



# Factors Affecting the Middle School Students Academic Performance of Raigarh, Chhattisgarh (India) Depending on Socioeconomic Status of their Parent

Ruma Majumder <sup>a++\*</sup> and Parvinder Hanspal <sup>a#</sup>

<sup>a</sup> MATS University, Arang Raipur (C.G.), India.

## *Author's contribution*

*This work was carried out in collaboration between both authors. both authors read and approved the final manuscript.*

## *Article Information*

DOI: 10.9734/AJESS/2024/v50i31297

## **Open Peer Review History:**

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/111810>

**Short Research Article**

**Received: 26/11/2023**

**Accepted: 02/02/2024**

**Published: 17/02/2024**

## **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.

<sup>++</sup> Research Scholar;

<sup>#</sup> Professor and Dean;

<sup>\*</sup>Corresponding author: Email: rumamukherjeemajumder@gmail.com;

**Keywords:** Academic performance; educational level of the parent; socioeconomic status; middle school education; livelihood of the parent.

## 1. 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.

### 1.1 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)

### 1.2 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.

## 2. 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.

### 2.1 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.

### 2.2 Data Analysis and Interpretation

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

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" [1-5].

**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

**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 [6-9].

### 3. 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.

#### 3.1 Analysis of Results

There is no significant difference to compared of the boys and girls academic achievement of same socioeconomic group [10-13].

### 4. 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.

### ACKNOWLEDGEMENT

All great works done requires either active or passive support of some person, surrounding and one's close quarters. Thus is it not hard to conclude how active assistance from senior could positively impact the execution of the paper. I am highly thankful to our faculty head Dr. Hanspal Madam for her active guidance throughout the completion of the paper. I must express my very profound gratitude to my parents Smt. Bina Pani Majumder and Mr.Priyalal Majumder for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. I also thank my son Saptarshi Mukherjee and my better half Sanjay Mukherjee who has given mental support throughout my work. This accomplishment would not have been possible without them. Last but not the least, I would also want to extend my appreciation to those who could not be mentioned here but have well played their role in inspire me behind the certain.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

### REFERENCES

1. Ahmar F, Anwar E. Socio economic status and its relation to academic achievement of higher secondary school students. *IOSR Journal of Humanities and Social Science*. 2013;13(6):13-20.
2. Becker, Tomes. An equilibrium theory of the distribution of income and intergenerational mobility. *Journal of political economy*. 1979;87:1153-1189
3. Drummond, Stipek. Low Income Parent's Beliefs about Their Role in Children's Academic Learning. *The Elementary School Journal*. 2004;104(3):197-213

4. Frempong G, Willms D. Can school quality compensate for socioeconomic disadvantage? In: Willms D, editor. *VulnerableChildren*. Edmonton: University of Alberta Press; 2002:277–304
5. Khan, Jemberu. Influence of family Socio Economic Status on educational and occupational Aspirations of high and lowachieving adolescents. *J. Com. Guid. Res.* 2002;19(1):113-118
6. Meeuwisse, Severiens, Born. Reasons from withdrawal from higher vocational education A comparison of Ethnicminority and majority Non completers Studies in higher education, 93-111. *Lokan, Green wood and Cresswell.* 2001;35(1):151
7. Rothman's. The changing influence of socio economic status on students academic achievement, recent evidence from Australia, Paper presented at the annual meeting of the American education Research Association, Chicago; 2003.
8. Ramaswamy R. Study habits and Academic Achievement. *Expt. Education.* 1990;18(10):255- 260.
9. Aikens R, Barbarin, Socio economic differences in reading trajectories, The contribution of family, Neighborhood and school context, *Journal of educational psychology*, 2008;10092:235-251
10. Robert J, Havighurst. *The Chicago School Survey The Phi Delta Kappan international*, Vol. 1964;46(4):162-166.
11. Safaya. *Principles and Techniques of Education.* Dhanpat Raj and Sons Com, New Delhi; 1963.
12. Sirin. Socio-economic status and Academic achievement, A meta analytical Review of educational Research. 2005;75(3):417-453
13. Sukhendra Lal Chopra, Father occupation is the indicator of socio economic background *Journal of educational Research.* 1969;6(10):35-37.

© 2024 Majumder and Hanspal; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*

*The peer review history for this paper can be accessed here:*

<https://www.sdiarticle5.com/review-history/111810>