

## **SOCIO-ECONOMIC BACKGROUND AND ACADEMIC ACHIEVEMENT OF STUDENTS AT THE SECONDARY LEVEL**

**Mrs. A. Jesileena**

*M.Ed., Scholar, N. K. T. National College of Education for Women, Chennai*

**Dr. T. Sahaya Saila**

*Assistant Professor, N. K. T. National College of Education for Women, Chennai*

**Paper Received On:** 25 FEBRUARY 2023

**Peer Reviewed On:** 28 FEBRUARY 2023

**Published On:** 01 MARCH 2023

---

### **Abstract**

---

*This study examined the effects of socio-economic background and academic achievement of secondary school students. The sample consists of 137 males and 133 females in age range of 14 to 16 from six secondary schools of Chennai City (India). Socio economic background scale developed by Sahaya Saila & Chamundeswari (2014) 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 criteria. Mean, Standard Deviation, t-test were used. This study shows that gender difference is found in socio-economic status and academic achievement. Location of school also found in socio-economic status and academic achievement of secondary school students. But no significant differences in extended and joint family secondary school students in their socio economic status and academic achievement.*

**Keywords:** *Academic Achievement, Secondary School, Socio-Economic Background*

### **Introduction**

Socio-economic background more commonly addressed as socio-economic status is the combination of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level and occupational status. The term socio-economic status is used by sociologists to denote an individual or family's overall rank in the social and economic hierarchy (Mayer and Jencks, 1989). Many researchers use socio-economic status and social class interchangeably, without any rationale or clarification, to refer to social and economic

characteristics of students (Ensminger and Fothergill, 2003). In general terms, however, socio-economic status describes an individual's or a family's ranking on a hierarchy according to access to or control over some combination of valued commodities such as wealth, power, and social status (Mueller and Parcel, 1981).

It is a fact that families where the parents are privileged educationally, socially and economically, promote a higher level of achievement in their offspring. They also give higher levels of psychological support for their children through enriched atmosphere that promote and encourage the development of skills required for success at school (Williams, 1987). Students who belonged to families with higher socio-economic status would have greater opportunities to interact with the learning environment which resulted in greater achievement as opposed to students who were from lower socio-economic status who had less opportunity and less resource that caused them to lag behind academically. The relationship between family socio-economic status and the academic performance of children is well established in sociological research. The variations in achievement are also due to the differences in socio-economic status of the children, differential treatment given by parents, parent's educational level, and influence of the surroundings and so on. The influence of socio-cultural factors on various aspects of individual's development has particularly caught the attention of educationists.

#### **Significance of the study:**

Socio-economic status plays an important role in the life of a person. Intelligence, attitudes, aptitudes and even interests are patterned by socio-economic background of the individual (Brooks-Gunn and Duncan, 1997). Academic achievement is one of the determinants of success in life. Academic achievement serves as a key criterion to judge students' true potentials and capabilities (Nathanap, 2007; Daulta, 2008). 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. As the family background in terms of family type, size, socio-economic status and educational background play an important role in children's educational attainment and social integration (Osunloye, 2008; Ushie and others, 2012), it is a humble endeavour to investigate the influence of student's socio-economic status on the academic achievement of secondary school students, and hence the variable socio-economic status has been included in the present investigation.

## **Operational Definitions**

**Socio-economic background:** It refers to people's access to financial, educational, health and social resources in an available manner due to their economics setup. It includes occupation, education, income, wealth and where people lives.

**Academic Achievement:** It represents the performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities related to instructional environments in schools and multifaceted construct that comprises different domains of learning.

**Secondary level students:** Students are studying IX and X standards in a high school or higher secondary school treated as secondary level students. Here the investigators focus on IX standard students.

**Methodology:** Descriptive survey method was used. The sample includes 137 boys and 133 girls, totally 270 students from IX standard in Chennai City with age ranging from 14 to 16 by using purposive sampling method. Socio economic background scale developed by Sahaya Saila & Chamundeswari (2014) is used for the data collection. Regarding achievement test the previous class marks are collected from the school Mean, Standard Deviation, t-test are used as statistical techniques.

## **Objectives of the Study**

- (i) To investigate if there is any significant difference in socio-economic background of secondary school students with reference to gender, location of school and type of family.
- (ii) To investigate if there is any significant difference in academic achievement of secondary school students with reference to gender, location of school and type of family.

## **Hypotheses**

1. There is no significant difference between boys and girls secondary school students in their socio-economic background
2. There is no significant difference between rural and urban school students in their socio-economic background.
3. There is no significant difference between extended family and nuclear family secondary school students in their socio-economic background.
4. There is no significant difference between boys and girls secondary schools students in their academic achievement.
5. There is no significant difference between rural and urban school students in their academic achievement.

6. There is no significant difference between extended family and nuclear family secondary school students in their academic achievement.

### Analysis of Data

**Table – 1: Significant difference between boys and girls in their socio-economic background with reference to government schools**

Variables	Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Socio-economic Background	Boys	137	37.21	4.34	5.17	S
	Girls	133	40.82	6.87		

It is inferred from the above table that, the calculated value of 't' is greater than the table value of at 5% level of significant. Hence it shows that there is significant difference between boys and girls secondary school students in their socio-economic background.

**Table – 2: Significant difference between rural and urban school students in their socio-economic background**

Variables	Location of school	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Socio-economic Background	Rural	140	41.94	7.17	4.93	S
	Urban	130	46.59	8.31		

It is inferred from the above table that, the calculated value of 't' is greater than the table value of at 5% level of significant. Hence it shows that there is significant difference between rural and urban school students in their socio-economic background

**Table – 3: Significant difference between extended family and nuclear family Secondary school students in their socio-economic background**

Variables	Type of family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Socio-economic Background	Extended	129	52.00	5.68	1.01	NS
	Nuclear	141	52.68	5.39		

It is inferred from the above table that, the calculated value of 't' is less than the table value of at 5% level of significant. Hence it shows that there is no significant difference between extended family and nuclear family secondary school students in their socio-economic background.

**Table – 4: Significant difference between boys and girls secondary school students in their academic achievement**

Variables	Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Academic achievement	Boys	137	34.02	5.35	4.58	S
	Girls	133	57.40	7.62		

It is inferred from the above table that, the calculated value of 't' is greater than the table value of at 5% level of significant. Hence it shows that there is significant difference between boys and girls secondary school students in their academic achievement.

**Table – 5: Significant difference between rural and urban school students in their academic achievement**

Variables	Location of School	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Academic Achievement	Rural	140	59.26	4.29	6.65	S
	Urban	130	67.49	7.18		

It is inferred from the above table that, the calculated value of 't' is greater than the table value of at 5% level of significant. Hence it shows that there is significant difference between rural and urban school students in their academic achievement.

**Table – 6: Significant difference between extended and nuclear family secondary school students in their academic achievement**

Variables	Type of family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Academic Achievement	Extended	129	51.97	5.04	1.32	NS
	Nuclear	141	52.08	5.06		

is inferred from the above table that, the calculated value of 't' is less than the table value of at 5% level of significant. Hence it shows that there is no significant difference between extended family and nuclear family secondary school students in their academic achievement.

## Discussion

Girls are better than boys in their social economic status. Urban school students are better than rural school students in their socio economic status. But no significant difference is found in extended and nuclear family group students in their socio economic status. Girls are better than boys in their academic achievement. Urban school students are better than

rural school students in their academic achievement. But no significant difference is found between extended and nuclear family group students in their academic achievement.

## References

- Ensminger, M.E. and Fothergill, K.E. (2003). A Decade of Measuring SES: What it tells us and where to go from here. In Bornstein & Bradley (Eds.). *Socio-economic status, Parenting, and Child Development* (pp. 13–27), Mahwah, NJ: Lawrence Erlbaum Associates.
- Fan, F.A. (2012). The relationship between the Socio-economic Status of Parents and Students' Academic Achievements in Social Studies. *Res. Edu.*, 87(1), pp. 99.
- Graetz, B. (1995). *Socio-Economic Status in Education Research and Policy in John Ainley Et Al., Socio-economic Status and School Education*, DEET/ACER Canberra.
- Goswami. R. (1982). “An Enquiry into Reading Interests of the Pupils of Standard VII to X in Relation to Intelligence”, SES and Academic Achievement. Doctoral Dissertation, M. S. University, Baroda.
- Hauser, R.M. and Warren, J.R. (1997). Socio-economic Indexes for Occupations: A Review, update, and Critique. In A.E. Raftery (Ed.) *Sociological Methodology*, (pp.177–298), Cambridge, MA: Basil Blackwell.
- Mueller, C.W. and Parcel, T.L. (1981). Measures of Socio-economic Status: Alternatives and Recommendations. *Child Development*, 52, pp. 13–30.
- Rothman’s (2003), “The changing influence of socio economic status on students academic achievement,” recent evidence from Australia , Paper presented at the annual meeting of the American education Research Association , Chicago , April 2003
- Shah, M., Atta, A., Qureshi, M. and Shah, H. (2012). Impact of Socio-economic Status of Family on the Academic Achievements of Students. *Gomal Univ. J. Res.*, 28(1), pp. 12 17.
- Sharma, M. and Tahira, K. (2011). Family Variables as Predictors of Students Achievement in Science. *Journal of Community Guidance and Research*, 28(1), pp. 28-36.