

RESEARCH ON THE ASSOCIATION BETWEEN STUDENTS' SOCIOECONOMIC STATUS AND THEIR ACADEMIC ACHIEVEMENT IN HIGH SCHOOL

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HISTORY

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Abstract

The current study makes a meagre attempt to look at how students' socioeconomic condition affects their academic performance in higher secondary institutions. Using the purposive sampling approach, a sample of 150 students—84 boys and 66 girls—who were reading in different West Bengali schools were chosen for the study. The "Socio-economic Status Scale" (SESS) (2022), a standardized instrument created by Udai Pareek, was utilised to gather primary data, and student academic success was noted from school records. Mean, SD, and t-value were used to examine the data in order to investigate how secondary students' academic performance affects their socioeconomic level. The findings showed that there was no discernible difference between male and female pupils' academic attainment levels. The outcome also showed that boys' and girls' pupils' socioeconomic position had an impact on their academic performance.

Keywords: Research, Students, Socio-Economic Status Scale, Academic Achievement, Higher Secondary School.

1. INTRODUCTION

One of the most investigated sociology thoughts is socioeconomic status (SES), which estimates one's social standing or esteem. Training, business, and pay are habitually thought of. The relationship among SES and kid improvement has been generally explored for a really long time.

Low-SES kids and teenagers have more noteworthy paces of uneasiness, wretchedness, and conduct issues, as well as higher wellbeing gambles. Various investigations connected SES to youngsters and teens' level of intelligence and academic execution. In ongoing many years, family SES and academic progress in school-age youngsters have been completely settled across sociocultural settings. The renowned Coleman Report found that family SES made sense of most academic contrasts in 1966. Sirin broadly meta-examined 58 investigations. Sirin found a medium to huge connection among SES and achievement in West Bengal with a typical impact size of 0.27.

A few researches make sense of what family SES means for youngster improvement. The social causality, choice, and sociocultural self-models are generally compelling. The social causality idea recommends that economic and social elements influence kids' turn of events. A few experimental examinations showed that family economic pressure fundamentally impacted parent temperament, association, and nurturing conduct, which influences kid improvement. Families' monetary, social, and human resources ventures assist their kids with developing. As indicated by the social determination model, individuals' qualities might influence their social and economic standing, which influences new born child advancement. Some experimental examination upholds the social choice idea, showing that positive parental qualities decrease family economic strain, reduce profound, interparental, and nurturing issues, and increment youngster prosperity.

The sociocultural self-model broadens social causality and social determination standards. It recommended that cultural economic circumstances and individual characteristics or qualities influence one another and by implication impact conduct through oneself. This worldview characterizes self as "a result of the continuous shared constitution of people and designs and effectively guide individuals' conduct by methodically moulding how individuals interpret circumstances". Ongoing examination show that academic self-adequacy intercedes the SES-school execution connect. Self-and character cantered mediations have diminished the racial/ethnic achievement hole among West Bengal school and high school students. SES and individual qualities remain generally stable after some time, in spite of proof that further developing family economic circumstances decreases kids' gamble of mental issues and that mediations focusing on individual credits (e.g., consideration) can essentially further develop kid improvement in low SES families.

1.1.Objectives of the Study

- To find out how well boys and girls do academically at the higher secondary level,
- To learn about the academic performance of male and female students in a high socioeconomic group enrolled in higher secondary school,
- To ascertain the academic performance of higher secondary male and female students from low socioeconomic backgrounds,

2. LITERATURE REVIEW

Berger, N. (2018) performed a research with 24 high school students and 17 low school children in New South Wales, Australia, who were between the ages of 16 and 17. The "developmental deadline" that these youngsters were about to reach necessitated quick decisions regarding their future career and educational paths. Consequently, kids may be going through a phase of increased environmental impacts. The general differences in attainment objectives found in earlier quantitative research were noted during the focus groups' directed content analysis. Nonetheless, several of the ways that norms and values in various SES environments affected the adoption of specific goal orientations were clarified by the research. The pupils' socioeconomic backgrounds resulted in notably distinct environmental impacts for the same orientation in several circumstances. Based on these preliminary results, we recommend more investigation into the variables influencing the selection of distinct academic objectives among students from various socioeconomic backgrounds.

Liu, J. (2020) explored on the connection among SES and academic achievement depended on 215,649 central area Chinese understudies in the fundamental school level from 78 separate examples. The discoveries showed a for the most part humble relationship ($r = 0.243$) among SES and academic achievement. Balance investigation uncovered that throughout a very long while, the connection among SES and academic achievement has consistently debilitated; SES is all the more unequivocally corresponded with language achievement (i.e., Chinese and English) than with general and science/math achievement. The public authority's instructive arrangements were thought about while examining these discoveries.

Xuan, X. (2019) suggested that a student's opinion of the teacher-student connection can impact the academic success of the school through SES. While poverty and resource scarcity are evident, low-socioeconomic schools should try to enhance the quality of the teacher-student bond in order to support students' academic achievement. In the meanwhile, legislators ought to focus more on low-SES schools in order to enhance the quality of instruction and school environment. The study's conclusions may also be applied to other investigations on the disparity between low- and high-SES schools.

Tomul, E. (2013) determined how socioeconomic status and other factors impact higher education students' academic performance. The study covers 691 University of Suleyman Demirel undergraduate seniors selected by their Student Selection Examination Weighted Quantitative Composite scores. Exam for Student Selection Department admittance was based on Weighted Quantitative Composite scores and academic average grades until the final year. Students' academic average grade point is their department's mean score till their final year. Parents' education, family income, family settlement, fathers' employment position, number of siblings, and student's educational history before the Student Selection Examination are the study's

independent factors. Information examination included connection, relapse, and two-way factor investigation. The review demonstrated that high school type highly predicts academic achievement. Family factors anticipate ineffectively. Since pre-universities allow public test takers, higher training students are more comparable.

Matsuoka, R. (2014) planned to analyze these connections tentatively by looking at information on eighth-grade Japanese students that is broadly agent. The discoveries of this review show that: (1) guardians with higher socioeconomic status tend to scrutinize their kids all the more regularly about the thing is being concentrated on in school; (2) the socioeconomic conveyance of the school-level PI pointer isn't equivalent, and school SES is connected with the level of PI in school exercises; and (3) the level of PI and school PI in school exercises are connected with students' numerical achievement. Shockingly, however, PI just to some extent intervenes the impacts of SES, especially at the student level; the connections between' s SES, PI, and achievement are not altogether experimentally upheld.

3. RESEARCH METHODOLOGY

3.1. Sample Size

150 students — 84 guys and 66 girls — were picked as the example for the ebb and flow concentrate on by the analyst, who accumulated information from five unique Higher Secondary Schools in different blocks.

3.2. Tools and techniques for gathering data:

The following normalized instruments were utilized in this study: 1. The socioeconomic degree of students was evaluated utilizing the "Socio-economic Status Scale" (SESS), which was normalized by the Udai Pareek socioeconomic status scale (2022). 2. Academic achievement: Students' academic achievement was archived in their school records.

3.3. Data analysis procedure:

The information was procured by conveyance of normalized poll made by Udai Pareek from the example. Certain protocols were followed in order to treat the data during the analysis process, including data collection, organisation, graph display, and statistical technique analysis. The descriptive data analysis yielded the mean and SD. T-Test was used to determine the means for testing. After then, an interpretation based on data analysis was formed.

4. DATA ANALYSIS AND INTERPRETATION

Table 1: Academic Achievement Differences Between Boys and Girls (Significance)

Orientation	N	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	84	60.30	16.004	1.570	0.550
Girl	66	58.05	15.502	1.580	Df = 195

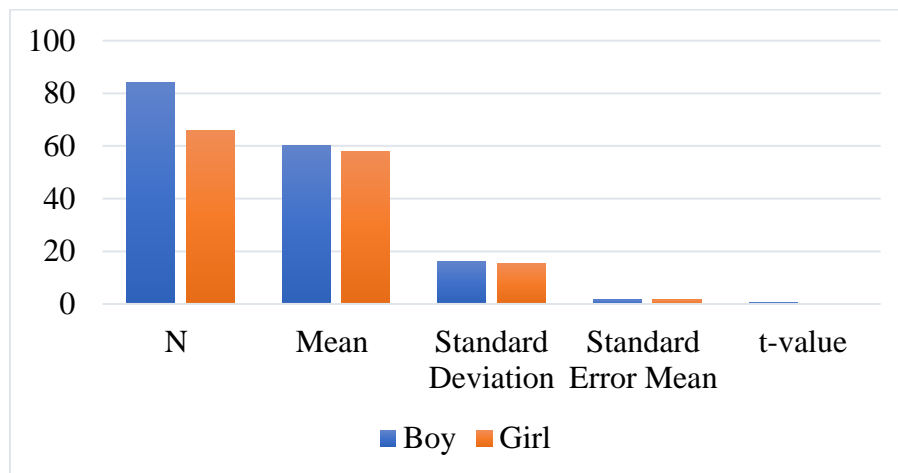


Figure 1: Academic Achievement Differences Between Boys and Girls (Significance)

Table 1 shows 84 boys and 66 girls. Mean accomplishment score for boys is 60.30 and for girls is 58.05. Boy students' S.D. is 16.004 while girl students' is 15.502. S.E. The mean accomplishment score for boys and girls is 1.570 and 1.580. With 195 df, the t-esteem is 0.550, which isn't huge at 0.05. It shows gender does not affect academic performance.

Table 2: Illustrates the academic disparity between high-income boys and girls

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
Male	25	75.22	9.432	2.104	0.1490
Female	15	73.60	8.050	2.010	Df=35

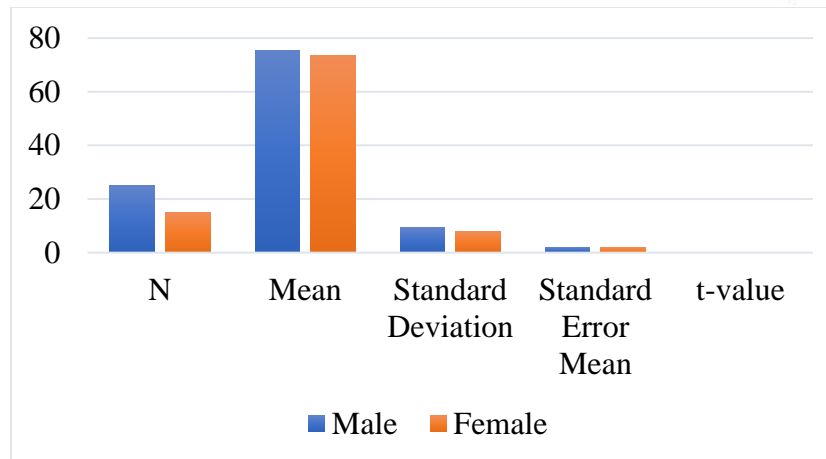


Figure 2: Illustrates the academic disparity between high-income boys and girls

The table above displays 25 high-socioeconomic-status boys and 16 girls. The mean accomplishment of high-SES boys is 75.22 and girls is 73.60. Girl students have an 8.050 standard deviation in accomplishment, whereas boy students have 9.432. The accomplishment score standard error mean for boys is 2.104 and for girls is 2.010. The t-value is 0.1490, which is not significant at 0.05. It shows that high-socioeconomic-status boys and girls perform similarly academically.

Table 3: Significant disparity in academic achievement of low-income boys and girls

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	40	48.770	14.130	2.340	0.05
Girl	44	48.632	15.235	2.470	Df=35

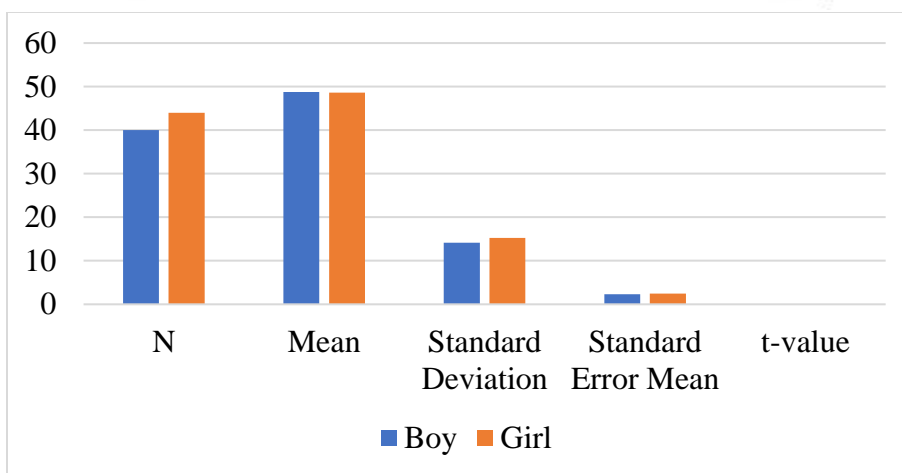


Figure 3: Significant disparity in academic achievement of low-income boys and girls

The table displays 40 low-income boys and 44 girls. The low SES mean accomplishment for boys is 48.770 and for girls is 48.632. The accomplishment standard deviation for boys is 14.130 and for girls is 15.235. The standard error mean accomplishment score for boys is 2.340 and for girls is 2.470. At 0.05 significance, the t-value at 35 degrees of freedom is not significant. It shows that low-income boys and girls perform similarly in science.

5. CONCLUSION

Accomplishment in the classroom is the essence of the more general concept known as educational development. Exaggerating the meaning of academic accomplishment on an individual's vocation and individual life is unimaginable. A tonic for the emotions is what it does. Academic records that are in good standing are the foundation upon which the entire future disposition is structured. The findings of this research project have led to the following conclusion, which was reached as a consequence of the analysis of the results: it is evidently discovered that there is a substantial association between the socio-economic background of the family and the academic accomplishment of senior secondary school pupils in the region that was investigated. Nonetheless, regardless of the way that there is a significant relationship between the socio-economic status of a family and the degree of instructive fulfilment, there are instances in which children who come from impoverished families have been able to reach higher levels of academic success than children who come from families with higher socio-economic status are.

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