Effect of Social Economic Status on Higher Secondary School Student on their Vocational Attitude

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Abstract: *This study investigated the impact of socioeconomic status on the academic achievement of secondary school students of Delhi city. The investigator undertook the study in government as well as private schools located in Delhi and in totality 15 schools were finalized. Normative survey method upon 450 samples from class XI was utilized to gather the data. 'Socio-economic Status Scale' (SESS) was used while the total marks obtained by the students in the previous class, i.e. standard X were used as an achievement criteria and for data analysis Mean, SD, one way ANOVA, t-test were employed. The result of this study showed the difference between high and low socioeconomic status groups. This study further reveals that gender influences the academic achievement at secondary school (Standard - XI) level. 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. Based on these findings, some recommendations were given with great implications for both practice and further studies.*

Keywords: Academic Achievement , educational growth , socioeconomic status , Statistical Techniques adolescent students

1. Introduction

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is through education that child promotes his intelligence and adds his knowledge with which he can move his world for good and for evil according to his own wishes. Education, in fact, is one of the major "life processes" of the human beings "just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social science. Education is indispensable to normal living, without education the individual would be unqualified for group life Safaya (1963) [54].

Academic Achievement undertakes primary importance in the context of an education system aimed at the progressive scholastic achievement of the students and human resources development at the macro level. The education of a child is monitored on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be overemphasized. It acts as an emotional tonic. Sound academic records are the pillars on which the entire future disposition stands. Academic achievement has always been the center of educational research and despite varied definitions about the aims of education, the academic development of the child continues to be the primary and most important goal of education. Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students?

In this context, the role of socioeconomic status cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement. How far do the different factors contribute towards academic achievement? Ramaswmy (1990) [46]. Family background and its socioeconomic status are a key to a student's life and outsideof school and also influences students' academic achievement. The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community, such as contacts within the community, group associations, and the community's perception of the family, Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993) [11]. Studies have repeatedly found that SES affects student outcomes (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998)[7, 29, 18, 31, 26, 35 51] . The social economic and educational status of a family determines the quality of academic achievement of a student. It is generally believed that children from high and middle socioeconomic status parents are better exposed to a learning environment at home because of the provision and availability of extra learning facilities. This idea is supported by Becker & Tomes (1979) [6] when they assert that it has become well recognized that affluent and well- educated parents ensure their children's future earnings by providing them a favorable learning environment, better education, and good jobs. While the size of the impact has been debated (Mayer, 1997) [32], there is compelling evidence that increases in family income, particularly among poor families, have a positive impact on children (Costello *et al.* 2003; Morris &Gennetian, 2003; Gershoff *et al.* 2007) [10, 33, 22]. In contrast to this belief, children from low socioeconomic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. Numerous studies have established a link between poverty and children's cognitive abilities and social-emotional competence (e.g. Mayer, 2002; Gershoff *et al.* 2003; Dahl &Lochner, 2005) [34, 23, 12]. Impoverished learning environments are likely to impact on children's cognitive skills and language (Feinstein, 2003), whereas

poverty that impacts on parenting practices and well- being is linked to behavioral difficulties in children as young as five (Bor *et al.* 1997) [8]. Drummond &Stipek (2004) [13] while discussing their "Low-income Parents' beliefs about their role in children's academic learning" mentioned that a few of these parents indicated that their responsibilities were limited to meet children's basic and social emotional needs, such as providing clothing, emotional support, and socializing manners. So these parents' shortsightedness toward their accountabilities in the educational processes of their children and inadequacy of fund to intensify such processes could be a challenge to their children's success. The present study makes a humble exertion to investigate the impact of student's socioeconomic status on the academic achievement of secondary school students.

2. Methodology

The method adopted for the study was descriptive and statistical in nature. This method is designed to procure information on conditions and practices as they exist. In the present investigation, the population was stipulated and defined as all adolescent male and female adolescent students studying in class XI of schools in Delhi. The sample consisted of both adolescent girls and boys students studying in class XI. 15 girls and 15 boys were selected from public schools, whereas the sample distribution slightly differed in government school due to enrollment. From each government school 30 girls and 30 boys were randomly selected from the list of students. In totality 15 schools were finalized from all over Delhi as sample schools and 450 sample students were selected from class XI. Special care was taken to select equal representation of boys and girls. Every geographical area was represented by two governments and one private school, i.e. government boys' school, government girls' school and public co-ed school. In this manner, the final sample of 450 students was chosen.

3. Tools Used

In the present study, following standardized tools were used:-
1) 'Socio-economic Status Scale' (SESS) standardized by A. K. Kalia and SudhirSahu (2012) was utilized to measure the socioeconomic status of adolescents.
2) Academic achievement- the academic achievement of students was recorded from school record.

4. Statistical Techniques Used

In order to study the nature of data, descriptive statistics i.e. Mean SDs and inferential statistics i.e. one way ANOVA and t-test were computed with the help of SPSS Statistical package17.0 (version). For further investigation, Duncan's Mean test was employed.

5. Result and Discussion

The objective of the present study was to find the impact of socioeconomic status on the Academic Achievement of adolescent students. Investigator categorized all the students

into three categories on the basis of socioeconomic status a) high SES b) middle SES c) low SES respectively. An investigator employed,'t' test to compare Academic Achievement of male and female adolescent students. In order to find out the difference in the Academic Achievement of students having high, middle and low socioeconomic status, their respective scores were taken into considerations and significance of difference in the mean values of these three levels of scores have been calculated by means of adopting by one way analysis of variance or F-test. In order to determine the significant difference between means of categories taken two at a time, the categories were subjected to Duncan's Test. This test was administered to find out t- ratio between (Low and Middle) socioeconomic status (Middle and High) socioeconomic status, (High and Low) socioeconomic status. Data analysis was performed on a computer with SPSS 17 software package. Table - 1 presents mean, SD's and t-value of Academic Achievement scores of male and female adolescent students.

Table 1: Comparison of Academic -Achievement scores between male and female adolescent students

Gender	N	Mean	S.D.	t- value
Male	225	78.071	46.79	1.997*
Female	225	71.482	16.0947	
*Significant at 0.05 level				

Table no.1 shows the mean scores of male and female adolescent students with respect to their Academic-Achievement. The tabulated values of 't' with degree of freedom 448 are 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. The calculated value of 't' is 1.997 which is higher than the table value at 0.05 levels, which shows significant difference in the Academic - Achievement of male and female adolescent students. As the Table-1 depicts male students showed better academic achievement than female students. This may be due to the fact that this group of male adolescents are more focused and pay more attention to secure good marks and hence work hard more as compared to their female counterparts. Jovanovic *et al.* (1994) [27]; Maliki *et al.* (2009) [36]; Awofala (2011) [4]; Doris *et al.* (2012) [17]; Udida *et al.* (2012) [56]; Oluwagbohunmi (2014) [42] disclosed that male students performed better than females and the results were statistically significant.

Table 2: Comparison of academic achievement scores between male and female adolescent students having high socioeconomic status

Gender	N	Mean	S.D.	t- value
Male	33	78.13	14.46	1.270 *NS*
Female	38	81.59	8.056	
NS- Not Significant				

Above table-2 shows mean academic achievement scores of male and female adolescent student respondents having high socioeconomic status which are respectively 78.13 and 81.59. The t-ratio of these means comes out to be 1.270. The tabulated values of 't' with degree of freedom (N-2) 69 are 2.00 and 2.65 at 0.05 level and 0.01 level of significance. The calculated value of 't' is 1.270 which is less than the table value and reveals no significant difference in academic achievement of male and female adolescent students having

high socioeconomic status. Hence, the null hypothesis 'there is no significant difference in academic achievement of male and female adolescents having high socioeconomic status 'is accepted. This gives escalation to the interpretation that male and female adolescent students belonging to high socioeconomic status do not show any difference in their academic achievement as shown in Table-2. It may be further inferred that there is no influence of gender on the academic achievement of adolescents who possess same high status. It may be concluded that students belonging to high class both male and female are more focused, hardworking and pay more attention to secure good marks. They concentrate their energies on academic performance only.

Table 3: Comparison of academic achievement scores between male and female adolescent students having middle socioeconomic status

Gender	N	Mean	S.D.	t- value
Male	123	85.181	60.92	1.564 NS
Female	93	75.070	15.01	

NS- Not Significant

Above table-3 shows the mean academic achievement scores of male and female adolescent student respondents having middle socioeconomic status which are 85.18 and 75.07. The t-ratio of these means comes out to be 1.564. The tabulated values of 't' with degree of freedom (N-2) 214 are 1.97 and 2.60 at 0.05 level and 0.01 level of significance. The calculated value of 't' is 1.564 which is less than the

table value at both the levels and shows no significant difference in academic achievement of male and female adolescent students having middle socioeconomic status. Hence, the null hypothesis 'there is no significant difference in academic achievement of male and female adolescents having middle socioeconomic status' is accepted.

Table 4: Comparison of academic achievement scores between male and female adolescent students having low socioeconomic status

Gender	N	Mean	S.D.	t- value
Male	69	65.370	14.197	.627 NS
Female	94	63.844	16.165	

NS- Not Significant

Above table 4.20 shows the mean academic achievement scores of male and female adolescent student respondents having low socioeconomic status which are 65.37 and 63.84. The t-ratio of these means comes out to be .627. The tabulated values of ' 't' with degree of freedom (N-2) 161 are 1.98 and 2.61 at 0.05 level and 0.01 level of significance. The calculated value of 't' is .627 which is less than the table value at both the levels which shows no significant difference in academic achievement of male and female adolescent students having low socioeconomic status. Hence, the null hypothesis 'there is no significant difference in academic achievement of male and female adolescents having low socioeconomic status' is accepted.

Table 5: Comparison of academic achievement scores among three categories of Socioeconomic status (High, Middle and Low) – Duncan's Mean Test

Low SES (N=163)		Middle SES (N=216)		High SES (N=71)		Lowvs Middle	Middlevs High	Highvs low	F-Value
Mean	SD	Mean	SD	Mean	SD				
64.49	15.34	80.83	47.19	79.99	11.53	*	-	*	11.50**

*Significant at 0.05 level
**Significant at 0.01 level

Table no. 5 shows a comparison of academic achievement scores among three categories of socioeconomic status (high, middle, low). The academic achievement scores of the three categories of SES were subjected to analysis of variance which yielded an F-value equal 11.50 which is statistically significant at 0.01 level of significance. Hence the null hypothesis "there is no significant difference in academic achievement of adolescents having high socioeconomic status, middle socioeconomic status and low socioeconomic status" is rejected. This shows that there is a significant difference in Academic Achievement scores of adolescents having high socioeconomic status, middle socioeconomic status, low social economic status. In order to determine the significant difference between means of categories taken two at a time, the categories were subjected to Duncan's Test. This test was administered to find out t-ratio between (Low and Middle) socioeconomic status (Middle and High) socioeconomic status, (High and Low) socioeconomic status. An examination of Table-5 reveals that the mean score of academic achievement of High socioeconomic status adolescents (79.99) is lower than that of Middle socioeconomic status adolescents (80.83) and it further reveals that the mean score of academic achievement of Middle socioeconomic status adolescents (80.83) is

higher than that of Low socioeconomic status adolescents (64.49). The result of Duncan's test shows that there is a significant difference between (Low and Middle) socioeconomic status & (High and Low) socioeconomic status categories. But no significant difference was found between (Middle and High) socioeconomic status categories with respect to their academic achievement. In the light of this result, we can interpret that adolescents having High & Middle socioeconomic status have better academic achievement than adolescents having Low socioeconomic status, since no significant difference was found between (Middle and High) socioeconomic status categories it indicates that both possess similar academic achievement. This result is supported by many previous studies such as Khan (1991) who conducted studies on socioeconomic status and academic achievement, Chopra (1969 and 1982) [9] Frempong (2000) [19] and White (1982) [57]. In the studies of White (1982) [57] and Srivastava (1974) [53] this point of view is strongly supported as they reported Socioeconomic status to be a strong predictor of academic achievement of girls. Also in his study Menon (1973) [37]investigated and found out the difference between high and low socioeconomic status groups. He concluded that the academic achievement was influenced by

the socioeconomic status accordingly, those who belonged to high socioeconomic status showed better performance.

6. Findings of the Study

On the basis of the careful analysis and interpretation of the objectives and hypothesis of the study, the investigator arrives at the following findings:-

A significant difference was observed in Academic Achievement scores of adolescents having high socioeconomic status, middle socioeconomic status, low Socioeconomic status leading to the inference that difference in status is responsible for poor Academic Achievement among adolescents.

A significant difference was observed between (Low and Middle) & (High and Low) socioeconomic status categories. But no significant difference was found between (Middle and High) socioeconomic status categories with respect to their academic achievement.

In the light of the result, it can be interpreted that adolescents having High & Middle socioeconomic status have better academic achievement than adolescents having Low socioeconomic status, since no significant difference was found between (Middle and High) socioeconomic status categories it indicates that both possess similar academic achievement.

No significant difference was found in Academic Achievement scores of male and female adolescent students having high socioeconomic status.

No significant difference was observed in Academic Achievement scores of male and female adolescent students who have a middle socioeconomic status.

No significant difference was found in Academic Achievement scores of male and female adolescent students having low socioeconomic status.

A significant difference was found in Academic Achievement scores of male and female adolescent students. Male students showed better academic achievement than female students. In the context of mean scores it can be interpreted that the groups of male adolescents are more focused and pay more attention to secure good marks and hence work hard more as compared to their female counterparts.

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