and illiterate Parents.

H_o4:   There is no significant difference between achievements of students in terms of parents' occupation.

OPERTIONAL DEFINITIONS OF THE KEY TERMS

(a)   Academic Achievement

Academic achievement means the knowledge acquired and skills developed in school subjects. Generally, it is indicated by marks obtained in tests or examinations. So, the measurement of acquired knowledge and skills by students from any institution is called academic achievement.

In the present study academic achievement refers to marks obtained by students in their last annual examination, i.e. class- XI annual examination of the year 2022.

(b)   Socio Economic Status

Socio economic status of a person is a term which is based on social as well as economic conditions. Socio-economic status means the position that an individual in a family occupies by means of his income, education, occupation, cultural possession and participant in the group activity of the community. It is the most commonly studied variables for researchers.

(c)   Family Size

Family is a more or less durable association of husband and wife with or without child or a man or woman along with children.

On the basis of the size or structure, family can be classified in two types: (a) nuclear or the single unit family and (b) joint family.

METHODS AND PROCEDURE

The present study is descriptive in nature and it explores and systematically describes the interrelationship of family size and socio-economic status with academic achievement of the student. The normative survey method was used in the study as it focused upon the various aspects of reality.

(a)   Population

The population of the present study comprises of all the students of class XII studying in senior secondary schools of Dhemaji town. The students of class XII studying in private senior secondary schools as well as degree colleges were excluded from the study.

(b)   Sample

There are four govt. senior secondary schools, i.e. 2 (two) Higher Secondary Schools and 2 (two) Senior Secondary Schools in Dhemaji Town. There were 181 students of the selected schools and all the students of class XII from selected schools comprised the final sample for the study.

(c)   Tools

In order to collect related information and data for the present study, the following tools were developed and used for data collection:

(i)   Questionnaire for the Students.
(ii)   School Records.

(d)   Statistical Techniques

The statistical techniques used in the present study were mostly frequency, percentage, Mean, Standard Deviation and t test.

ANALYSIS AND INTERPRETATION OF RESULT

(a)   Academic Achievements of Students belong to Nuclear and Joint Family

The results on academic achievement of students in terms of the family size analysed in Table 1 show that out of total 181 students under investigation, only 11.60% students belong to joint family. The results revealed that 28.57% students secured 60% and above marks; similarly 28.57% students secured 45% to 59% marks; and 23.1% of them secured marks between 30% and 44% in the last annual examination. Most of the students, i.e. 80.95% in total belong to joint family could secure 30% and more marks which was regarded as the norms for passing the said examination. But, as many as 19.05% students could not pass the said examination who secured below 30% of marks.

Table 1: Academic Achievement of Students belong to Nuclear and Joint Family

Achievement	Joint Family		Nuclear Family	
	f	%	f	%
Above 60%	6	28.57	27	16.87
45-59%	6	28.57	32	20.00
30-44%	5	23.81	45	28.13
Below 30%	4	19.05	56	35.00
Total	N= 21	11.60	N=160	88.40

Moreover, most of the students (88.40%) under investigation belong to nuclear family and 16.87%, 20.00% and 28.13% of them secured marks 60% and above, between 45% and 59%, and between 30% and 44% respectively in the last annual examination. It is unfortunate to note that as many as 35.00% students belong to nuclear family could not pass the said examination who secured below 30% marks.

(b)   Academic Achievements of Boys and Girls Students

Table 2: Academic Achievement of Male & Female Students

Performance	Boys		Girls	
	f	%	f	%
Above 60%	21	26.58	12	11.76
45-59%	21	26.58	19	18.63
30-44%	21	26.58	40	39.23
Below 30%	16	20.25	31	30.39
Total	N= 79	43.65	N=102	56.35

The academic achievements of boys and girls analysed in Table 2 indicate that 43.65% students were boys and majority of them (56.35%) were girls. It may be noted that equal number of boys, i.e. 26.58% secured marks of 60% and above, between 45% and 59%, and 30% and 44% respectively in the last annual examination. Majority of the students (79.75%) could secure 30% and more marks which was regarded as the norms for passing the said examination; unfortunately every fifth student, i.e. 20.25% secured marks below 30% and could not pass the said examination.

Moreover, 11.76%, 18.63% and 39.23% girls secured marks 60% and above, between 45% and 59% and between 30% and 44% respectively. It is unfortunate to note that as many as 30.39% girls could not pass the examination who secured below 30% marks in the last annual examination.

(c)   Facilities Provided by Parents

Table 3: Facilities Provided by Parents

Q. Do your Parents enable to provide all the facilities required for your Education ? - Yes - No	F	%
	147	81.22
	34	18.78

N = 181

As regards the facilities provided by parents for education of their wards, the responses of students were analysed in Table 3 indicate that most of the students (81.22%) reported that their parents provided all the facilities required for their education; whereas 18.78% of them did not reveal the same.

(d) Students' Class Attendance

Table 4: Students Class Attendance

Q. Do you attend the class regularly?	f	%
Yes	134	74.03
No	47	25.97

N =181

(e) Academic Help to Students

Table 5: Academic Help to Students

Q. Besides your school teacher who help you most in your educational achievement?	f	%
- Parents	67	37.02
- Private Tutors	89	49.17
- Peers	25	13.81

Achievement of students, to a great extent is affected by the nature and type of guidance getting from

N =181

different sources. The responses of students were analysed in Table 5 indicate that the highest number of students (49.17%) were helped by private tutors; 37.02% of them got helps from parents; and interestingly 13.81% took help from peers for their educational achievement besides their school teachers.

(f) Income Sources of the Family

Table 6: Sources of Income of the Students' Family

Q. Which of the following is the source of income of your family?	f	%
- Service	58	32.04
- Business	56	30.94
- Agriculture	67	37.02

N = 181

As regards the sources of parent's income of the students, 32.04%, 30.94% and 37.02% students responded that the sources of their parents' income were service, business and agriculture, respectively.

(g) Difference between Achievements of Students' of Nuclear and Joint Families

Testing of Null Hypothesis (H_o1): There is no significant difference between male and female with respect to their attitudes towards student involvement in politics

Table 7: Significance of Difference between Mean Achievements of Students' of Nuclear and Joint Families

Group	N	Mean	S.D.	D	t	5% level of Significance
Students of Joint Family	21	266.40	94.12	35.23	1.13	1.96
Students of Nuclear Family	160	231.17	75.63			

In order to make a comparative analysis of academic achievements of students of nuclear and joint family Mean, S.D. and t-value were computed which are shown in Table-7 where 266.40 and 231.17 are the Means; 94.12 and 75.63 are the S.Ds. of students belong to joint and nuclear families respectively.

The obtained t-value was found 1.13 which is less than the tabulated t at 5% level of significance; i.e. 1.96. Thus, the hypothesis would be accepted at 5% level of significance and may be observed that there was no

significant difference between the joint and nuclear families in terms of academic achievements of class XII students of senior secondary schools of Dhemaji Town.

(h) Difference between Achievements of Boys and Girls students

Testing of Null Hypothesis (H_o2): There is no significant difference between achievements of boys and girls students.

Table 8: Significance of Difference between Achievements of Boys and Girls Students

Group	N	Mean	S.D.	D	t	5% level of Significance
Boys	79	286.20	92.33	25.30	2.46	1.96

Girls	102	224.10	68.52			

The results analysed in Table-8 show that 286.20 and 224.10 are the Means of boys and girl students; 92.33 and 68.52 are the S.Ds. for the same respectively. The obtained difference between the Means of the boys and girls students is 25.30. To test the said hypothesis, t value (2.46) was found out which is greater than the tabulated t at 5% level of significance; i.e. 1.96. Hence, the null hypothesis would be rejected and may be inferred that there was a significant difference of academic achievements between boys and girls students class XII of senior secondary schools of Dhemaji Town.

(i) Difference between Achievements of Students of Literate and Illiterate Parents

Table 9: Significance of Difference between Mean Achievements of Students' of Literate and Illiterate Parents

Group	N	Mean	S.D.	D	t	5% level of Significance
Illiterate Parents	25	253.54	78.45	25.30	0.82	1.96
Literate Parents	156	232.69	74.95			

The obtained 't' (0.82) is much less than the tabulated value of t at 5% level of significance i.e. 1.96. Hence, the null hypothesis that 'there is no significant difference between students of literate and illiterate parents with regard to their academic achievement' may be retained.

(h) Difference between Achievements of Students in terms of Parents' Occupation Testing of Null Hypothesis (H_o4): There is no significant

Testing of Null Hypothesis (H_o3): There is no significant difference between achievement of students in terms of literate and illiterate Parents.

The academic achievements of the whole sample were classified into two groups according to their parents' educational status. Out of 181 students; parents of 25 students were illiterate and 156 were literate. Obtained Means, S.Ds., and t-value are shown in Tabl-9 where 253.54 and 232.69 are the Means, and 78.45 and 74.95 are S.Ds. of students of illiterate and literate parents respectively. The obtained difference between the Means of two groups is found 25.30.

difference between achievements of students in terms of parents' occupation.
Out of total 181 students which formed the sample of the investigation; parents of 55 students have service and 126 of them did not have the same. The academic achievements of these respondents were analyzed separately to compute Mean and S.D. and thereby found out the t-value to ascertain the difference between mean achievements students in terms of their parents' occupation.

Table 10: Significance of Difference between Mean Achievements of Students of Service and Non Service Parents

Group	N	Mean	S.D.	D	t	5% level of Significance
Service Parents	55	253.54	83.20	26.50	1.38	1.96
Non-service Parents	126	227.34	72.40			

The results analyzed in Table 10 show that 253.54 and 227.34 are the Means of students whose parents are service holder and non-service holders; 83.20 and 72.40 are found S.D.s for the same respectively. The difference between the Means of the two groups is 26.50. The obtained t-value is 1.38 which is less than tabulated t at 5% level of significance, i.e.1.96. Thus the present hypothesis would be accepted and may be concluded that there was no significant difference between service parents and non-service parents in terms of achievements of class XII students of secondary schools of Dhemaji town.

FINDINGS OF THE STUDY

1. Out of total 181 students under investigation, only 11.60% students belong to joint family. The study found that 28.57% students secured 60% and above marks; similarly 28.57% of them could acquire 45% to 59% marks; and 23.1% of them secured marks between 30% and 44% in the last annual examination.
2. Most of the students, i.e. 80.95% in total belong to joint family could secure 30% and more marks which was regarded as the norms for passing the said examination. But, as many as 19.05% students

could not pass the said examination who secured below 30% marks.

3. Most of the students (88.40%) under investigation belong to nuclear family. The study found that 16.87%, 20% and 28.13% students secured marks 60% and above, between 45% and 59%, and between 30% and 44% respectively. It is unfortunate to note that as many as 35% students belong to nuclear family could not pass the examination who secured below 30% marks.

4. Out of total 181 students, 43.65% students were boys and majority of them (56.35%) were girls. It is found that equal number of boys, i.e. 26.58% secured marks in each category; such as 60% and above, between 45% and 59%, and 30% and 44% at the last annual examination respectively. Although majority of the students (79.75%) could secure 30% and more marks which was regarded as the norms for passing the said examination; unfortunately every fifth student, i.e. 20.25% secured marks below 30% and could not pass the said examination.

5. Moreover, 11.76%, 18.63% and 39.23% girls secured marks 60% and above, between 45% and 59% and between 30% and 44% respectively. It is unfortunate to note that as many as 30.39% girls could not pass the examination who secured below 30% marks in the annual examination.

6. Most of the students (81.22%) were provided all the facilities required for their education by their parents; whereas 18.78% of them were not provided the same.

7. Majority of the students (74.03%) attended the class regularly; whereas every fourth of them, i.e. 25.97% did not attend the class regularly.

8. The highest number of students (49.17%) was helped by private tutors; 37.02% of them got helps from parents; and interestingly 13.81% took help from peers for their educational achievement besides their school teachers.

9. The study found that 32.04%, 30.94% and 37.02% students belong to the families of which the income source of the parents are service, business and agriculture, respectively.

10. There was no significant difference between the joint and nuclear families in terms of academic achievements of class XII students of senior secondary schools of Dhemaji Town.

11. There was a significant difference of academic achievements between boys and girls students of class XII of senior secondary schools of Dhemaji Town.

12. There was no significant difference of class XII students between literate and illiterate parents with regard to their academic achievement.

13. There was no significant difference between achievements of service parents and non-service parents of class XII students of secondary schools of Dhemaji Town.

DISCUSSION AND CONCLUSION

Academic achievement of a child might be effected by a number of variables- family size, school and society. Home plays a significant role in developing the performance and aspiration of the child. Socio-economic status has a positive role to play in the high performance of educational life of the students.

The present study reveal that out of total 181 students, only 11.60% students belong to joint family and it may be observed that most of the students, i.e. 80.95% in total belong to joint family could secure 30% and more marks which was regarded as the norms for passing the said examination. But, as many as 19.05% students could not pass the said examination who secured below 30% marks. On the other hand, 88.40% students belong to nuclear families and 65% of them secured 30% and above marks in the last annual examination, while as many as 35% students could not pass the examination who secured below 30% marks. However, it is observed that there was no significant difference on academic achievements of students between joint and nuclear families of secondary schools of Dhemaji Town which implies that family size might not affect on academic achievement of class XII students. This finding may be corroborated by the study conducted by Gabriel (2013) who also revealed that there is no significant relationship in family size and students' academic performance. So, the difference in academic achievements of students belong to joint and nuclear families may be due to the variation of number of students belong to each category.

Gender may be considered as a significant factor of academic achievement, the present study found that there was a significant difference between boys and girls students of senior secondary schools of Dhemaji town with regard to their academic achievements. Out of total 181 students, 43.65% students were boys and majority of them (56.35%) were girls. It is observed that although most of the boys could secure 30% and more marks which was regarded as the norms for passing the said examination; unfortunately a large

number of students, i.e. 20.25% them could not pass the said examination who secured marks below 30%. Similarly, as many as 30.39% girls of class XII could not pass the examination who secured below 30% marks.

As regards the parent's income on academic achievement of class XII students, the study concluded that there was no significant difference between achievements of service parents and non-service parents of class X students of secondary schools of Dhemaji town. It may be due to the reason that almost all the parents lived in Dhemaji Town with sound economic conditions who enabled to spend for the cause of good education of their children. The studies conducted by Ojha (1979), Chatterji (1971), Sharma (1981), Agarwal (1982) and Misra (1986) also found that socio-economic status has positive impact on academic achievements of students.

Thus, from the findings and observations it may be concluded that although family size may not be the factor of academic achievement of class XII students, the home conditions and standard of living should be improved for continuous support to the education of the children. Socio-economic status of parents has positive and significant relationship with the academic achievement of class XII students of senior secondary schools.

REFERENCES

[1] Agarwal, S. "The study of causes and their remedial measurement of two groups of Xth and XIIth class of relatively Identical Intelligence but differing in Educational Achievement," Ph. D. Edn. Gor. U. 1982, 4th Survey of Research in Education, Vol. No. 1 P. 815.

[2] Agarwal, K. (1986). A Study of the Effect of Parental Encouragement Upon Educational Development of Students. D. Phil. Thesis in Educ. Garhwal University in Bohane, L. L. and Bohane, N. (2023). A Study of Effect of Parental Encouragement on Academic Achievement of 9th Grade Students. International Journal of Creative Research Thoughts (IJCRT), ISSN: 2320-2882, Volume 11, Issue 5.

[3] Akinleke, W. O. (2017). Impact of family size on the academic performance of secondary school students in Yewa Local Government Area of Ogun State, Nigeria. International Journal of Sociology and Anthropology Research. 3(1), 1-10.

[4] Best, J.W. "Research in Education," Practice Hall, Inc. Englewood Cliffs.

[5] Borah, L. (1991). "A study of the scholastic Achievement of the students of Secondary Schools under Different types of Managements", M.Ed. Dissertations, Dibrugarh University, 1991.

[6] Chatterji, S., Mukherjee, M. and Banerjee, S. N. (1971). Effect of Certain Socio-Economic Factors of the Scholastic Achievement of the School Students. Psychometric Research and Service Unit, Calcutta.

[7] Clark R.M. (1983). "Family Life and school Achievement," Chicago, University of Chicago Press.

[8] Cobb-Clark, D. A. & Moschion, J. (2013). The Impact of Family Size on School Academic Performance: Test Scores and Subjective Assessments by Teachers and Parents. Melbourne Institute of Applied Economic and Social Research, 5(2), 1 – 26

[9] Deka, U. (1985). "A Study on High and Low Achievement of High Schools." Ph. D. Edn. Gau University, 1985, 4th Survey of Research in Edu. Vol. No. 1.

[10] Dubey, D. L, Edem, D. A. and Thakur, A. S. (1979). An Introduction to the Sociology. London Macmillan.

[11] Ella, R.E. Odok, A. O. & Ella, G.E. (2015). Influence of Family Size and Family Type on Academic Performance of Students in Government in Calabar Municipality, Cross River State, Nigeria. International Journal of Humanities Social Sciences and Education (IJHSSE), 2 (11). 108-114.

[12] Eur J Popul (2019). Family Size and Educational Attainment: Cousins, Contexts, and Compensation. European Journal of Population. doi: 10.1007/s10680-019-09543-y

[13] Gabriel, P. V. (2013). The influence of family size on the academic performance of secondary school students as perceived by teachers and parents. International Journal of Humanities Social Sciences and Education (IJHSSE), 4 (3), 68-76.

[14] Garrett, Menry, E. "Statistics in Psychology and Education", Bombay; Vakils, Fitter and Simens Ltd. Tenth Indian Reprint, 1981.

[15] Goswami, A.C. "Education in Emerging Indian", (Philosophical and Sociological Bases), Jorhat; published by R. Sarmah, 1996.

[16] Koul, L. (1995). Methodology of Educational Research. Second Revised Edition 1988, Vikash Publishing House Pvt. Ltd. Reprint, 1995.

[17] Louisa and O. Unugo (2021). Family Sizes: It's Implications on Students' Academic Achievement in Social Studies. UNIJERPS, Unizik Journal of Educational Research and Policy Studies. VOL.2.

[18] Narang, S.K. (1987). Academic Performance: Some Personality and Perception Variable. New Delhi, Published by S. Chand and Co. Limited.

[19] Saikia, R. "A Study of Academic Achievement on the Class IV Students of working and non working Mothers of Jorhat town in the year 1999," unpublished M.Ed. Dissertation, Department of Education, Dibrugarh University (1999-2000).

[20] Seigal, K. J. (2007). Family background, parental involvement and academic achievement. Journal of Economic Literate Classification, 12 (2), 114-210.

[21] Shankar, U. (1983). Contribution of Some Home Factors on Children's Scholastic Achievement. Ph.D. Thesis (Ed) in M.B. Buch, Third Survey of Research in Education (1983), NCERT Pub. New Delhi.

[22] Shukla, C.S. (1984) Achievement of Primary School Children in Relation to their Socio-Economic Status and Family Size. Ph.D. Thesis in J.S. Grewal and I.D. Gupta, Research in Elementary Education – A Trend Report.

[23] Singh, S. (1984). Relationship of Home Environment, Need for Achievement and Academic Motivation with Academic achievement. Ph.D. Thesis (Ed) in M.B. Buch, Fourth Survey of Research in Education (1988), NCERT Pub. New Delhi.