Academic Performance In Relation To Socio Economic Status and Types Of The Schooling Of The Students

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ABSTRACT

This paper is to evaluate socio economic status of consistent academic performers(high and low) of JKBOSE and CBSE secondary school students of Jammu district. The main objective of the investigation is to know the socio-economic status of consistent academic performers of two boards (JKBOSE and CBSE) at the secondary level and in this context a total sample of 200 secondary school students (100 from JKBOSE and 100 from CBSE Secondary School students) were selected randomly from the different schools in Jammu District & t-Test and ANOVA was applied in order to study the consistent high academic performers and low academic performers.

Key Words: - Achievement, consistent high academic performers, low academic performers, boards, socio economic status.

INTRODUCTION

Educational achievement is one such area which is not only because of direct outcome of the students but because of various contributory factors like schooling, family bringing up, peer factors etc. But one's family background is always found to be a most influencing factor in the achievement of student. The family background is constituent of family size, socio economic status, and parental involvement. Socioeconomic status (SES) of a family plays a considerable role in the student's life and outside of school. Keeping in view the number of studies Gupta and Katoch (2012); Ogunshala (2012); kaur (2013) Ahmer and Anwar (2013); Alkhutaba (2013); Singh and Singh (2014); Shaheen and Gul (2014); Choudhary (2015) and Razia (2015) which shows the importance of socio economic status in the academic achiement of students. Moreover there is another perception that it is the type of the schools which make the students a good or bad performers in the academics. In this regard, generally a perception is created that the students from the CBSE are better than the State Boards. Keeping in view the number of studies Malti (2006); Dey, N. (2008); Chamundeswari,S.(2013); Singh, P. S.(2013); Gihar,S.and Sharma, A.(2015) and Tabassum

(2009) which shows the significance of type of schooling on the academic achievement of the students.

SIGNIFICANCE OF THE STUDY

Socio Economic status has always played a pivotal role in understanding the developments of the society in general and of the students in particular. It is very much proved that the socio economic status cause differentaials in the achievemnts of the students and the students' belonging to the better socio economic families are better in the academic achievement in comparison to the students coming from the not well off socio economic families. (kaur 2013; Ahmer and Anwar 2013and Razia 2015). Similarly the schooling of the students from different boards either central board of school education or state board of school education also cause differential in the academic achievement of the students (Malti 2006; Dey, N. 2008 and Chamundeswari,S. 2013). But in this case there are consistent performers who either perform too good or does not perform throughout . Both of the good performers and not good performers are available in all sets of the socio economic families and different boards. Even in the best well off socio economic families, one could not easily come across the consistent low performers. So to understand the complexity behind it, the dynamics of the consistent performers need to be understood in context of the socio economic famiiles and types of schooling. Depending on the stage of academic achievement human being are differentiated ashigh achievers, ordinary achievers, and low achievers. So the different factors like the personal character, occupational ambition, creativity, intelligence, attitude, principles, etc. besides to the SES & the types of the schooling influences the achievement. The present investigation, therefore was conducted to accomplish how the consistent performers are influenced by different factors is aimed to investigate the association of the academic achievement with socio-economic variables and types of schooling.

REVIEW OF LITERATURE

Malti (2006) conducted a A comparative study on values, intelligence and academic achievement of students of UP, CBSE and ICSE board schools" found that no significance differences in the intelligence of students were found between inter-board and intra-board, overall, inter-gender and intra-gender. The achievement of total students of CBSE board was found significantly higher than that of UP board and no significant difference was found in achievement of CBSE and ICSE board school students.

Dey, N. (2008)conducted acomparative Study of the study habits of high achieving CBSE and ICSE students in the secondary school examination. Major findings of the study indicated that high achieving CBSE and ICSE students were having very positive and constructive study habits, high achieving CBSE girls were studying more than the boys, high achieving ICSE boys were devoting more time to studies in comparison to girls and more than 90% of the CBSE and ICSE students liked to study alone or self study.

Adewale and Ogunshola (2012) studied the effects of parental socio-economic status on the academic performance of students and found that parental socio-economic status and parental educational background did not have asignificant effect on the academic performance of the students. However, the parental educational qualification and health status have statistically significant effect on the academic performance of the students.

Kaur (2013) studied socio-economic status as acorrelate of academic achievement.The findings of the study reveal that high achievers and low achievers significantly differ on the basis of their socio economic status.

Singh (2013) conducted a study on academic achievement of high school students in relation to their anxiety, emotional maturity and social maturity of 4 urban and 4 rural CBSE affiliated school students. The results showed that there exists a significant relationship between social maturity and academic achievement as well as between anxiety and academic achievement. No significant relationship is observed between Emotional maturity and academic achievement. Rural and Urban high school students differ significantly in their level of anxiety whereas no significant difference was found between them on the variables of Emotional and Social Maturity.

Chamundeswari(2013)conducted a study on emotional intelligence and academic achievement of students at the higher secondary level. Results of the study shows that positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

Ahmer and Anwar (2013)conducted astudy on socio-economic status and its relation to

academic achievement of higher secondary school students. The study shows that gender does not influence the achievement in science at higher secondary school. It is found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance.

Alkhutaba (2013) examined the impact of the economic and social factors on the academic achievement of secondary school students in Jordanand found that there was asignificant effectof socio-economic factors on students' academic achievements in their branch of education and effect was more in case of females.

Singh and Singh (2014) conducted a study on the influence of socio economic status of parents and home environment on the study habits and academic achievement of students. The results of the study revealed that the socio-economic status of parents did not make asignificant effect on the educational achievement of students but the parental educational level had a significant role in determining the educational achievement and social adjustment of the children. Also, the democratic environment at home and the availability of means of recreation play a significant role in the academic performance of students at primary level.

Shaheenand Gul (2014) Socio economic status and achievement: a survey study of students at secondary level. Findings showed that there was asignificant difference in achievement scores of students on the basis of SES, and no difference was identified in achievement scores on the basis of gender.

Razia (2015) explored the relationship of study habits with socio-economic. Results of the study showed that significant difference exists in the study habits of students in relation to gender. Significant and positive relationship obtained between study habits and socio-economic status which leads to the academic achievement of students.

Singh, Choudhary (2015)studied the Impact of socioeconomic status on academic-achievement of school students. It is also found that the academic achievement was influenced by the socioeconomic status and those who belonged to high & middle socioeconomic status have shown better performance.

STATEMENT OF THE PROBLEM

The main aim of the present research is to study the impact ofsocio economic status and types of schooling on the academic performance of the secondary school students. The problem of the present research is as under:-

"Academic performance in relation to socio economic status & types of the schooling of the students"

OBJECTIVES

1. To differentiate the students on the basis of academic performance.
2. To differentiate the consistent high academic performers and low academic performers on the basis of the SES& the types of the boards of affiliation.
3. To study the significant difference between consistent high academic performers and low academic performers due to Board.
4. To study the significant difference between consistent high academic performers and low academic performers in context of socio economic status.

HYPOTHESES

1. There will be no significant difference between consistent high academic performers and low academic performers.
2. There will be no significant difference between consistent high academic performers and low academic performers due to board.
3. **There** will benosignificant difference between consistent high academic performers and low academic

performersin context of socio economic status.

4. There will be no significant difference between the interactional effect of consistent high academic performers and low academic performers and levels of Socio-Economic Status (Better Socio-Economic Status and Low Socio-Economic Status).

OPERATIONAL DEFINITIONS OF THE VARIABLES

PERFORMANCE

Academic performance means the percentage of overall scores acquired by students in the earlier examination. Thus the mean scores of two previous classes were taken as index scores of academic performance for the present investigation.

CONSISTENT ACADEMIC PERFORMERS

Those who could achieve high academic marks and maintain it for years together are called as consistent high academic performers. The students who could not achieve academic excellence and it continues to deteriorate or fall off in the subsequent years are labeled as low academic performers. In order to identify high academic performers and low academic performers previous record of the students to be used. Moreover the class teacher opinion by consulting them about high or low academic

performance.

SOCIO ECONOMIC STATUS.

Socio economic status is the position of a person in the community to which one belongs. A person socially sound may be economically poor or vice versa on a cultural sub factor, education of children, aspiration level of brothers and sisters and concept of social status and belief in caste.

SAMPLE

The sample for the present study consisted of 200 secondary school students. Out of which,100were from JKBOSE schools and 100 were selected from CBSE School. Thesestudents were selected on random basis.

VARIABLES

Dependent Variable

Academic Performers (consistent high academic performers and low academic performers)

ANALYSIS AND INTERPRETATION

Independent Variable

Socio economic Status

Type of school.

SAMPLING METHODOLOGY

The sample for the current research was strained from secondary school students of Jammu district. The total sample of the students representing the population in the present research is 100 JKBOSE secondary school students and 100 CBSE secondary school students, employing random sampling technique.

TOOLS USED

The data for the present study was collected with the help of Socio-Economic-Status scale developed by R.P Verma and P.C Saxena(2009 Price Index)

STATISTICAL TECHNIQUES USED

T-Test, Mean and two waysANOVA was applied in order to study the consistent high academic performers and low academic performers.

Table no 1 Showing the significant difference between consistent high academic performers and low academic performers.

Academic performers	N	Mean	S.D	Df	t-value	Level of Significance
High academic performers	100	75.49	17.33			

Low academic performers	100	62.24	15.29	198	5.49	Significant*

INTERPRETATION

It is clear from the table no 1 that consistent and non consistent secondary school students differ significantly on their achievement. The mean for consistent academicperformersis 75.49 while mean fornon consistentperformersis62.24 and S.D is 17.33 & 15.29 respectively. T-value comes out to be5.49 which is significant at .01 levels of significance. The mean value in tablereveals that consistent academic performers are better in their achievement in comparison to non consistentacademic performers.Hence, the hypothesis no 1which states that there is no significant differencebetween consistent performers and non consistent performers is rejected. It means that there is significant difference in the achievement of consistent and non consistent performers.

Table no 2 showing the effect of different Board on the academic performance of consistent high and low academic performers.

Sources of variance	SS	DF	MS	F	Level of Significance
A (Academic Performers : high and low)	2404.6	1	2404.6	9.17	Significant**
B (Board: JKBOSE AND CBSE)	734.01	1	734.01	2.80	Not significant
AxB (Academic Performers X Board)	54.05	1	54.05	0.20	Not Significant
Within	9432.6	36	262.01		

**Significant at .01 level

The F-Ratio for the effect of A i.e. Performers (consistent high and low academic performers) comes out to be 9.17 which is higher than the table value at .01 level against1/36 df which means that there is a significant difference between the consistent high and low academic performers. Moreover, table no 3for mean difference also supports the results as the mean of consistent high academic performers is69.03 in comparison to the mean of 53.42for low academic performers.It means that there is significant difference in the academic performance of consistent high and low academic performers of JKBOSE and CBSE affiliated school.

The F-Ratio for the effect of B i.e. board (CBSE and JKBOSE) comes out to be 2.80 which is lower than the table value at .05 level against1/36

df. It means that students of JKBOSE and CBSE affiliated schools did not differ significantly in respect to socio economic status.

F-Ratio for the interactional effect of (A x B) i.e. performers (Consistent high and low academic performers) and Board (JKBOSE and CBSE)

comes out to be 0.20 which is lower than the table value at .05 level against1/36 df which means that there is no interactional effect of performance and board and on the academic performance of the students.

Table no 3 showing the mean difference for the consistent high academic performers and low academic performers.

S.NO	Mean for high academic performers	Mean for low academic performers
1.	69.03	53.42

Figure no 1 showing the mean difference for theconsistent high academic performers and low academic performers.
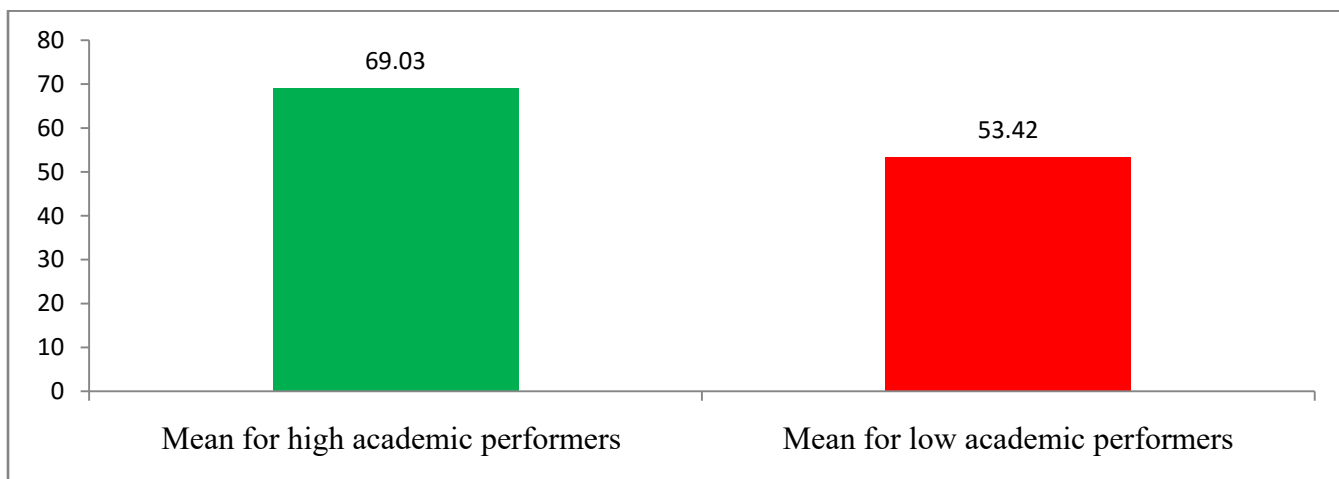

Table no 4 showing the effect of socio economic status onthe academic performance ofconsistent high and low academic performers.

Sources of variance	SS	DF	MS	F	Level of Significance
A (Academic Performers : High & Low)	1080.02	1	1080.02	7.48	Significant*
B (Better SES and Low SES)	15721.02	1	15721.02	108.9	Significant**
AxB (academic performers X SES)	265.425	1	265.42	1.84	Not Significant
Within	5197.30	36	144.36		

**Significant at .01 level
*Significant at .05 level

INTERPRETATION:-

F-Ratio for the main effect of A i.e. performers (Consistent high and low academic performers) came out to be 7.48 which is higher than the table value at .01 against1/36 df, which means that there is a significant difference between the consistent academic performers on account of socio economic status. Thus it can be interpreted that socio economic status affects the academic performance of the students.

F-Ratio for the main effect of B i.e. socio economic status (better socio-economic and low socio economic status) comes out to be 108.9 which is higher than the table value at .01 levels against1/36 df which means that there is a significant difference between the better socio economic and low socio economic status of consistenthigh and low academic performers with respect to their academic performance.Moreover,table no 5for mean difference also supports the results as the mean

for the better socio economic status is 81.83 in comparison to the mean of 49.71 for low socio economic status of students. Hence, the hypothesis no 3 which states that there is no significant differencebetween consistent high and low academic performers in context of socio economic status. It means that there is significant difference in the academic performance of consistent high and low academic performers in context of socio economic status.It also means that better socio economic status of the consistent academic performers affects their academics.

F-Ratio for the main effect of (A x B) i.e. performers (Consistent high and low academic performers) and socio economic status (better socio-economic and low socio economic status) comes out to be 1.84 which is lower than the table value at .05 level against1/36 df which means that there is no interactional effect of performance andsocio economic status on the academic performance of the students.

Table no 5 showing the mean difference for better and low socio economic status of consistent high and low academic performers.

S.NO	Better socio economic status	Low socio economic status
1.	81.83	49.71

Figure 2 showing the mean difference for better and low socio economic status of consistent high and low academic performers.
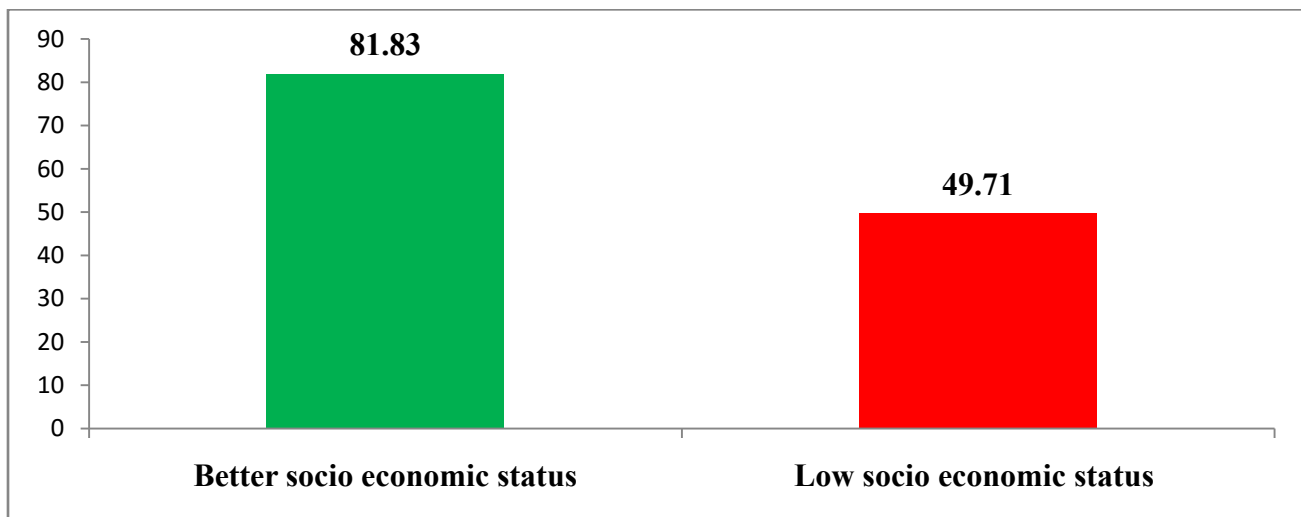
CONCLUSIONS

The following conclusions are drawn on the basis of study: -

- Significant difference found between consistent academic performers of secondary school with respect to their academic performance.

- No significant difference found between consistent high and low academic performers of CBSE & state Board school students with respect to their academic performance.

- Significant difference found between better Socio-Economic Status and low Socio-Economic Status of consistent high and low academic performers.

- No significant difference Under Joint Influence of Academic Performance (Consistent high and low academic performers) and levels of Socio-

Economic Status (better Socio-Economic Status and low Socio-Economic Status). Hence no significant difference exists under Joint Influence.

IMPLICATIONS OF THE STUDY

The present study throws light on the impact of Socioeconomic Status and types of schooling on the academic achievement of the student and results of the investigation also disclosed that the students having better socioeconomic status attain better grade than students of low socioeconomic status. The implication of the study is that those students who are belonging to low socioeconomic status must be economically assisted and that is why there is a provision of scholarship for them and are motivated to take part in diverse activities of school so that they can compensate their approach of inadequacy with education and co-curricular success. Activities should be planned for the learners of the low SES which facilitate them to participate with the students who are belonging to better-status families. The students of uneducated or ignorant parents should be given facilities for attending the summer coaching classes throughout the summer breaks or holidays. There should be the provision of health care services to reduce the gap of health disparity. The behaviour of the teachers should be sensitive towards both

better and low-level socioeconomic status students so that students belonging to the low level of socioeconomic position cannot realize that they are categorized or differentiated on the basis of socioeconomic status. There should also be a provision of organizing programme by the teacher which contributes to developing learning by earning. It should be made a vital component of the curriculum. The teacher must give opportunities to students for work experience and make them conscious of their potentialities and attempt to develop them to the maximum. The guidelines/policies should be prepared for the parents having lower socioeconomic status to facilitate their children equal educational opportunities in the education.

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