



**Research Article**

**EFFECT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS**

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**ABSTRACT**

This study was conducted to examine the effect of Socio-economic Status on academic achievement of senior secondary school students. The study was conducted on senior secondary school students of Aligarh and Faizabad districts of Uttar Pradesh. The sample comprised of 605 students; 301 from Aligarh and 304 students from Faizabad district. The study revealed that no significant difference exists in socio-economic status of senior secondary school students in relation to their gender but there exists significant difference in their socio-economic status in relation to their place of living. It was observed that male students from urban areas are higher on socio-economic status scale than their male counterparts from rural and semi-urban areas. Female students from urban areas score higher on Socio-economic status scale than their female counterparts of semi-urban and rural areas. The study revealed that the contribution of the Socio-economic status, a predictor variable, on academic achievement is not significant. Finally, it was analyzed that 0.3% variance in academic achievement was explained by socio-economic status.

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**INTRODUCTION**

Socio-economic status is an evaluative theory which indicates that how much of the educational, social, environmental and financial wealth a person acquires. It depends on family's income, education, occupation, and social standard in the community. It refers to a social fact which is related to better well-being, having healthy relation with spouse and other family members, quality of behavior and social patterns or can be simply viewed as a status in community or in a group. Family is the basic social unit where all essential requirements are met for upbringing of a child. Family's main focus is always on rearing of a child and his adjustment in the society. To provide best possible care and education for their children, parents face lot of challenges. Parents play a major role in influencing early stage of children's lives as they strongly affect their social learning process. Education has been considered as an important factor for the development and progress of an individual, society and nation as well (Asadullah & Shafeeq, 2019). Education is not merely an organization but also a process being used in our culture and society. It includes all knowledge and practices that a human being obtains inside and outside the school. Education develops the personality, adds knowledge and skills, inculcate moral values in an individual. Researches show that mother's education plays a very significant role in child's language development (Praveen & Shafeeq, 2019).

Parent's educational status is considered as an important factor in child's intellectual development. Socio-economic status of a person differs because every family has its own way of socializing their children. In the present study, effect of socio-economic status has been examined on academic achievement of senior secondary school students.

**Operational Definitions of the Key Terms**

**Socio-economic status**

According to Baker (2014), socio-economic status (SES) is defined as a measure of one's combined economic and social status and tends to be positively associated with better health. It focuses on the three common measures of socioeconomic status; education, income, and occupation. According to Liu *et al.* (2004) "Socio-economic status is a person's economic standing based on lifestyle, prestige, power and social class". In the present study, SES of senior secondary students is taken into consideration.

**Academic Achievement**

According to Good (1973) "Academic achievement is the knowledge attained or skills developed in school subjects, usually designated by test scores or by marks assigned by teachers or by both".

Crow and Crow (1969) defined academic achievement "as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the

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extent to which skill and knowledge has been imparted to him”.

In the present study, the investigators have collected the total marks achieved by the students in the final examination of class XI from the school records as their academic achievement.

**Senior Secondary Students**

In the present study, senior secondary school students of class 12<sup>th</sup> were selected randomly from two districts of Uttar Pradesh namely Aligarh and Faizabad.

**Objectives of the study**

1. To find out the difference in socio-economic status of senior secondary school students in relation to their gender and place of living.
2. To find out the effect of socio-economic status on academic achievement of senior secondary school students.

**Hypothesis**

1. There is no significant difference in Socio-economic Status of senior secondary school students in relation to their gender and place of living.
2. There is no effect of Socio-economic Status on academic achievement of senior secondary school students.

**METHODOLOGY**

**Population and Sample of the study**

Students of class XII belonging to private and government senior secondary schools located at Aligarh and Faizabad districts of Uttar Pradesh constituted the population of the present study. From this population, a sample of 605 students (304 students from 7 schools of Faizabad and 301 students from 7 schools of Aligarh) were taken by Multi-stage random sampling technique.

**Tool Used**

“Socio-economic Status Scale (Urban and Rural)” developed and standardized by Kalia and Sahu (2012) was used to collect the data from students.

**Statistical Techniques Used**

In the present investigation, the investigators used inferential statistical techniques like ANOVA and Simple Linear Regression.

**Analysis and Interpretation of Data**

**Objective 1:** To find out the difference in Socio-economic Status of senior secondary school students in relation to their gender and place of living.

**Ho1:** There is no difference in the Socio-economic Status of senior secondary school students in relation to their gender and place of living.

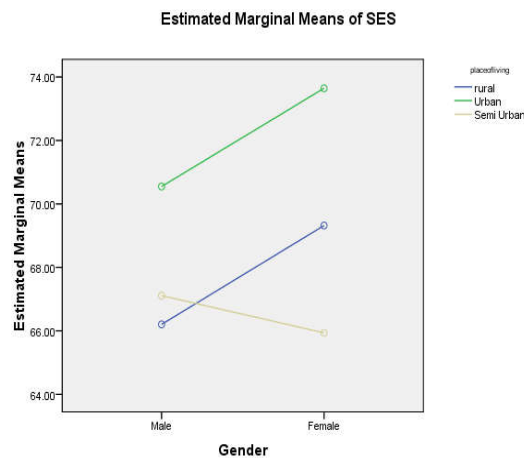
To test the above hypothesis, Two-way ANOVA has been used. The description is shown in Table 1.

**Table 1** Summary of Two-way ANOVA for the Scores of Socio-economic Status according to Gender and Place of Living

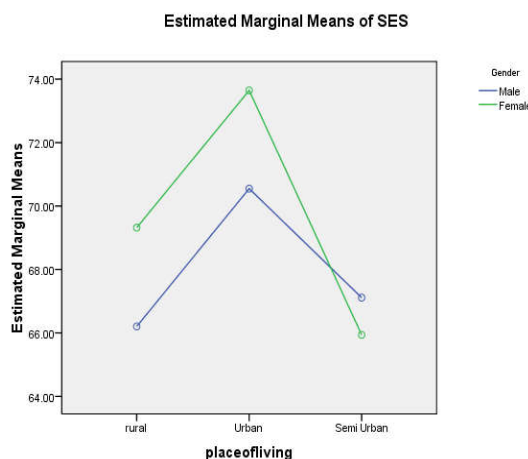
		N	Mean	Sum of Square	d.f.	Mean Square	F	Sig.
Gender	Male	301	67.95	331.37	1	331.37	1.28	0.258

	Female	304	69.63					
	Rural	197	67.76					
Place of Living	Urban	316	72.09	3468.17	2	1734.08	6.69**	0.001
	Semi urban	92	66.52					
Gender × Place of Living				356.68	2	178.34	0.689	0.502
Error				155049.64	599	258.84		
Total				3110720	605			

\*\*Significant at 0.01 level



**Figure 1**



**Figure 2**

From Table 1. it is clear that the F-value for gender (F=1.28, P>0.05) is not significant at 0.05 level, which indicates that there exists no significant difference in socio-economic status of senior secondary school students in relation to their gender. Whereas, F value for place of living (F=6.69, P<0.01) is significant at 0.01 level, which indicates that there exists significant difference among senior secondary school students in their socio-economic status in relation to their place of living. Thus the null hypothesis Ho1 is partially accepted. However, F value for interaction (F=0.689, P>0.05) among demographic variables (gender & place of living) in socio-economic status is not significant at 0.05 level. Therefore, it can be concluded that the difference in values is just by chance. Subsequent interaction graph in 1 and 2 shows that male students from urban areas are higher on socio-economic status scale than their male counterparts from rural and semi urban. Female students from urban areas score higher on Socio-economic status than their female counterparts of semi-urban and rural areas.

**Objective 2:** To find out the effect of Socio-economic status on academic achievement of senior secondary school students

In order to find out the effect of Socio-economic Status on academic achievement of senior secondary school students, the following hypothesis has been formulated.

**Ho2:** There is no effect of Socio-economic Status on academic achievement of senior secondary school students

In order to test the above hypothesis linear regression analysis has been used. Data for the same has been presented in the Table 2, and 3

**Table 2** Model Summary of Regression Analysis

Predictor	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error	F change
Socio-Economic Status	0.057	0.003	0.002	0.057	0.165

**Table 3** Summary of ANOVA for regression Analysis

Model	Sum of Squares	d.f.	Mean Square	F	Sig.
Regression	366.137	1	366.137		
Residual	114206.491	603	189.397	1.933	0.165
Total	114572.629	604			

\*\*Significant at 0.01 level

A perusal of the Table 1.2 reflects that the coefficient of correlation between the variable is 0.057 and its square is 0.03. This means that 0.3% of variance in academic achievement is caused by socio-economic status of senior secondary school students and the residual percentage of the variance is still to be explained by other variables which are not included in the study.

Further the Table 1.3 shows that F value (F= 1.933, P>0.01) is not significant at 0.01 level. This means that regression model is not acceptable. Therefore, the hypothesis Ho2 is accepted.

**Findings and Implications of the Study**

It is revealed from this study that no significant difference exists in socio-economic status of senior secondary school students in relation to their gender but there exists significant difference among senior secondary school students in their socio-economic status in relation to their place of living. Therefore, it can be concluded that male students from urban areas are higher on socio-economic status scale than their male counterparts from rural and semi-urban areas. Female students from urban areas score higher on socio-economic status scale than their female counterparts of semi-urban and rural areas. Further, this study also concludes that the contribution of the predictor variable (Socio-economic status) on academic achievement is not significant and only 0.3% variance in academic achievement is explained by socio-economic status. From the present study, following implications are drawn:

Students belonging to low SES should be motivated to participate in different academic and co-curricular activities in order to compensate their inferiority feelings. co-curricular activities must be arranged for students belonging to low socio-economic status which may enable them to compete with their counterparts.

Adolescents belonging to low socioeconomic status should be given adequate scholarship in order to enable them at par with those students who belong to high socio-economic status. In this way, they may satisfy their academic needs and excel in their field of interest.

Extra assistance should be given by the government to help poor children belonging to rural areas by providing them free uniform, sanitary towels, stationery etc.

The admission authorities should analyze more sincerely about the students family environment, socio-economic status and emotional intelligence level that are required for several programmes as these abilities would also assist them in getting the job in the future days.

Media should launch awareness campaigns about the importance of education among the masses so that students belonging to low socio-economic status may be motivated to get education in order to improve their quality of life.

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