

Influence of Socio Economic Status On Academic Achievement Of Secondary School Students Of Lucknow City

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Abstract

Socio Economic Status has always influenced the Academic Achievement of students. Academic Achievement varies for children from different social backgrounds. Their academic performance is an outcome of their social status. Previous studies have shown that Parent's Socio Economic Status is strongly associated with students' academic performance. The present study examines the influence of different categories of SES of students on their academic achievement. The study also examines the relationship between SES and Academic achievement of 14 Secondary school students of Lucknow city of Uttar Pradesh (India) The age range varies from 13years to 17 years. The sample of the study comprised of 614 students (358 males and 256 females) from classes IX and X. The Socio Economic Status scale developed by Dr. Meenakshi (2004) is used for collection of data. The board results of class IX and X are used for assessment of academic achievement. The statistical measures like t-test and Karl Pearson's correlation coefficient is used. The result of the study reveals the difference between high, average and low SES groups and their academic achievement. A positive correlation is observed between SES and Academic achievement. Based on these findings some recommendations are given for practice and further studies.

Keywords: Academic Achievement, Socio Economic Status, Secondary Schools, T-test, ANOVA, Karl Pearson's Correlation coefficient

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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). Researchers found that the Socio economic Status, parental involvement and family size are particularly important family factors. (majoribanks 1996) Families with high socio economic status often have more success in preparing their young children for school because they have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality care, amenities and facilities. Crnic and Lamberty (1994) discussed the impact of socio economic status on children's readiness for school. White (1982) carried out first Meta-analytic study to review the literature on this subject published before 1980 to examine the relationship between SES and academic achievement and showed that the relation varies significantly with a number of factors such as the types of SES and academic achievement measures.

Students who have a low SES earn low test scores and drop out of school. (Eamon 2005, Horchschild 2003) The low SES affects academic achievement as it prevents access to important resources and creates stress at home. (Eamon 2005, Majoribanks 1996, Jeynes 2002) Low SES leads to family problems and disrupted home environment and as a result the academic performance of the child.

Even in families with above average income, parents lack time and energy to invest in their

children's preparation for school and hence inadequately prepared for school. (Zill, Collins, West and Hausken 1995) stated that low maternal education and minority language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers. Having inadequate resources affect negatively family's decision for young children's development and learning. The nature of the relationship between socio economic status (SES) and student achievement has been debated for decades, the most influential argument is "Equality of Educational opportunity" Coleman, et al. 1968 and "Inequality" Jencks, et al. 1973 in the United States of America. How SES influences students academic achievement has been explained based on various theories. Few theories say that students from low SES homes lack an academic environment at home and which in turn influences their academic achievement. Another scenario argues that school and neighborhood environment influences academic achievement as low SES schools are generally low in performance. How government interprets the influence of SES and achievement leads to policy decisions. Although contribution of SES must be examined both at school and student level but the present study is limited to influence of family SES on academic achievement of students in school.

Previous Studies:

Ganguly Malabika (1989) revealed in his study of socio economic status and scholastic achievement a relationship between the two in a particular setting. The study investigated the difference in scholastic achievement of upper, middle and lower socio-economic groups of students. The major findings of the study were the mean achievement scores of the upper SES groups of urban areas in all the three groups of subjects different significantly from those of the lower groups. The upper SES groups had done better in all the three groups of subjects. The mean scores in the upper socio-economic status and lower socio economic status of rural areas differed significantly. The difference between the means in all the areas of

achievement was found to be significant. Trivedi, Vineeta (1988) conducted a study of the relationship between socio economic background and academic achievement among the intermediate students. The sample consisted of 523 girls students from 11 institutions. The finding of the study revealed a significant relationship between socio-economic status and academic achievement. The students of upper SES showed better achievement than the students of lower SES group. Rupa Das Barbora (2001) conducted a study on the academic achievements of children belonging to the background classes focusing on Kamrup District Assam to find out the causes of their low academic achievements. It was found that the children of literate parents show better academic achievement than the children of illiterate parents. The academic achievement of Girls is better than that of the boys. Seluck, R. Sirin 2005 conducted a meta Analysis to review the literature on Socio Economic status and academic achievement between 1990 and 2000 to see whether the SES achievement correlation had changed since white's initial review was published. The results showed a slight decrease in the average correlation. Andrew Mc Conney (2010) conducted a study to show that both students and school socio economic status are strongly associated with student outcomes. It was found that mathematics achievement was greater in higher SES school as compared with lower SES schools. The Influence of SES and its variables on academic achievement is very complex. The present study is aimed at achieving the following objectives.

1. To study the influence of Socio Economic Status on academic achievement of secondary school students.
2. To study the relationship between Socio Economic status and Academic Achievement of secondary school students.

Hypotheses of the Study

1. There is no significant difference between Socio Economic Status and academic achievement of secondary school students.
 - 1.1. There is no significant difference between academic achievement of high SES and Average SES category secondary school students.
 - 1.2. There is no significant difference between academic achievement of average socio economic status and Low socio economic status category secondary school students.
 - 1.3. There is no significant difference between academic achievement of High and low socio economic status category secondary school students.
2. There is no significant relationship between socio economic status and Academic achievement of secondary school students.

Justification of the Study

The process of education aims at enhancing the academic performance of the students. Only a holistic approach can yield result to improve learning outcomes of the students. Although Academic performance is dependent on many variables like intelligence, socio economic status, personal characteristics, attitude, values, environment etc. But socio economic status is one of the major variable affecting the academic achievement .The society is divided into many classes and on the basis of parents affiliation with a certain class, they send their ward to schools accordingly. Hence the parents SES is an important factor which contributes towards child's education.

To optimize the educational opportunities, it is necessary to find out the relation between the SES and academic achievement and to what extent SES influences the academic achievement so that the academic achievement

of secondary school students could be increased.

Methodology

The descriptive method of research was adopted for this study. A sample of 614 secondary school students (male 358, female 256) was collected from 14 schools of Lucknow city, Uttar Pradesh in India. Purposive sampling was used to collect the sample of the study. The sample age ranges from 13-17 years both males and females.

Tools

1. Socio-Economic status scale for assessment of SES by Dr. Meenakshi (2004) was used.
2. The Board Results of students from school record for measuring their academic achievement were used.

Result and Analysis

Table1

Significance of the Difference Between Means of Academic Achievement of High Socio Economic Status and Average Socio Economic Status Students

SES Category	N	Mean	Standard Deviation	Standard Error Mean	t- value
High SES	263	74.91 %	9.484%	.585%	12.265*
Average SES	312	64.48 %	10.696%	.606%	

df =573,*significant at 5%

The above table1 shows that the total number of High SES category students is 263. The mean of the Academic achievement score of High SES students is 74.91 and Standard Deviation of students of high SES is 9.484. The S.E.m. of students of High SES is 0.585. The Average SES category students are 312 in number. The mean of Academic Achievement score of Low SES students is 64.48 and Standard Deviation is 10.696. The S.E.m. of students of low SES is 0.606. The t-value is 12.265 at 573 degree of freedom which is significant at 0.05 level of significance; hence the null hypothesis is rejected. It means that there is significant difference between Academic achievement of high SES category and average SES category secondary school students. Students belonging to high SES have higher academic achievement as compared to average SES students. As they have better exposure and environment. They go to schools with better infrastructure and facilities. The teachers, tutors and guidance of parents is also available to them. They have healthy competitive environment for improving their academic achievement.

Ganguly Malabika (1989) in their study Socio Economic States and Scholastic Achievement revealed that the upper and lower socio economic status groups of urban areas differed significantly in their mean scores from those of the upper socio economic status and lower socio economic status of rural areas. The difference between the means in all the areas of achievement was found to be significant. The results are depicted in the figure1 below:

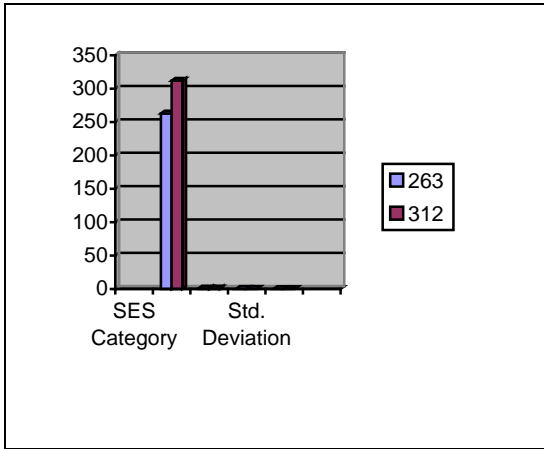


Figure 1 Academic Achievement Scores of High and Average Socio Economic Status Students

school students is 6.487 at 349 degree of freedom which is significant at 0.05 level of significance hence the null hypothesis is rejected. It means that there is significant difference between academic achievement of average Socio Economic Status category and low Socio Economic Status category secondary school students .

Hari Krishnan M. (1992) in his study 'A Study of Academic Achievement of the students of the higher Secondary stage in relation to achievement motivation & socio economic status revealed that SES was significantly related to Academic Achievement. The results are depicted in figure 2 below:

Table 2
 Significance of the Difference Between Means of Academic Achievement of Average Socio Economic Status and Low Socio Economic Status Students

SES Category	N	Mean	Standard Deviation	Standard Error Mean	t-value
Average SES	312	64.48%	10.696%	.606%	6.487*
Low SES	39	52.62%	11.329%	1.814%	

df =349, * significant at 5%

The above table shows that the total number of Average Socio Economic Status category students is 312. The mean of the Academic achievement scores of Average Socio Economic Status is 64.48 and Standard Deviation is 10.696. The S.Em. of average socio economic status is 0.606. The low Socio Economic Status category students are 39 in number. The mean score of the academic achievement of low socio economic status is 52.62 and Standard Deviation is 11.329. The S.Em. of students of low Socio Economic Status is 1.814 The t-value between average SES category and low SES category secondary

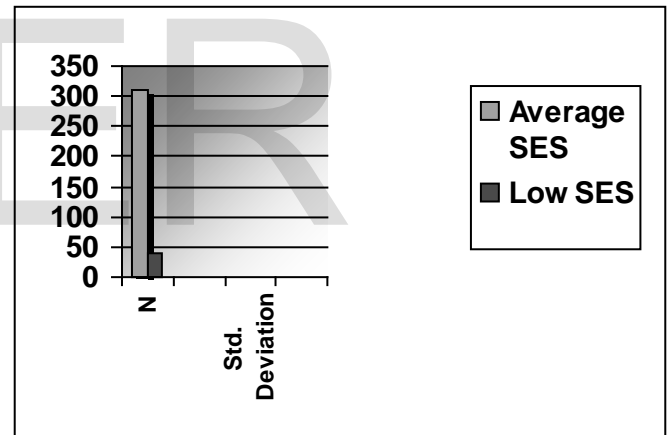


Figure 2 Academic Achievement Scores of Average and Low Socio Economic Status Students

Table3
 Significance of the Difference Between Means
 of Academic Achievement of High Socio
 Economic Status and Low Socio Economic
 Status Students

SES Category	N	Mean	Standard Deviation	Standard Error Mean	t-value
High SES	263	74.91 %	9.484%	.585%	13.344*
Low SES	39	52.62 %	11.329%	1.814%	

df=300,*significant at5%

The above table shows that the total number of High Socio Economic Status category students are 263. The mean of the Academic achievement score of students of High Socio economic status is 74.91 and Standard Deviation is 9.484. The Standard Error mean of students of high SES is 0.585. The low Socio Economic Status category students are 39 in number. The mean of the academic achievement score of the students of low socio economic status is 52.62 and Standard Deviation of low socio economic status students is 11.329. The S.Em. of students of low socio economic status is 1.814. The t-value between high SES category and low SES category secondary school students are 13.344 at 300 degree of freedom which is significant at 0.05 level of significance, hence the null hypothesis is rejected. It means that there is a significant difference between Academic achievement of high Socio Economic Status category and low Socio Economic Status category secondary school students.

Vineeta Trivedi (1988) in her study of the relationship of parental attitude, socio economic background and their academic achievement found that students of upper SES showed better achievement than the students of lower SES group. The result is depicted below in figure 3:

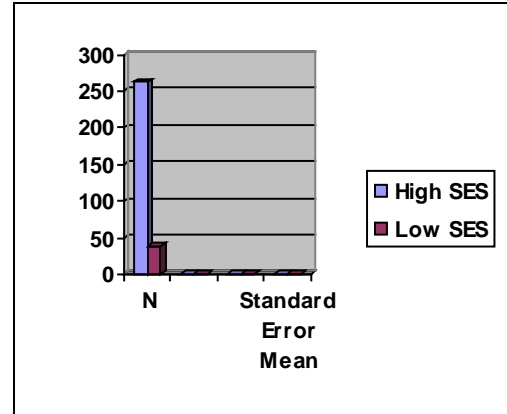


Figure 3 Academic Achievement Scores of High and Low Socio Economic Status Students

ANOVA

Table 4

Comparisons of Academic Achievement scores of Low, Average and High Socio Economic Status Students

SES Category	N	Mean	Standard Deviation	T-Value		
				High	Average	Low
Low SES	39	52.62 %	11.329%	13.344	6.487	-
Average SES	312	64.48 %	10.696%	12.265	-----	6.487
High SES	263	74.91 %	9.484%	-----	12.265	13.344
Total	614	68.19 %	12.094%			

In Table4 Academic Achievement scores of students of low, average and high Socio economic status are compared. The number students in Low SES category are 39, in Average SES category 312 and in High SES category are 263. The mean of the academic achievement scores of students of low average and high SES category are 52.62, 64.48 and 74.91. The Standard Deviation of students of Low SES is 11.329, Average SES is 10.696 and High SES is 9.484. A comparison of T-values is also shown in Table4. The t-value between low and high SES is 13.344, between low and average SES is 6.487 and between high and average SES is 12.265. The results are depicted in figure 4 below

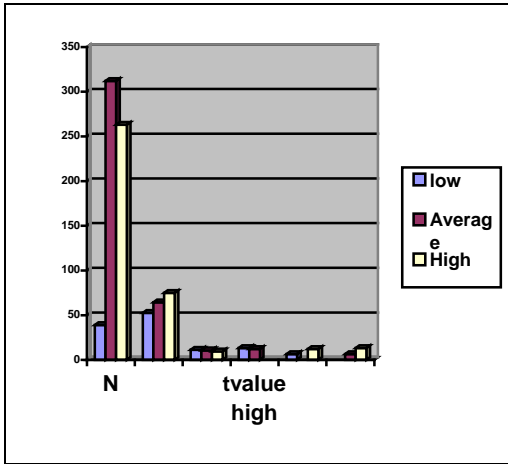


Figure 4 Comparative Academic Achievement scores of Low, Average and High Socio Economic Status Students

Table 5 Summary of Analysis of Variance in respect to Socio Economic Status and Academic achievement

ANOVA

Academic achievement				
	Sum of Squares	df	Mean Square	F
Between Groups	25632.439	2	12816.219	122.315*
Within Groups	64020.884	611	104.780	
Total	89653.322	613		

*Significant at 5% level

In table 5, sum of squares between groups is 25632.439 and within groups is 64020.884. The value for mean squares between groups is 12816.219 and within groups it is 104.780. The value of F is highly significant at 122.315. ($f=122.315^* < 0.05$) Hence the null hypothesis that there is no significant difference between SES and Academic achievement of secondary school students is rejected. The three categories of Socio economic status of secondary school students

differ significantly in their Academic Achievement .

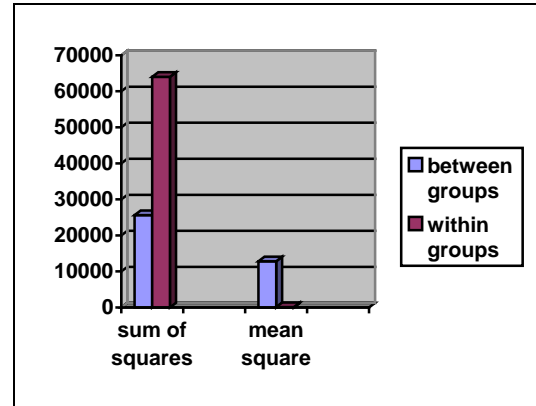


Figure 5 Summary of Analysis of Variance in respect to Socio Economic Status and Academic achievement

Correlation Analysis

Correlation Analysis between Dependent variable Academic Achievement and Independent Variable Socio economic Status

The study considers the dependent variable academic achievement independent variable socio economic status. To find out the relationship between the socio economic status of the secondary school students and their academic achievement is one of the objectives of the study. To study the relationship between the academic achievement and socio economic status Karl Pearson's correlation coefficient technique was applied and relationship was measured.

Table6 Relationship between Academic Achievement of Secondary school students and their socio economic status

N=614

Variable of study	AA
SES Score Pearson Correlation	.580**
Sig. (2-tailed)	.000

** . Correlation is significant at the 0.01 level (2-tailed).

The table 6 clearly shows a high degree of positive correlation between socio economic status and academic achievement of secondary school students. ($r=0.580$). The result of the present study is got support from the findings of White, Karl R. (1982) and Muhammad Maqsud and Sepideh Rouhani (1991) Brent M Blevins in his study on the relationship between SES and academic achievement used Karl Pearsons r and which supports the result as well.

Therefore the null hypothesis that there is no significant relationship between Academic Achievement of secondary school students and their socio economic status is rejected and alternative hypothesis is accepted at $p<0.01$ In other words there is a significant positive correlation between academic achievement and socio economic status of secondary school students.

Findings and Conclusions

The results of the study show that socio economic status of the students influences their academic achievement. There is a difference between high SES and Average SES category students. Students belonging to high SES category have higher Academic achievement as compared to average SES students. The High SES students have better exposure and environment. They go to schools with excellent infrastructure and facilities. The teachers, tutors and guidance of parents are also available to them. They have healthy environment for improving their academic achievement. The null hypothesis is rejected.

In comparison to Low SES category Average SES category students show higher academic achievement. Academic achievement is positively related to socio economic status. Low SES category students are deprived of good schools and outstanding guidance. Due to their meagre resources they cannot work to increase their academic achievement.

There is a stark contrast, between, high SES and Low SES category students in their academic achievement. The students belonging to high SES go to schools with

excellent facilities and infrastructure. They are taught by trained and experienced teachers. This helps them in enhancing their academic achievement. A child with high SES and Average intelligence will also give good result as compared to Low SES & high intelligence, as the child would be deprived of basic facilities for sharpening and honing his talent. He will not have the opportunity to project his intelligence. Hence the null hypothesis is rejected.

Limitations of the study

The study is limited to 14 schools of lucknow city, Uttar Pradesh in India. Hence the results cannot be generalized. All aspects of the variables are not covered due to shortage of time and resources.

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