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EFFECT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF SCHOOL GOING CHILDREN



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Short Profile

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ABSTRACT:

Many studies have shown that socioeconomic status is the main cause of inequality among students in schools and other educational systems. The most significant reason of this is that a person's education is clearly linked to their life chances, income and well-being. The impact of the parent's socioeconomic status on their child's educational achievement has been of great concern to many researchers especially in the field of sociology. Many studies have showed the positive and significant relationship between students' socioeconomic status and students' achievement. The present paper contains an overview of the researches related to the effect of

socio-economic status on academic achievement of students.

KEYWORDS

Academic achievement, socio-economic status.

INTRODUCTION:

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

The Educators, trainers and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside the school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). Generally these factors include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status, parents' education level, parental profession, language, income, and religious affiliations. Besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. In general, the concept "socioeconomic status" highlight to the position of individuals, families, or other units on one or more dimensions of stratification (Fergusson, Horwood & Boden, 2008). The socioeconomic status has been measured in many ways, including educational and occupational attainment, exposure to poverty, income and exposure to adverse life events such as unemployment or mono-parental families (Fergusson et al., 2008).

According to Bowden and Doughney (2011) children who have a higher socioeconomic status were more likely to aspire to higher education. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). The low socioeconomic status causes environmental deficiencies which results in low self esteem of students (US Department of Education, 2003). Sander (2001) compared Chicago schools with those in the rest of Illinois and found that the low-income students had lower achievement. Eamon (2005) reported that the socio-economic status affects students' outcome.

OBJECTIVE OF THE PAPER

To discuss the findings of various studies related to the effect of socio-economic status on academic achievement of students.

STUDIES RELATED TO EFFECT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT

Kim, Gong-Soog and Rowe (2000) conducted research to examine the impact of family economic hardship and parental commitment on children's outcomes. Results of the study showed that students raised by parents with higher income were likely to have access to quality educational resources.

Fan and Chen (2001) conducted a meta-analysis to synthesize the quantitative literature concerning the relationship between parental involvement and children's academic achievement. Their findings revealed a moderate and practically meaningful relationship between parental involvement and academic achievement. Parental aspiration/expectation for children's educational achievement was the

strongest relationship, while parental home supervision was the weakest. Jeynes (2002) reported that the socio-economic status affects students' outcome.

Holmquit (2003) revealed that a significant and positive relationship exists between socio-economic status and academic achievement of the students. Frempong (2004) concluded that parental income, education and occupation are related to academic achievement.

Schulz (2005) revealed that one of the consistent findings of educational research studies is the effect of the student's family socio-economic background on their achievement. Jennifer (2006) indicated that the strongest predictor of students' performance is their socio-economic status.

Hanafi (2008) focused on two aspects of family socio-economy that is, mother's and father's educational level and reading materials in the home. 435 students from three secondary schools in a district of Kedah were selected for the study. The findings of the study revealed that both parents' level of education and reading materials available in the home were related to children's academic achievement of students.

Farooq, Chaudhry, Shafiq and Berhanu (2011) conducted research to examine the different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. A sample of 600 adolescents comprising 300 boys and 300 girls was taken for the study. The academic performance was gauged by the result of their 9th grade annual examination. For the analysis of data t-test and ANOVA were applied to examine the effect of different factors on students' achievement. The results of the study showed that socio-economic status and parents' education had significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. Also it was found that girls performed better than the boys.

Teodor (2012) examined the effect of socioeconomic status on school performance of 100 young students. Results of the study indicated that school performance was influenced by the hours spent for learning, free time, the presence of siblings in the family and the family home place (in the rural or urban area), all of which are metrics for the socioeconomic status.

Chand and Sharma (2012) conducted research to explore the factors affecting the academic performance of adolescents. They found that academic performance of senior secondary students was significantly influenced by hours of self study, score in tenth class, family income, mother's education, working mothers, social group, teacher's salary and teaching experience.

Alkhubata (2013) examined the impact of the economic and social factors on the academic achievement of secondary school students in Jordan. 250 students were selected for the study by employing random sampling technique. Results of the study showed that there was significant effect of socio-economic factors on students' academic achievements in their branch of education and effect was more in case of females.

Singh and Singh (2014) conducted a study to find out the relationship between academic achievement of students and the socioeconomic status of parents in a sample of primary school students of Meerut (Uttar Pradesh). The results of the study revealed that the socio-economic status of parents did not make significant effect on the educational achievement of students but the parental educational level had a significant role in determining the educational achievement and social adjustment of the children. Also, the democratic environment at home and the availability of means of recreation play a significant role in the academic performance of students at primary level.

Razia (2015) explored the relationship of study habits with socio-economic status and gender among 224 students studying in class IX of Aligarh district. Results of the study showed that significant difference exists in the study habits of students in relation to gender. Significant and positive relationship

obtained between study habits and socio-economic status which leads to academic achievement of students.

OVERVIEW OF RESEARCHES

The review of studies leads to draw the following trends:

- ↗ A significant and positive relationship was found between socio-economic status and academic achievement of the students.
- ↗ Students raised by parents with higher income were likely to have access to quality educational resources.
- ↗ Both parents' level of education, income, occupation and resources available in the home were related to children's academic achievement.
- ↗ School performance was influenced by the hours spent for learning, free time, the presence of siblings in the family and the family home place (in the rural or urban area).
- ↗ School performance was also influenced by teacher's salary and teaching experience.
- ↗ It was found that girls performed better than the boys.

CONCLUSION

It is suggested that keeping in view of the factors mentioned above care and interest may be taken in respect of parents' education, economic background and their motivation. It is also suggested that proper steps may be taken in the appointment of specialized teachers. Due care should be given to students' needs, performance, aspirations, interests, capacity, capability, motivation level etc.

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