

“A Study of Socio-economic Status as determinant of Academic Achievement among Adolescents”

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Abstract: *There is very close relationship between academic achievement and Socio-economic Status. The school climate, teachers, family members, peer groups, community and society create and support the ground for quality performance. Among other factors, SES plays an important role at the individual level. Education of parents and family SES carry positive correlations with the learner's quality of academic performance. Researcher in the study wanted to show the effect of Socio-economic Status on Academic achievement of adolescent students of Murshidabad district of West Bengal, India. Socio-economic status of the respondents was measured by Socio-Economic Status Scale (Urban and Rural) by Prof. Ashok K. Kalia and Mr. Sudhir Sahu. Total 702 samples were collected from ten Institutions of Murshidabad district and tabulated in IBM SPSS-20 software. To test the data and hypothesis, statistical techniques like Mean, S.D, Skewness, kurtosis, S. E. Mean, Z value, Coefficient of correlation were calculated by the researcher. Result of the study revealed that significant and positive relationship existed between Intelligence and Academic Achievement among adolescents of Murshidabad district in West Bengal.*

Key Words: *Academic achievement, Adolescents, Socio-economic Status, School Climate.*

1. INTRODUCTION:

Quality of performance of the students remains at the top priority before educators. The quality of the performance makes the difference locally, nationally, regionally and globally. For longer times, educators, trainers, researchers, policy makers are in the verge with greater intense to search the factors which contribute effectively for the qualitative performance of the learners. These factors are inside and outside school and these may be defined as student/learner factors, family/home factors, institutional factors and peer group factors (Crosnoe, Johnson and Elder, 2004). The formal investigation about the role of different factors in academic achievement rooted back in 17th century (Mann, 1985). Generally these factors include age, gender, geographical belongingness, ethnicity, marital status, socio-economic status, parent's education level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography (Ballatine, 1993). Unfortunately, defining and measuring the quality of education and its determinants is not a simple issue and the complexity of this process becomes more diverse due to the changing values of quality attributes associated with the different stakeholders view point (Blevins, 2009; Parri, 2006).

The nation/society which wants to bring equality/equity among individuals irrespective of different socio-economic and cultural group they belong try to minimize the academic performance gap by formulating and implementing different programmes, policies, acts etc. (Bera, 2016; Dasgupta, 2016). Various individual characteristics and household and non- household environment can determine whether or not child will perform well in schools and in later life. These factors include the health and feeding habits of mothers during pregnancy, the child's own health and nutritional status during his/her first few years of life, the family's income and living conditions, parents education, school environment, personality, motivation, aspiration, housing conditions, number of children in households, birth order etc. (Todaro, 1977). Aspects of creativity for both males and females were directly linked with academic excellency/achievement (Habibullah, 2009). Those who are high achievers always connected their success and failure mostly with hard work and ability (Farha, 2004).

Ethnicity, gender, father's education and occupation, aspiration of the learners play an important role in good academic achievement (McCoy, 2005; Peng & Hall, 1995). Among other factors, SES play an important role at the individual level (Capraro, M., Capraro, R., & Wiggins, 2000). The SES involves parental occupation, education, income, members in the family, accessibility of the basic facilities and amenities available to individual separately or collectively. Education of parents and family SES carry positive correlations with the learner's quality of academic performance (Caldas & Bankston, 1997; Jeynes, 2002; Parelius, 1987; Mitchell & Collom, 2001; Ma & Klinger, 2000). The students with high socio-economic status perform better than the students with medium level of socio-economic status and students with medium socio-economic status perform better than the students with low level of socio-economic status (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008). The academic performance of the learners is negatively correlated

with the low level of socio-economic status of parents because it reduces the chances of gaining the materials (sources and resources) prerequisite for learning (Duke, 200; Eamon, 2005; Lopez, 195). Low level of socio-economic status strongly affects the performance level of the students, making them down trodden (Sander, 2001). This effect is most active at senior secondary level (Trusty, 2000). It is also fact that the financially poor parents are directionless to bear the huge amount of expenditure of educational fees for their children at higher classes and the children did not get the chance to use their potentiality at maximum level (Rouse & Barrow, 2006). The SES of parents is an important contributor of academic performance of minor students (Smith, Fagan and Ulrund, 2002). In the same way, other many researchers found that socio-economic status of parents could affect the school children to adjust to the different school environments (Guerin et al., 2001).

Most of the expert propounded that low socio-economic status has negative effect on students' academic performance because the many basic facilities and amenities remain as dream before them and they did not get chance to use their potentiality up to their fullest development (Adams, 1996). The low socio-economic status causes physical and mental deficiencies among children which result in low self-confidence, self-esteem and self-respect (US Department of Education, 2003).

1.2. Definition of Variables:

Socio-economic Status:

Conceptual Definition: Socio-economic status (SES) is an economic and sociological combined total measure of work experience of a person and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analysing a family's SES, three things i.e. the household income, earners' education, and occupation are examined. Socioeconomic status is divided into three categories (high SES, middle SES, and low SES) to describe the three areas a family or an individual may fall into. When putting a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Kuppuswamy, (1962) considered three factors i.e. education, occupation and income as ingredients of socioeconomic status of an urban people while Srivastava (1971) included social factors and cultural factors.

American psychological association (2009) defined Socio-economic status is the social position of an individual or group. It is often considered as a whole combination of level of education, amount of income and type of occupation. Questionnaires of tests on socio-economic status often reported inequalities/disparities/dissimilarities in the ground of access to resources (both physical and human), plus issues related to privilege, position, superiority power, sovereignty and control and dominance.

Operational Definitions: keeping in view the different definitions and social domains the scale of "Socio-Economic Status Scale (Rural & Urban) SESS-UK-KASS" developed by Ashok K Kalia and Sudhir Sahu was used to collect information. The response given by respondents (class X students during the year 2018) is used as raw scores.

Academic Achievement:

Conceptual Definition: A measure of knowledge gained in formal education usually demarcated by test results, marks, grade, grade points, scores, average, level and degrees. Here, the performance level of the learners is demarcated by the marks which the learners got in the monthly, quarterly, half yearly, semester or annual/final examinations.

Educational or academic achievement is the particular level of attainment, success, proficiency or efficiency, excellency in academic area as judged by teachers, experts or standardized test by combination of all (Chaplin, 1965).

In the dictionary of education, achievement is defined as "knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests" (Carter, 1959).

Functional Definition: Score attained by the students of class X in last examination during the year of 2018 is used as academic scores.

Adolescents:

Conceptual Definition: This is the most important transitional phase of growth and development in between childhood and adulthood. World Health Organization (WHO) perfectly explained adolescent as a person who is having age between 10 and 19. In many societies, adolescence is narrowly defined in terms of age of puberty and the process of physical alteration developing into reproductive maturity. But adolescence is really a broader term. It is understood in terms of psychological, physical, social, moral development. In these societies, adolescent is one who is having age in between 12 to 20 and it is synonymous to Teens.

Good (1973) defined adolescent in the “Dictionary of Education” as a period of human development or physical and mental changes happening between puberty (capacity to conceive) and maturity and extending roughly up to 13 or 14 year of age into the early 20’s.

Encyclopaedia of Britannica (2009) defines adolescent as “Adolescent is transitional phase of growth and development between childhood and adulthood

Functional Definition: In the present study the students of class X during the year 2018 is considered as adolescent.

2. Objectives of the Study:

- To study the relationship between Socio-economic status and academic achievement among adolescents.
- To ascertain the relationship between Socio-economic status and academic achievement among Muslim adolescents.
- To ascertain the relationship between Socio-economic status and academic achievement among Non-Muslim adolescents.
- To ascertain the relationship between Socio-economic status and academic achievement among Muslim male adolescents.
- To ascertain the relationship between Socio-economic status and academic achievement among Non-Muslim male adolescents.
- To ascertain the relationship between Socio-economic status and academic achievement among Muslim female adolescents.
- To ascertain the relationship between Socio-economic status and academic achievement among Non-Muslim female adolescents.

2.1 Hypothesis of the Study:

- There is no relationship between Socio-economic status and academic achievement among adolescents.
- There is no relationship between Socio-economic status and academic achievement among Muslim adolescents.
- There is no relationship between Socio-economic status and academic achievement among Non-Muslim adolescents.
- There is no relationship between Socio-economic status and academic achievement among Muslim male adolescents.
- There is no relationship between Socio-economic status and academic achievement among Non-Muslim male adolescents.
- There is no relationship between Socio-economic status and academic achievement among Muslim female adolescents.
- There is no relationship between Socio-economic status and academic achievement among Non-Muslim female adolescents.

3. Literature Review:

Islam and Khan (2017) intended to examine and explore the impact of SES on academic achievement of Senior Secondary School students. The investigator used Descriptive Survey Research Method for the present study and selected 170 Senior Secondary School students as a sample population from four Secondary Schools of Aligarh District by using Simple Random Sampling Techniques. Kalia and Sahu Socio-economic Status Scale (KSSESS) (2012) was used for data collection regarding student’s SES and previous annual marks of the students considered as academic achievement of the students were collected from office record book. The findings of the study showed that there exist a positive correlation between SES and academic achievement of Senior Secondary School students, it also highlight that significance difference is present among different SES group in their academic achievement. It further revealed that there is no significant difference between male and female students in their academic achievement.

Singh and Chaudhary (2015) find the impact of SES on academic achievement of school students and investigated the relation between SES and academic performance of Secondary School students in Delhi. Total sample 450 students of XI standard were collected from 15 Government and private schools through normative survey method. SESS standardized by

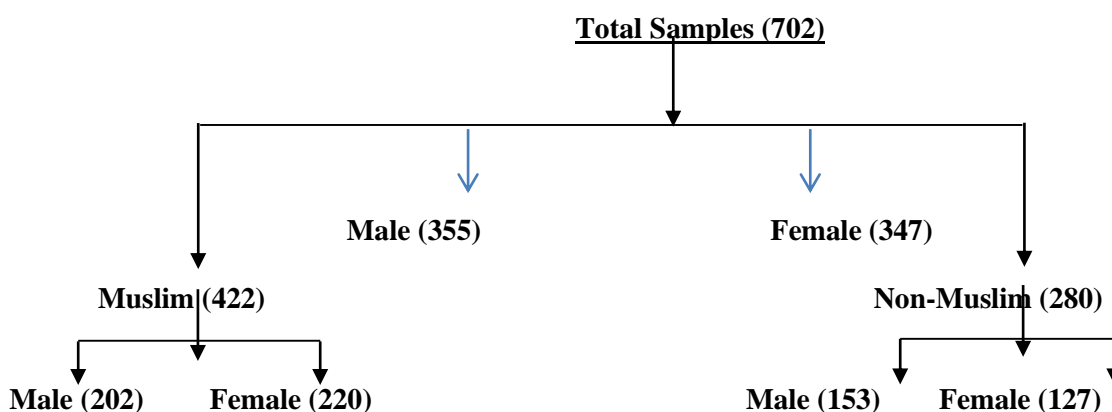
Kalia and Sahu (2012) were used as a tool to collect data and scores obtained by the students in previous X standard were used as academic achievement. The study revealed that there are significant relationship between SES and academic performance; gender play an important role in academic achievement of XI standard students; students from high and middle socioeconomic status groups performed better than the students from lower SES groups.

Ghaemi and Yazdanpanah (2014) established the relationship between socio-economic status and academic achievement in the EFL classroom among Iranian University students to examine the relation between SES and academic performance of students studying English translation. Data were collected from 120 female students (voluntarily interested) studying in second year (third and fourth semester) in the Department of Foreign Language and Linguistics of the National University of Rafsanjan. The age of the participants were varying from 19 to 29. The finding of the study revealed that there are negative correlation between SES and academic performance. This is due to the fact that those who are from lower SES have more motivation and strong determination to get success in life than those who are from higher and middle SES group. That is why the students from lower SES group get more grades than the students from higher SES groups.

4. METHODOLOGY:

Simple random sampling technique was applied to collect 702 samples from Murshidabad district of West Bengal. Total ten institutions were selected. Socio-economic status of the respondent was measured by Socio-Economic Status Scale (Urban and Rural) by Prof. Ashok K. Kalia and Mr. Sudhir Sahu.

Figure 1: showing distribution of data



Nature of the Data: Nature of distribution of Socio-Economic Status and Academic Achievement for the total sample

Table: 1

Statistics	VARIABLES	
	Socio-economic Status	Academic Achievement
N	702	702
Mean	74.01	73.23
S.D.	8.408	9.774
Skewness	-.054	-.339
Kurtosis	-.037	-.360
S.E. Mean	.317	.368
Z Value	.586	1.842
Z Standard Value	±1.96	±1.96
Results	Normally Distributed	Normally Distributed

Dependent Variable: Academic Achievement

Independent Variables: Socio-economic Status

A glimpse of table (1) shown that there is negative skewness in the scores Socio-economic Status and Academic Achievement. Negative Kurtosis is found in the scores of Socio-economic Status (Independent variables) and Academic achievement (Dependent variables).

The statistical value of the scores of Socio-economic Status for the total sample is showed to be negatively skewed (-0.054) suggesting that data is skewed to the left and is approximately symmetric. The negative kurtosis (-0.037) is slightly lower than zero, suggesting the fact that the distribution is slightly platykurtic.

The statistical value of the scores of Academic achievement for the total sample is showed to be negatively skewed (-0.339) suggesting that data is skewed to the left and is approximately symmetric. The negative kurtosis (-0.360) is slightly lower than zero, suggesting the fact that the distribution is slightly platykurtic. So from all these calculation it can be concluded that distribution of all the data is normal.

Z Value of all the variables- Socio-economic Status (0.586) and Academic achievement (1.842) is in within Z Standard Value (± 1.96). So it is clear that distribution of all data is normal.

Statistical Techniques Used:

Total scores obtained from respondents in order to test the hypothesis were set up in IBM SSPC Statistics 20 software. The statistical values of Mean, S.D, Skewness, kurtosis, S. E. Mean, Coefficient of correlation were calculated by the researcher.

5. RESULTS AND INTERPRETATION:

Objective: 1.

Relationship between Socio-economic status and Academic Achievement among adolescents

Table: 2

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	702	74.00	8.408	0.178**	0.000
Academic Achievement	702	73.23	9.774		

**significant at 0.01 level of confidence (2- tailed)

The above table (2) showed the correlation between Socio-economic status and academic achievement of adolescents for the total sample of 702. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.01 ($p=0.000$) level of significance. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among adolescents**” was rejected. This is supported by the study of **Islam and Khan (2017), Faaz and Khan (2016)**. But negative correlation between SES and academic performance has been shown by the study of **Ghaemi and Yazdanpanah (2014), Davis (1998)**.

Objective: 2.

Relationship between Socio-economic status and Academic Achievement among Muslim adolescents

Table: 3

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	422	37.37	8.402	0.150**	0.002
Academic Achievement	422	37.02	9.694		

**significant at 0.01 level of confidence (2- tailed)

The above table (3) showed the correlation between Socio-economic status and academic achievement of Muslim adolescents for the total sample of 422. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.01 ($p=0.002$) level of significance. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among Muslim adolescents**” was rejected. This is supported by the study of **Singh and Chaudhary (2015)**.

Objectives: 3

Relationship between Socio-economic status and Academic Achievement among Non-Muslim adolescents

Table: 4

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	280	74.93	8.343	0.218**	0.000
Academic Achievement	280	73.53	9.904		

**significant at 0.01 level of confidence (2- tailed)

The above table (4) showed the correlation between Socio-economic status and academic achievement of Non-Muslim adolescents for the total sample of 280. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.01 ($p=0.000$) level of significance among Non-Muslim Adolescents. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among Non-Muslim adolescents**” was rejected.

Objectives: 4

Relationship between Socio-economic status and Academic Achievement among Muslim male adolescents

Table: 5

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	202	73.26	8.278	0.141*	0.045
Academic Achievement	202	73.43	9.652		

*significant at 0.05 level of confidence (2- tailed)

The above table (5) showed the correlation between Socio-economic status and academic achievement of Muslim male adolescents for the total sample of 202. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.05 (p=.045) level of significance. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among Muslim Male adolescents**” was rejected. This is supported by the study of Singh and Chaudhary (2015), Muthumanickam (1992), Ford (2013).

Objectives: 5

Relationship between Socio-economic status and Academic Achievement among Non- Muslim male adolescents

Table: 6

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	153	75.96	8.090	0.163*	0.044
Academic Achievement	153	72.43	9.935		

*significant at 0.05 level of confidence (2- tailed)

The above table (6) showed the correlation between Socio-economic status and academic achievement of Non-Muslim male adolescents for the total sample of 153. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.05 (p=.044) level of significance. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among Non-Muslim Male adolescents**” was rejected. Similar study is done by Ahmar and Anwar (2013), Muthumanickam (1992).

Objectives: 6

Relationship between Socio-economic status and Academic Achievement among Muslim female adolescents

Table: 7

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	220	73.48	8.532	0.158*	0.019
Academic Achievement	220	72.65	9.740		

*significant at 0.05 level of confidence (2- tailed)

The above table (7) showed the correlation between Socio-economic status and academic achievement of Muslim female adolescents for the total sample of 220. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.05 (p=.019) level of significance. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among Muslim Female adolescents**” was rejected. Similar study was done by Farooq (2011), Muthumanickam (1992), and Khan (2005).

Objectives: 7

Relationship between Socio-economic status and Academic Achievement among Non-Muslim female adolescents

Table: 8

Variables	N	Mean	SD	r- Value	P-Value
Socio-economic status	127	73.70	8.507	0.327**	0.000
Academic Achievement	127	74.86	9.738		

**significant at 0.01 level of confidence (2- tailed)

The above table (8) showed the correlation between Socio-economic status and academic achievement of Non-Muslim female adolescents for the total sample of 127. It revealed that there was significant positive correlation between Socio-economic status and academic achievement at 0.01 (p=.000) level of significance. So the hypothesis “**There is no relationship between Socio-economic status and academic achievement among Non-Muslim Female adolescents**” was rejected. . Similar study was done by Muthumanickam (1992), Khan (2005).

6. Findings of the study:

- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of adolescents for the total sample 702 has been shown here where it is cleared that significant (at 0.01 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among adolescents.
- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of Muslim adolescents for the total sample 422 has been shown here where it is cleared that significant (at 0.01 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among Muslim adolescents.
- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of Non-Muslim adolescents for the total sample 280 has been indicated here where it is cleared that significant (at 0.01 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among Non-Muslim adolescents.
- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of Muslim male adolescents for the total sample 202 has been revealed here where it is cleared that significant (at 0.05 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among Muslim male adolescents.
- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of Non-Muslim male adolescents for the total sample 153 has been shown here where it is cleared that significant (at 0.05 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among Non-Muslim male adolescents.
- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of Muslim female adolescents for the total sample 220 has been revealed here where it is cleared that significant (at 0.05 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among Muslim female adolescents.
- Relationship between independent variable-Socio-economic Status and dependent variable-Academic Achievement of Non-Muslim female adolescents for the total sample 127 has been shown here where it is cleared that significant (at 0.01 level of confidence) and positive correlation existed between Socio-economic Status and Academic achievement among Non-Muslim female adolescents.

7. CONCLUSION:

Socio-economic Status has been emerged as one of the leading factor for academic achievement. Though there are other cognitive and non-cognitive factors which are directly and indirectly effecting academic achievement but Socio-economic Status is one of them.

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