

Factors Affecting ~~The the~~ Middle School Students, Academic Performance ~~Of of~~ Raigarh District ~~In in~~ Chhattisgarh (India) Depending Upon ~~The the~~ Socio-Economic ~~Of of~~ ~~Their Their~~ Parents

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ABSTRACT

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Education considered as the most significant factor in producing human resource. The middle school student's academic performance depends on the socio – economic position of their parents. My present study examines that the academic performance of the middle school students depends on socio-economic factors of their parents. The researcher used data of academic performance for the present study. For this study 412 middle school students were used as a sample in Raigarh District of Chhattisgarh, India. The present studies found that the educational levels of the parents and their occupation are the key factors which brings impact their ward's academic performance. The influence of Father's education and employment status is on a moderate level. However, the schools and their medium of education also play a strong role on the students' academic performance at the middle school level. This study found that there is a direct relationship between academic performance of the students of middle school and their parent's socio-economic status.

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Key Words:

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Academic performance, Educational Status, Level of parent's education, Occupational Status, Socio-economic status, Middle School Education.

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1. INTRODUCTION

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Education is the "life processes" of the human beings. It is the most important weapon to bring changes in the society. So education may be considered a vital process in to bring the socio – economic status. 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. In this context, the role of socio-economic status cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement. Education is a powerful instrument of change and progress. It strengthens the economy of an individual as well as that of the national and the social community. Education is playing a major role in reducing poverty and the socio-economic disparity in developing countries. Hence, the researchers on this subject have importantly focused on the education sector which is enhancing the social, economic and political transformation of a nation as well as an individual development. Socio-economic factor plays an important role on human capital formation by the parents for their children. The children's knowledge, skills, habits and moral values are influenced by the parents and families who support and motivate their children.

1.1 Objective Of of The the Study

- (i) Assess the achievement of girls and boys students at middle school level in academics.
- (ii) Assess the achievement of girls and boys students at middle school level of high socio-economic group in academics.

1.2 Hypothesis Of of The the Study

1. Girls and boys of middle school have no significant difference between the academic achievements.
2. Girls and boys students at middle school have no significant difference between the academic achievements among high socio-economic status.
3. High and low socio-economic status has no significant difference between the academic achievements.

2. METHEDODOLOGY OF THE STUDY

2.1 Sample:

For the study the researcher took five number of Higher Secondary Schools of different blocks; 412 (251 boys and 161 girls) number of students was selected.

2.2 For Data Collection, Tools and Techniques Used:

For the study, following standardized tools were used: -

1. 'Socio-economic Status Scale' (SESS) standardized by Udai Pareek socio-economic status scale (2015) was utilized to measure the socioeconomic status of students.
2. Academic achievement- the academic achievement of students was recorded from school record.

2.3 Data Analysis Procedure

The data was collected for the analysis. Then certain procedures were followed for treatment of data which includes data collection, organization of data, and presentation of data in graphs and analysis of data through statistical techniques. From the data mean & SD was found out. For testing, means was found out by application of T-Test. Then Interpretation was made as per data analysis.

2.4 Data Analysis And and Interrpretation

Data was analyzed to make a comparative study of the academic achievement of boy and girl students the result shows there is no significant difference between academic achievement of boys and girls.

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Table 1. Boy and Girl Academic Achievement

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boys	251	395.8	85.8	5.4	1.65
Girls	161	157.1	73.2	5.6	Df =412

Boy and girl student were 251&161 respectively. The mean of achievement score of boy students is 395.8 and the mean score of girl students is 157.1. The S.D of the achievement of boy students is 85.8 and the S.D of the achievement of girl students is 73.2. S.E. Mean of the achievement score of boy and girl students are 5.4 and 5.6 respectively. The statistically calculated t-value is 1.65 which is not significant at 0.05 levels with 412 df. Thus, null hypothesis which states that there is no significant difference between the academic achievement of the boy and girl students shall be accepted. It indicates that gender does not affect academic achievement.

Table 2. Boy and Girl Students of High Socio Economic Status Academic Achievement

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	30	422.02	49.8	8.5	2.01
Girl	16	420	51.6	11.6	Df=512

The above table shows that there were 30 boy students and 16 girl students of high socio economic status. The mean of achievement of boy (high SES) is 422.02 and the mean of achievement of girl (high SES) is 420. The standard deviation of achievement of boy students is 49.8 and the standard deviation of girl students is 51.6. The standard error mean of achievement score of boy students is 8.5 and that of girl students is 11.6. The t-value is 2.01 which are not significant at 0.05 levels of significance. So the null hypothesis which states that there will be no significant difference between academic achievement of boy and girl students of high socio economic status shall be accepted. It indicates that academic achievement of boy and girl students of high socio-economic status does not significantly differ.

3. FINDINGS OF THE STUDY

- 1- In academic achievement scores of boys and girls there is no significant difference
- 2- In academic achievement scores of boys and girls students having low socioeconomic status there is no significant difference.

3.1 Analysis Of Results

The academic achievement of the boys and girls were compared they did not differ significantly.

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4. CONCLUSIONS

The analysis of the findings is evident that there is a significant correlation between middle school students in the study area's academic achievement and their family's socio-economic status. Although there is a clear link between family socioeconomic status and educational ability, there are rare instances where students from lower socioeconomic backgrounds outperform their more advantaged peers.

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