RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

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Abstract

The present study investigated the relationship of academic achievement and socioeconomic status among secondary level students. A total of 564 tribal and non-tribal students were selected from two districts of Kashmir by stratified random sampling technique. Socio-Economic Status Scale (SESS) developed by Divya Singh and Deepa Vinay (2013) was administered for assessing Socio-economic status. Correlation and regression analysis reported a significant relationship between academic achievement and socio-economic status in tribal and non-tribal students. Gender wise comparison also showed a significant relationship between the two variables.

Keywords: socio-economic status, academic achievement, tribal, non-tribal.

Introduction

Socio-economic status is the most important variable in determining the Academic Achievement of students. Increasingly, researchers examined educational processes, including academic achievement, in relation to socio-economic background (Bornstein and Bradley, 2003; Brooks-Gunn and Duncan, 1997; Coleman, 1988; McLoyd, 1998).The Socio-economic Status of a child is most commonly determined by combining parents' educational level, occupational status and income level (Jeynes 2002). Studies have repeatedly found that SES affects student's outcomes. (Baharudin and Luster, 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hocschild 2003, Mcneal 2001, Seyfried 1998).

A person's education is closely linked to their life chances, income, and well being (Battle and Lewis 2002). Therefore, it is important to have a clear understanding of what benefits or hinders once educational attainment. Family background is the key to a student's life and outside of school, is the most important influence on student learning and includes factors such as socio-economic status, two parents versus single parent household, divorce, parenting

practices and aspirations, maternal characteristics, family size and neighbourhood (Majoribanks, 1996). The environment at home is a primary socialization agent and influences a child's interest in school and aspiratiois for the future.

The socio-economic status of a child is most commonly determined by combining parents' educational level, occupational status, and income level (Jeynes 2002). Studies have repeatedly found that SES affects students outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998). Students who have low SES earn lower test scores and are more likely to dropout of school (Eamon 2005, Hochschild 2003). Low SES students have been found to score about ten percent lower on National Assessment of Educational Programs than higher SES students (Seyfried 1998). SES has also been shown to over ride other educatuional influences such as parental involvement (McNeal 2001). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). The economic hardships that are caused by low SES lead to disruption in parenting, an increasing amount family conflicts, and an increased likelihood of depression in parents and single parent households (Eamon 2005). For these reasons SES is closely tied to home environment and one could argue that SES dictates the quality of home life for children.

Objectives:

The study was guided by the following objectives:

1. To study the academic achievement of different groups.
2. To study the relationship of academic achievement and socio-economic status among tribal and non-tribal students.
3. To study the relationship of academic achievement and socio-economic status among male and female students.
4. To investigate the relationship of academic achievement and socio-economic status among different sub groups.

Hypothesis

In order to achieve the above stated objectives following hypotheses were formulated:

1. There is no significant relationship between academic achievement and socio-economic status among tribal and non-tribal students.
2. There is no significant relationship between academic achievement and socio-economic status among male and female students.

3. There is no significant relationship between academic achievement and socio-economic status among tribal and non-tribal males.

4. There is no significant relationship between academic achievement and socio-economic status among tribal and non-tribal females.

5. There is no significant relationship between academic achievement and socio-economic status among tribal males and non-tribal females

6. There is no significant relationship between academic achievement and socio-economic status among tribal females and non-tribal males.

Methodology

The descriptive method of research was adopted for this study. A sample of 564 adolescent students (tribal and non-tribal) was collected from 12 schools of Anantnag and Kupwara district, Kashmir, India by stratified random sampling technique. The sample age ranges from 13-17 years both males and females. The distribution of sample is shown in table 1.

Table 1 Sample distribution.

	Tribal	Non-tribal	Total
Male	157	141	298
Female	129	137	266
Total	286	278	564

Tools:

Annual marks of the students were recorded for assessing the academic achievement of the students and socio-economic status was assessed by employing Socio-Economic Status Scale (SESS) developed by Divya Singh and Deepa Vinay (2013).

Results and Discussion:

Table 2 Descriptive statistics of academic achievement of different groups

Groups	N	Mean	S.D.
Tribal	286	44.48	11.54
Non-tribal	278	48.28	13.64
Males	298	47.11	13.94
Females	266	45.51	11.24
Tribal males	157	43.96	11.94
Non-tribal males	141	50.61	15.16
Tribal females	129	45.11	11.04
Non-tribal females	137	45.88	11.46

Objective 1: To study the academic achievement of different groups.

Descriptive statistics from table 2 gives mean and SD scores of academic achievement of different groups and revealed that males (M=47.11) have better academic achievement than

females (M=45.51). It also showed that non-tribal students have high academic achievement (M=48.28) than their tribal counterparts (44.48). Further gender wise comparisons of tribal and non-tribal students reported non-tribal males (M=50.61) far better in academic achievement level than tribal males (M=43.96). However tribal and non-tribal females have approximately same mean academic achievement scores.

Table 3 Summary of Regression results for different groups

	Tribal				Non-tribal				Total			
	R	R^2	B	t	R	R^2	B	t	R	R^2	B	t
Male	.212	.045	.384	2.697*	.30	.09	.463	3.277*	.331	.110	.506	5.567*
Female	.09	.008	.140	.999	.282	.080	.322	2.948*	.197	.039	.258	3.261*
Total	.159	.025	.271	2.710*	.280	.078	.379	4.179*				

*Significant at 0.05 level; p< 0.05

In order to investigate relationship between academic achievement and socio-economic status among different groups, linear regression analyses were conducted results of that are presented in Table 3.

Objective 2: To study the relationship of academic achievement and socio-economic status among tribal and non-tribal students.

Table 3 reports that there is a significant contribution of socio-economic status on academic achievement of tribal and non-tribal students. Further this relationship between socio-economic status and academic achievement is positive on account of positive B weights bearing significant t-values. It is clear from the table that this relationship is stronger for non-tribal students on account of higher B weight. The amount of variance contributed by socio-economic status in explaining the academic achievement as represented by the multiple regression factor (R^2) is higher (7.8%) in case of non-tribal students as compared to tribal students (2.5 %). Thus hypothesis number 1 stating "There is no significant relationship between academic achievement and socio-economic status among tribal and non-tribal students" stands rejected.

Objective 3: To study the relationship of academic achievement and socio-economic status among male and female students.

It is clear from table 3 that there exist a relationship between academic achievement and socio-economic status of male and female students. This relationship is positive and

significant on account of positive B weights bearing significant t-values. The contribution of socio-economic status in the academic achievement of males is much higher (11%) than their female counterparts (3.9%). Therefore hypothesis number 2 stating "There is no significant relationship between academic achievement and socio-economic status among male and female students" stands rejected.

Objective 4: To investigate the relationship of academic achievement and socio-economic status among different sub groups.

Tribal and non-tribal males

Non-tribal males have strong and significant relationship between academic achievement and socio-economic status (B=.463, p<.05). Socio-economic status is accounting 9% variance in academic achievement of non-tribal males. In case of tribal males it is observed that the variance contributed by socio-economic status is only 4.5%. However, relationship between socio-economic status and academic achievement is positive and significant on account of positive B weight bearing significant t-value. Thus hypothesis number 3 stating "There is no significant relationship between academic achievement and socio-economic status among tribal and non-tribal males" stands rejected.

Tribal and non-tribal females

On the basis of table 3 it is inferred that socio-economic status has a positive and significant relationship with academic achievement only for non-tribal female students with a contribution of 8% variance in academic achievement. On the other hand in case of tribal female students the relationship between academic achievement and socio-economic status is insignificant and there is negligible contribution of socio-economic status in their academic achievement. Therefore, hypothesis number 4 stating "There is no significant relationship between academic achievement and socio-economic status among tribal and non-tribal females" is partially rejected.

Tribal males and non-tribal females

It is clear from the table 3 that there is positive and significant relationship between academic achievement and socio-economic status in tribal males as well as non-tribal females on account of positive B weights bearing significant t-values. The percent variance contributed by socio-economic status in the academic achievement is much higher for non-tribal female (8%) as compared to tribal males (4.5%). Hence, hypothesis number 5 stating "There is no significant relationship between academic achievement and socio-economic status among tribal males and non-tribal females" stands rejected.

Tribal females and non-tribal males

On comparing male and female students of tribal and non-tribal groups it is observed that there is significant relationship between academic achievement and socio-economic status among non-tribal males only while this relationship is insignificant for tribal females. The amount of variance contributed by socio-economic status is 9% in case of non-tribal males where as it is negligible for tribal females. As a result hypothesis number 6 stating "There is no significant relationship between academic achievement and socio-economic status among tribal females and non-tribal males" is partially rejected.

Conclusion

On the basis of the results it is concluded that socio-economic status is a very important factor in academic achievement irrespective of category and gender. It tends to explain and predict the performance of both tribal and non-tribal students as well as males and females. The relation between the two variables clearly indicated that academic achievement will improve with better socio-economic status and will deteriorate with decrease in socio-economic status. It is therefore suggested that students having low socio-economic status should be given proper educational facilities like supervised study after school hours, distribution of self study materials and provision of timely educational guidance. The teachers should provide adequate help by arranging remedial classes accompanied with proper guidance and counselling. Teachers should treat all students equally without being partial on account of socio-economic status backgrounds giving individual attention to all students with regular work assessment.

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