FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF THE MIDDLE SCHOOL STUDENTS OF RAIGARH, CHHATTISGARH(INDIA) DEPENDING UPON THE SOCIO-ECONOMIC OF THE PERSONS

ABSTRACT

The socio - economic factor of an individual is usually measured by education, employment-status and the income of the parents, which determine an individual's or a group's standard of living. The earlier studies on this subject investigated the socio-economic factor that impacted students' academic performance at the middle school level of education. Education considered as the most significant factor in producing human resource developments .Socio -economic characteristics play an important role in students' academic performance. The present study examines the impact of socio-economic factors on the academic performance of middle school students.The present study makes a humble exertion to investigate the impact of student's socioeconomic status on the academic achievement of middle schools.The investigator used descriptive survey research method for the present study. The sample for this study was gathered from 412middle school students in Raigarh District of Chhattisgarh, in India. Since in the Raigarhdistinct .The present studies has found that the educational levels of the mothers and their occupation factors considerably impact their children's academic performance. The influence of Father's education and employment status is on a moderate level. However, the types of schools and mediums of education also have a strong bearing on the students' academic performance at the middle school level. This study concludes that there is a direct relationship between socio-economic factors and the academic performance of the students of middle school.

KEY WORDS

Academic performance, Educational Status, Level of parent's education, Occupational Status, Socioeconomic status,Medium of Middle School Education

INTRODUCTION

Attempts to enhance familial involvement in education occupy governments, administrators, educators and families' organizations across all over the world.It is anticipated that families should play a role not only in the promotion of their own children's Achievements but also more broadly in school improvement and the democratization of school governance. 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. 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

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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.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. The Organization for Economic Co-Operation and Development (OECD) defined human capital as "the knowledge, skills, training and attributes that are embodied in individuals that help to create personal, social and economic well-being status, which is used to produced goods and services or ideas in the marketcircumstances".

OBJECTIVE OF 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 groupin academics

HYPOTHESIS OF THE STUDY

1. There will be no significant difference between the academic achievement among girls and boys students at middle school level.

2. There will be no significant difference between academic achievement among high socio-economic status girls and boys students at middle school level.

3. There will be no significant difference between academic achievements among high and low socio-economic Procedure of data analysis: The data was collected through administration of standardized questionnaire developed by Udai Pareek (2005) from the sample.

METHEDOLOGY OF THE STUDY

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Sample: For the present study the researcher took sample from five number of Higher Secondary Schools of different blocks; 412 (251 boys and 161 girls) number of students were selected as sample for the present study.

Tools and techniques used for data collection: In the present 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.

PROCEDURE OF DATA ANALYSIS

The data was collected through administration of standardized questionnaire developed by Udai Pareek (2005) from the sample. For the analysis of data certain procedures was followed for treatment of data which includes data collection, organization of data, presentation of data in graphs and analysis of data through statistical techniques. On the descriptive data analysis mean & SD was found out. For testing, means was found out by application of T-Test. Then Interpretation was made as per data analysis.

ANALYSIS AND INTERRPRETATION OF DATA

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.

Difference between Academic Achievement of Boy and Girl Students

Gander	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

The total numbers of boy and girl student were 261&168 respectively.The mean of achievement score of boy students is 395.77 and the mean score of girl students is 157.30. The S.D of the achievement of boy students is 85.90 and the S.D of the achievement of girl students is 73.10. S.E. Mean of the achievement score of boy and girl students are 5.31 and 5.63 respectively. The statistically calculated t-value is 1.647 which is not significant at 0.05 levels with 427df. 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.

Difference between Academic Achievement of Boy and Girl Students of High Socio Economic Status

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boy	30	422.02	49.8	8.5	2.01

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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 425.02 and the mean of achievement of girl (high SES) is 423 .The standard deviation of achievement of boy students is 49.81 and the standard deviation of girl students is 51.53.The standard error mean of achievement score of boy students is 8.54 and that of girl students is 11.52. The t-value is 2.0096 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.

FINDINGS OF THE STUDY

1-There is no significant difference was found in Academic Achievement scores of boys and girls students

2-There is no significant difference was found in Academic Achievement scores of boys and girls students having low socioeconomic status.

ANALYSIS OF RESULTS

Application of t-test shows that the mean scores of students at middle school do not differ significantly gender-wise, i.e. when the academic achievement of students of males and females were compared they did not differ significantly.

CONCLUSIONS

According to the analysis of the findings, it is evident that there is a significant correlation between middle school students in the study area's academic achievement and their family's socioeconomic 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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