



A Study of Academic Achievement of Upper Primary School Students in Relation to their Socio-economic Status

Mohammad Faaz*; Zebun Nisa Khan**

*Research Scholar,

Aligarh Muslim University,

Aligarh, India.

mdfaaz@gmail.com

**Associate Professor,

Aligarh Muslim University,

Aligarh, India.

zebunnisakhan@yahoo.com

Abstract

The present study is aimed to find out the impact of Socio-economic Status on the academic achievement of students belonging to upper primary stage. For this purpose a sample consisting of 121 students from class VII was taken from A.M.U School by using Simple Random Sampling technique. Socio-economic Status scale developed by R.L. Bhardwaj (2014) was used for data collection purpose. Marks obtained by the students in the previous class was used as an indicator of their academic achievement. Data was analyzed by using Karl Pearson Product Moment Correlation Coefficient and t-test. The findings of the study revealed the fact that there exists a high and positive relationship between Socio-economic Status and academic achievement of students at Upper Primary stage. Also the study showed that academic achievement varies according to the variation in Socio-economic level of students. Those students who belong to high Socio-economic Status usually achieve higher marks and grades in their schooling while those who come from middle and lower Socio-economic Status background obtained average and lower marks in their schooling.

Keywords: Socio-economic Status, Upper Primary School, Academic Achievement, Qualitative Education, Hierarchy.

1. Introduction

Education is the top most priority of every individual living in a society. It is the tool by which we can transform any person into a productive individual. If we want a change in a society without any violence, the only way is to provide productive and qualitative education to all its individuals equally (Education Commission 1964-66).

Education distinguishes one individual from another by providing him with right path and ability to enhance his skills. These skills acquired by the person helps him to move upward in a social hierarchy. This social hierarchy is nothing but determination of one's position in the society in which he is living. The position acquired by the individual in the society reflects his Socio-economic Status.

Thus Socio-economic Status is the determination of one's position in the society in which he/she is living. The society in which we are living is a heterogeneous one in which there are many strata into which our society is categorized. The categorization is done according to the wealth, assets, level of income and education a person acquired during his lifetime. The whole distribution of wealth assets, income and education as well determine one's Socio-economic Status.

Socio-economic Status comprises of two key words-the social and the economic. The social status is one with which we come to know how society reflects towards a person's personality.

How an individual enjoys in a society determines his social status. The degree of respect, liberty and pride an individual receives from its societal and family members shows his/her social status in that particular society. The economic status on the other hand is the assessment of a person's financial fulfilment in a society. The amount of assets, wealth, property and level of income are the criteria onto which an individual is labelled whether he/she is economically prosperous or not. Thus a person having a good amount of both social and economic prosperity can be considered as belong to higher Socio-economic Status and those who have lesser amount of such key elements are considered as belonging to average and lower Socio-economic Status.

2. Review of Literature

The work undertaken by Nazish et al (2016) studied the influence of Socio-economic Status on academic achievement of 540 students of class IX and class X from 45 public Secondary Schools which showed a positive influence of Socio-economic Status on academic achievement. Belonging to High Socio-economic Status guarantees a child to successfully fulfill his/her daily needs in an easier way (Showkeen and Atieq, 2014). Those students who belong to high Socio-economic Status show better in their academic achievement.

Also Singh and Choudhary (2015) inquired the impact of Socio-economic Status on academic achievement of secondary school students of Delhi city and revealed a difference between academic achievements of High and Low Socio-economic Status. It is found that Socio-economic Status influences academic achievement.

Chandra and Azimuddin (2013) investigated the impact of Socio-economic Status on academic achievement of Secondary School going children and found that those students who come from

High Socio-economic background are good achievers in their scholastic areas in comparison to those who belong to average Socio-economic background.

3. Significance of the Study

The present study is to find out whether the Socio-economic Status is having any impact on an individual's academic record or not. Academic achievement is the end product of a child's performance in his schooling. Since academic achievement is the only entity which depicts a student's overall performance in his schooling, so it is very important to evaluate that up to what extent Socio-economic Status has its influence on a child's life and on academic performance.

Contrary to this a student affiliated to Lower Socio-economic background finds it very challenging to entirely focus on his/her schooling. Thus there is a great demand to investigate the true relationship between Socio-economic Status and academic achievement.

3.1 Socio-economic Status

Woolfolk (2007) calls SES "the relative standing in society based on income, power, background and prestige" (p. 165).

3.2 Academic Achievement

According to Dictionary of Education Carter (1959) academic achievement means the knowledge attained or skills developed.

3.3 Upper Primary School

A School which provides schooling up to VIII standard is termed as Upper Primary Schools.

4. Objectives

1. To study the relationship between Socio-economic Status and academic achievement of upper primary school students.
2. To compare the difference in academic achievement of upper primary school students belonging to upper level Socio-economic Status and middle level Socio-economic Status.
3. To compare the difference in academic achievement of upper primary school students belonging to middle level Socio-economic Status and lower level Socio-economic Status
4. To compare the difference in academic achievement of upper primary school students belonging to upper level Socio-economic Status and lower level Socio-economic Status.

5. Null Hypotheses

1. There would be no relationship between Socio-economic Status and academic achievement of upper primary school students.

2. There would be no significant difference between the upper Socio-economic Status level and middle Socio-economic Status level upper primary school students in their academic achievement.
3. There would be no significant difference between the middle Socio-economic Status level and lower Socio-economic Status level upper primary students in their academic achievement.
4. There would be no significant difference between the upper Socio-economic Status level and lower Socio-economic Status level upper primary school students in their academic achievement.

6. Methodology

The study demonstrates the relationship between Socio-economic Status and academic achievement of upper primary school students. The sample consists of 121 students of A.M.U School. Socio-economic Status Scale developed by R. L. Bhardwaj (2014) was used for data collection, while the total mark obtained by the students in the previous class is used as an academic achievement. Mean (M), Standard Deviation (S.D), t-test are the statistical techniques used in the present study.

6.1 Data Analysis

Table 1- Showing the relationship between Socio-economic Status and Academic achievement of students at upper Primary Stage

Variables	N	r- value	Sig.(2 tailed)
Socio-economic Status	121	0.72	.000*
Academic Achievement			

*Significant at .01 level

Table 1 shows that the correlation coefficient „r“ between Socio-economic Status and academic achievement is found to be 0.72 ($p=.000<.01$) which indicates a positive and high correlation and hence null hypothesis No 1. That “There exists no relationship between Socio-economic Status and academic achievement of upper primary students” is rejected.

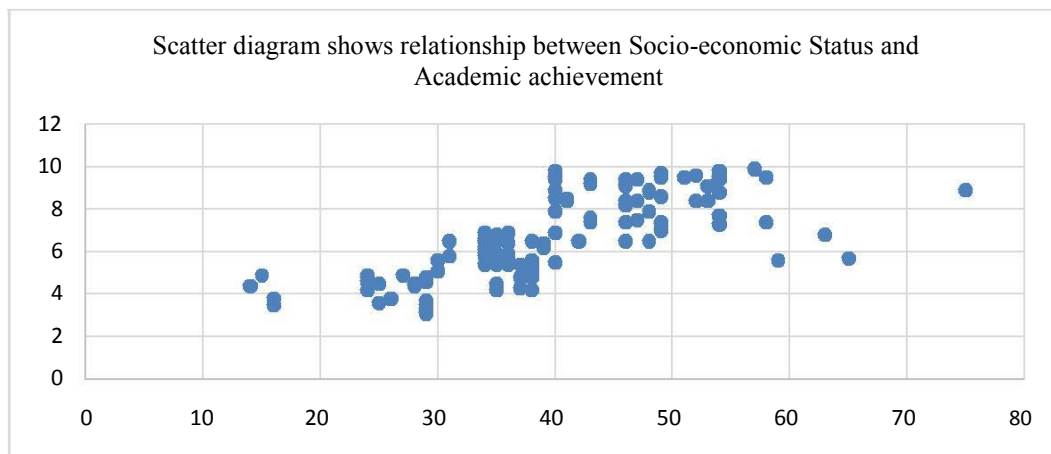


Table 2 -Showing the Significant difference in Academic Achievement among Upper, Middle and Lower Socio-economic Status Level Students at Upper Primary Stage

Variables	N	Mean	S.D	t-value	Sig.(2 tailed)
Upper Class	55	8.26	1.17	12.61	.000*
Middle Class	44	5.73	0.71		
Middle Class	44	5.73	0.71	8.66	.000*
Lower Class	22	4.17	0.62		
Upper Class	55	8.26	1.17	15.52	.000*
Lower Class	22	4.17	0.62		

*Significant at 0.01 level

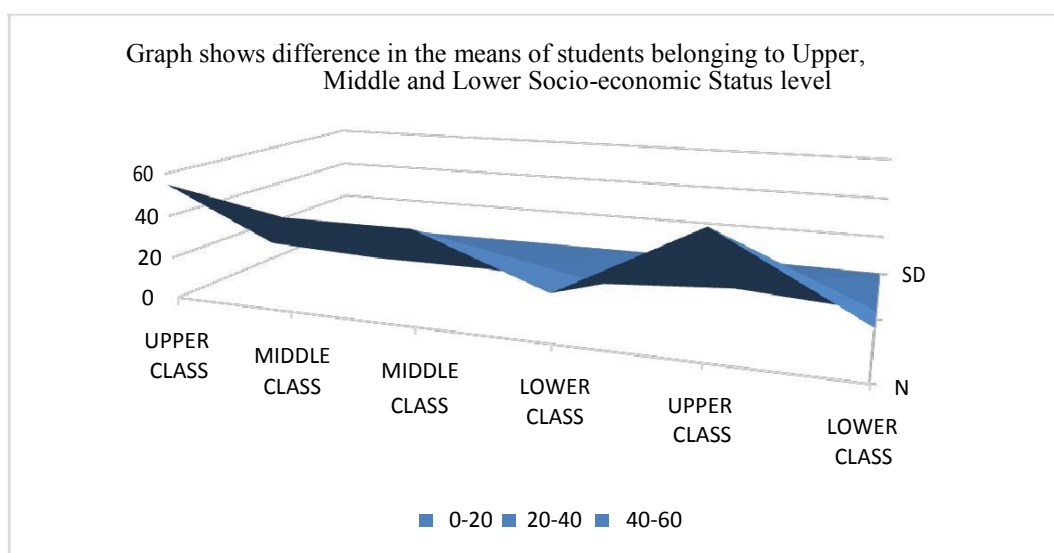


Table 2 and graph shows that the t-value is 12.61 ($p=.000<0.01$) which indicates that upper Socio-economic Status level and middle Socio-economic Status level students differ significantly in their academic achievement. Thus null hypothesis that “There exists no significant difference between the upper Socio-economic Status level and middle Socio-economic Status level upper primary school students in their academic achievement” is rejected.

The t-value between middle Socio-economic Status level and lower Socio-economic Status level students is found to be 8.66 ($p=.000<0.01$), which indicates that students of the two groups differ significantly in their academic achievement. Thus null hypothesis that “There exists no significant difference between the middle Socio-economic Status level and lower Socio-economic Status level upper primary students in their academic achievement” is rejected.

Also the t-value is found to be 15.52 ($p=.000<0.01$) between upper Socio-economic Status level and lower Socio-economic Status level students which indicates a significant difference between the two groups in relation to their academic achievement. Thus null hypothesis that “There exists no significant difference between the upper Socio-economic Status level and lower Socio-economic Status level upper primary school students in their academic achievement” is rejected.

7. Conclusion

The investigator has drawn the following conclusions.

1. It can be concluded from Table 1 that there exists a positive and strong correlation between Socio-economic Status and academic achievement.
2. It is revealed from Table 2 that there exists significant difference in academic achievement between the students belonging to upper level Socio-economic Status and middle level Socio-economic Status. It is also explained from the table 2 that there exists a significant difference in academic achievement between the students belonging to middle level Socio-economic Status and lower level Socio-economic Status. Also the same table shows that there exists a significant difference in academic achievement between the students belonging to upper level Socio-economic Status and lower level Socio-economic Status.

Thus study shows that high achievers have usually high Socio-economic Status while low achievers achieve low amount of achievement in their schooling. Majority of the students show a middle path in their academic achievement. The result of this study also revealed difference of academic achievement among high, middle and lower Socio-economic Status groups. The academic achievement of students varies according to the Socio-economic Status they belong. Thus a positive impact Socio-economic Status on academic achievement can be seen at all levels.

The present study is in consonance with the findings of Akhtar (2011), Anwar (2013) and Memon (2010) which also found a positive impact of Socio-economic Status on academic achievement.

References

- Ahmar, Farkhanda and Anwar, Ehtesham (2013). Socio Economic Status and its Relation to Academic Achievement of Higher Secondary School Students. *IOSR Journal of Humanities and Social Science*. 13(6), 13-20.
- Akhtar, Zarina and Niazi, Hamid Khan (2011). The relationship between Socio-economic Status and learning achievement of students at secondary level. *International Journal of academic Research*, 3(2), 956-962.
- Bhardwaj, R. L. (2014). *Manual for Socio- economic Status Scale*. National Psychological Corporation, Agra.
- Carter, C. (1959). *Dictionary of Education*, 69.
- Chandra, Ritu. &Azimuddin, Shaikh. (2013). Influence of Socio Economic Status on Academic Achievement of Secondary School Students of Lucknow City. *International Journal of Scientific & Engineering Research*, 4(12), 52-60.
- Farid, Nazish et al (2016). Socio-economic Status of Parents and its Impact on Students Academic Achievement at Secondary Level. *Educational Research International*, 5(1), 45-58.

- Good, Carter V (1973). *Dictionary of Education*. New York: McGraw Hill Book Coos.
- Government of India (1966). *Education and National Development. Report of Indian Education Commission (1964-66)*. Ministry of Education New Delhi, India.
- Mangal, S. K. (2004). *Statistics in Psychology and Educations*. Prentice Hall of India Pvt. Ltd., New Delhi.
- Memon, G.R. et al (2010). *Impact of Parental Socio-economic Status on Students' Educational Achievements at Secondary Schools of District Malir, Karachi*. *Middle-East Journal of Scientific Research*, 6(6), 678-687.
- Showkeen, Bilal. & Rehman, Ateiqul. (2014). *A Study of Academic Performance in Science Stream in Relation to Socio- economic Status at Senior Secondary School Level*. *International Journal of Recent Scientific Research* Vol. 5(1), 01-04.
- Singh, P. and Chaoudhary, G. (2015). *Impact of socioeconomic status on academic-achievement of school students: An investigation*. *International Journal of Applied Research* 1(4), 266-272.
- Woolfolk, A. (2007). *Educational Psychology (10th ed.)*. Boston: Allyn and Bacon.