

Influence of Socio Economic Status on Academic Achievements of Adarsha Vidyalaya Students of Odisha

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ABSTRACT

The socioeconomic status of a child is usually determined by parental educational level, parental occupational status and income level. It affects the overall functioning of humans, including mental and physical health. On the other hand academic achievements play an important role in the academic career of the students. But it has been seen from earlier study that academic achievements of students is directly influence by socioeconomic status of the family in which the learning process takes places to a great extent. The main objectives of the topic are to find out the mean difference of academic achievements among class-VIII students of Adarsha Vidyalaya belong to high, average and poor socio economic status. A sample size of 500 Class-VIII Students from 10 Adarsha Vidyalayas of Bargarh, Bolangir and Sambalpur districts of Odisha were selected and taken up for the study. Purposive and Simple random sampling method has been used by the researcher for selecting the samples. Socio-Economic Status Scale developed by Dr.R.L.Bharadwaj and Self Prepared Academic Achievement Test for Class-VIII Students was used for the study. It has been found that, there is low positive relationship between socio economic status and academic achievements, no mean difference of academic achievements is found among students belongs to high, average and poor categories of socio economic status of class-VIII students of Adarsha Vidyalaya.

1. Introduction

In the era of globalization an educational institute has no meaning if it does not produce the right type of students, does not fulfill the basic aims and objectives of the education, which the present society needs. In order to achieve the aim of education, to produce better students for tomorrows' world, the central focus of all formal educational efforts is on academic achievement. Academic achievement is generally a pedagogical terminology used while determining learner's success in formal education and which is measured through reports and examinations. It is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form in an examination condition. The students whose performances on subjects are satisfactory are appreciated by everybody. For that there is a tremendous pressure on students to earn good grades because academic achievement is assumed to possess predictive value. But it is important to note that achievements on subjects are not an independent phenomenon. Rather it is directly influenced by socio economic status of the family in which the learning process takes places. The socio economic status opens the ways for individual progress, intelligence, attitudes and interest. Research shows that children from low socio economic status households and communities develop slower academic skills than children from higher socio economic status groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Low socio economic status in childhood, is associated with poor cognitive development, language, memory, socio-emotional processing, and therefore poor adult income and health. School systems are often under-resourced in low socio

economic status communities, negatively affecting the academic progress and outcomes of students (Aikens & Barbarin, 2008). On the other hand children from low socio economic status family may not be aware in their education. Thus this study tries to give focus on the socio-economic status and academic achievement of students of adarsha vidyalaya.

2. Significance of the study:-

Academic achievement is of paramount importance particularly in the present socio economic and cultural contexts. Obviously in the school and college great emphasis is placed on academic achievement right from the beginning of formal educational system in India so far as admission in higher education and employment is concerned. Academic achievement is assuming greater importance day by day, one reason for this is the tremendous growth of student's population and competition. Every teacher knows that children with similar mental abilities differ in school attainment and that these differences are due to their determination to succeed. The academic achievement of the students is affected by socio economic status which comes to acquire great significance for understanding and predicting children's achievement. Socio economic status is a combined unit of a family demography, family education, occupation and income level which help to determine the academic progress of a child. Moreover it is major factor for academic performance of the students. Better learning will facilitate promotion to the higher class and also getting employment. So academic achievement is the core of the entire educational system and is considered as a key

criterion to judge one's total potentialities and capacities. For a student, value of academic achievement is important not only for higher education on one hand and finding valuable job on the other, but also for bringing personal satisfaction and social recognition. While reviewing the related literature the investigator could not find such studies which explored the influence of socio economic status on the academic achievement of class-VIII students of Adarsha Vidyalaya. Therefore following problem statement was specifically framed for this study.

3. Statement of the problem:-

The problem for the present study is stated as follows:

Influence of Socio Economic Status on Academic Achievements of Adarsha Vidyalaya Students of Odisha

4. Operational definition:-

Socio Economic Status – Socio-Economic status refers to the social and economic position of an individual or his family in respect of a specific society. It is determined by one's educational, financial, residential, professional, social and others conditions. Socio economic status is a combined unit of a family demography, family education, occupation and income level which help to determine the academic progress of a child. Socio economic status is more commonly used to depict an economic difference in society as a whole.

Academic Achievement- Academic achievement means proficiency of performance obtained by the students in the subjects. Academic achievement is important for students not only for higher education on one hand and finding valuable job on the other, but also for bringing personal satisfaction and social recognition. Academic achievement may be defined as the academic performance of the students in their obtained marks in the test.

Adarsha Vidyalaya – Adarsha Vidyalaya is a co-ed school established at the Block Headquarter with a purpose to provide free quality education in English to the students especially from semi-urban and rural areas from across the state of Odisha. The Adarsha Vidyalaya aims to promote the rural talents by inculcating the 21st century learning skills through a holistic and integral approach for their physical and aesthetic development apart from academic fineness. The Adarsha Vidyalaya will play a key role in spreading modern education in remote parts in the state, while integrating the students of small towns and villages with mainstream education.

5. Objectives of the study:-

1. To study the relationship between socio economic status and academic achievements of class-VIII students of Adarsha Vidyalaya.
2. To study the mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to high and average socio economic status.
3. To study the mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to high and low socio economic status.

4. To study the mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to average and low socio economic status.
5. To study the interactional effect of high, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya.

6. Hypotheses of the study:-

1. There will be no significant relationship between socio economic status and academic achievements of class-VIII students of Adarsha Vidyalaya.
2. There is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to high and average socio economic status.
3. There is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to high and low socio economic status.
4. There is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to average and low socio economic status.
5. There is no interactional effect of high, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya.

7. Sampling:-

In order to collect the data for the present study 10 Adarsha Vidyalayas of Bargarh, Bolangir and Sambalpur districts of Odisha were selected through purposive sampling techniques. Out of 10 Adarsha Vidyalayas, 500 Class-VIII Students have been taken randomly as the subjects of the present investigation from the selected Schools of Bargarh, Bolangir and Sambalpur districts of Odisha. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

8. Tools used:

The researcher has used the

1. Socio-Economic Status Scale developed by Dr.R.L.Bharadwaj.
2. Self Prepared Academic Achievement Test for Class-VIII Students.

9. Statistical techniques used:

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Product moment correlation, Mean, Standard Deviation, t- test, one way ANOVA was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

10. Findings:

HO-1 There will be no significant relationship between socio economic status and academic achievements of class-VIII students of Adarsha Vidyalaya.

Table-1
Correlation between socio economic status and academic achievements.

Category.	N	Mean	$\sum x^2$ and $\sum y^2$	$\sum xy$	r- Value	df	Significance Level	interpretation
Socio-economic status	500	569.198	9484393.4	86847.73	0.098	998	0.05=0.062	HO -1 Rejected
Academic achievements	500	60.932	83201.688				0.01=0.081	

Interpretation:-

The coefficient of correlation between socio economic status and academic achievements was found to be 0.098 which is more than the table value with df-998 both at .05 level i.e. 0.062 and less than .01 level i.e. 0.081. The magnitude of 'r' indicates that there is significant low positive relationship between socio economic status and academic achievements of class-VIII students of Adarsha Vidyalaya.

Result:-

It has been found that, there is significant low positive relationship between socio economic status and academic achievements of class-VIII students of Adarsha Vidyalaya.

HO-2 There is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.

Table-2
Academic achievements among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.

Category.	N	Mean	SD	S_{ED}	t-test Value	df	Significance Level	interpretation
High	115	62.82	12.64	1.44	1.85	380	0.05=1.97	HO -2 Accepted
Average	267	60.15	13.6				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e.1.85 is less than the table value with df - 380 at .05 level i.e.1.97 and .01 level i.e. 2.59. It means class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status do not differ significantly in their academic achievements.

Result

It has been found that, there is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.

HO-3 There is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.

Table-3
Academic achievements among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.

Category.	N	Mean	SD	S_{ED}	t-test Value	df	Significance Level	interpretation
High	115	62.82	12.64	1.65	1.37	231	0.05=1.97	HO -3 Accepted
Low	118	60.56	12.58				0.01=2.60	

Interpretation

The above table shows that, the obtained 't' value i.e.1.37 is less than the table value with df - 231 at .05 level i.e.1.97 and .01 level i.e. 2.60. It means class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status do not differ significantly in their academic achievements.

Result

It has been found that, there is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.

HO-4 There is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status.

Table-4
Academic achievements among class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status.

Category.	N	Mean	SD	S_{ED}	t-test Value	df	Significance Level	interpretation
Average	267	60.15	13.6	1.42	0.29	383	0.05=1.97	HO -4 Accepted
Low	118	60.56	12.58				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e.0.29 is less than the table value with df - 383 at .05 level i.e.1.97 and .01 level i.e. 2.59. It means class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status do not differ significantly in their academic achievements.

Result

It has been found that, there is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status.

HO-5 There is no interactional effect of high, average and low socio economic status on academic achievements among

class-VIII students of Adarsha Vidyalaya.

Table-5
High, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya.
Summary of ANOVA

Sources of Variation	df	SS	MS	F	Significance
Between	(k-1) 3-1=2	618.52	309.26	1.85	Insig.
Within	(N-K) 500-3=497	83017.79	167.03		

df=2/497

.05=3.01

.01=4.65

Interpretation:-

The above table shows that, the obtained 'f' value for the interactional effect of high, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya was found to be 1.85 which is less than the table value with df-2/497 at .05 level i.e. 3.01 and at .01 level i.e. 4.65. This indicates that class-VIII students of Adarsha Vidyalaya belong to high, average and low socio economic status do not differ significantly in their academic achievements. Hence the Hypotheses No-5, There is no interactional effect of high, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya is accepted.

Result:-

It has been found that, there is no interactional effect of high, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya.

11. Conclusion:

The finding of the study shows that, there is a low positive relationship between socio economic status and academic achievements of class-VIII students of Adarsha Vidyalaya. It has been found that, there is no significant mean differences of academic achievements among class-VIII students of Adarsha Vidyalaya belong to high, average and low socio economic status. It has been found that, there is no interactional effect of high, average and low socio economic status on academic achievements among class-VIII students of Adarsha Vidyalaya. It means levels of socio economic status cannot influence the academic achievements of class-VIII students of Adarsha Vidyalaya. As a conclusion school management and government of Odisha provide healthy academic environment, more learning facilities which enhance academic achievements among students. This initiation will be a great boon and boost for students for maintaining and improving their academic achievement. This study would help parents, principals, teachers, school management, school administrators and students to be sensitive to the factors that enhance good academic achievements and reduce the influence of socio economic status.

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