

FACTORS AFFECTING THE MIDDLE SCHOOL STUDENTS ACADEMIC PERFORMANCE OF RAIGARH, CHHATTISGARH(INDIA) DEPENDING ON SOCIOECONOMIC STATUS OF THEIR PARENT

ABSTRACT

Education considered as the most significant factor in producing human resource. The study examines the academic performance of the middle school student depends on socioeconomic factors of their parent. 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, Chhattisgarh (India). The present studies found the educational level and their livelihood are very important part of student academic performance. However, schools and their medium are also plays a vital role over the student's academic performance of the middle school. Researcher detected that there is a direct relationship between academic performance of the students of middle school and their parent's socioeconomic status.

KEY WORDS

Academic performance, Educational level of the parent, socioeconomic status, Middle School Education, Livelihood of the parent

INTRODUCTION

Education is the life processes of the human civilization. Education plays a pivotal role in securing status by unlocking persons having higher earning and job opportunities. By investing in education students get lucrative careers. Education is a systematic process through which a student acquires knowledge, experience, skill and sound attitude. Also education is the back – bone of human society. Education is a critical factor for the progress of an individual and the nation, without education we are incomplete and our lives are useless. It improves our knowledge, skill, confidence level and personality. Therefore, education may be considered as an important process for the life building of a student.

OBJECTIVE OF THE STUDY

- (i) To assess the achievement of girl's and boy's of middle school student of their academic performance of Raigarh, Chhattisgarh (India)
- (ii) To assess the achievement of girl's and boy's of middle school student of high level socioeconomic status of Raigarh, Chhattisgarh (India)

HYPOTHESIS FOR THE STUDY

1. Girl's and boy's of middle school have no significant difference between their academic achievements.

2. Girl's and boy's of middle school have no significant difference between high socio-economic status.
3. Girl's and boy's of middle school have no significant difference between low socio-economic status.

METHODOLOGY FOR THE STUDY

Sample of methodology for research: The researcher will select 412 samples (251 boys and 161 girls) out of total students through few numbers of higher secondary schools of different location.

For data collection tools and techniques used: For the study, following standardized tools were used: -

1. 'Socioeconomic Status Scales' (SESS) standardized by Udai Pareek socioeconomic status scales (2015) was utilized to measure the socioeconomic status of students.
2. Academic achievement- Academic achievement of students was accumulating from school.

PROCEDURE FOR DATA ANALYSIS

The data was collected for analysis. Then certain procedures were followed for treatment of data which includes data collection, organization of data and analysis of data through statistical techniques. From the data mean & SD was found out. Then Interpretation was made as per data analysis.

DATA ANALYSIS AND INTERPRETATION

Researcher apply statistical techniques as per the requirements for successful statistical analysis of data to achieve the expecting outcomes.

Table 1: Boy and Girl Academic Achievement

Gander	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boy's	251	395.8	85.8	5.4	1.65
Girl's	161	157.1	73.2	5.6	Df =412

Boy's and girl's student were 251&161 respectively. "The mean of the 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". [13]

Table 2: Academic Achievement of Boys and Girls of High Socio economic Status

Gender	Number of students	Mean	Standard Deviation	Standard Error Mean	t-value
Boy's	30	422.02	49.8	8.5	2.01
Girl's	16	420	51.6	11.6	Df=512

Above table shows that there were 30 boy's and 16 girl's students of high socioeconomic status. The mean of achievement of the boy (high SES) is 422.02 and the mean of the achievement of the 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 the boy and girl students of high socioeconomic status will 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 on the academic achievement scores of boys and girls.
- 2- There is no significant difference of low socioeconomic status of boys and girls students of their academic achievement

ANALYSIS OF RESULTS

There is no significant difference to compared of the boys and girls academic achievement of same socioeconomic group.

CONCLUSION

The analysis of the finding 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 student from lower socioeconomic backgrounds perform better than high socioeconomic peer. Parental participation and school resources may buffer the SES academic achievement association. A part from this, the child's own psychological characteristics have strong influence on his/ her ability to learn as well as how he/she learns.

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