



# A STUDY IMPACT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT AMONG THE B.ED COLLEGE STUDENTS

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## ABSTRACT

In the present study, the researcher intended to examine and explore the impact of Socio-economic Status on Academic Achievement of B.Ed college students. The investigator used descriptive survey research method for the present study and selected 170 B.Ed college students as a sample population from four B.Ed colleges by using Simple Random Sampling Technique. Socio-economic Status Scale (SESS) developed by Kalia and Sahu (2012) was used for data collection regarding student's Socio-economic Status and previous annual marks of the students considered as Academic Achievement of the students were collected from office record book. The researcher analyzed the data by applying Pearson's Correlation Coefficient and t-test as statistical techniques with the help of IBM SPSS 20.0. The findings of the study showed that there is positive correlation exist between Socio-economic Status and Academic Achievement of B.Ed college students, it also highlight that significance difference is present among different SES group in their Academic Achievement. It further revealed that there is no significant difference between male and female students in their Academic Achievement.

**Keywords:** Impact, academic achievement, socio-economic status, B.Ed Colleges.

## INTRODUCTION

Education is the most important weapon to bring changes in the society by removing orthodoxy and superstitions, and make people wise and rational. Education is the prime equipment to make the people of a state or country skilled and civilized, and leads the development of a nation through individual development of its citizen. Without educated citizen no country can make progress in Science and Technology which are the prime requisite for the development of a nation. The whole process of education is focused on academic performance or achievement of the students, the final product of education (teaching-learning process).

Academic performance or achievement of a student's is very much influenced by numerous factors like Socio-economic Status of the parents, residential locality of the students, gender, age, school and class room environment and many more. It is education which determines an individual's occupation, income, status or position in the society. On the other hand, Socio-economic Status of student's family or parents have great impact upon academic success of the students, they are reciprocally related to each other but Socio-economic Status is the important contributing factor in student's Academic Achievement.

The term Socio-economic Status is the combination of social status and economic status of an individual or family on the basis of income, education, profession, and material possessed etc. in relation to others in a society. Broadly, Socio-economic Status comprised of socio-cultural aspects, economic, education and possession of goods and services which are avails in a family.

Lot of studies have been done by the researchers previously to examine and analyze Socio-economic Status as a contributing factors in Academic Achievement and their study showed different result.

Solanke and Narayanaswamy (2015) conducted the study with the objective to find out the effect of SES on Academic Achievement. The result showed that there exist significant positive correlation between SES and Academic Achievement. The t-test showed significant difference in the Academic Achievement of students having different levels of SES. The study further revealed that there was significant difference in Academic Achievement and SES of boys and girls. Saifi and Mehmood (2011) studied the effect of SES on student's Academic Achievement. The study revealed that SES of family affects Academic Achievement of a students in many ways. Besides, Pedrosa et al. (2006) in their study found that students who are coming from deprived and low socio-economic and educational background performed slightly better than the students having higher socio-economic and educational background.

It is expected that like other countries and region in Dharawad the relationship between Socio-economic Status of students and Academic Achievement to be the same.

## **SIGNIFICANCE OF THE STUDY**

The purpose of this present study is to examine whether or not (how and up-to what extent) relations exist between Socio-economic Status of B.Ed college students of Dharawad District and their Academic Achievement. As we know, there are many factors or predictors which influenced Academic Achievement i.e. cognitive, non-cognitive, psychological, social and environmental etc. Among social and environmental factors, Socio-economic Status is very much important which exert great influenced on Academic Achievement of the students. It is SES which determines an individual child's programme of education. Academic Achievement is the final output in the school which determines an individual's academic success or failure. It is not only important for getting success and livelihood but also for social recognition. So, it is very important to examine the impact of Socio-economic Status on student's academic life and scholastic achievement. The present study

may help parents, teachers and educational administrators to know the importance of SES in determining Academic Achievement of the students as well as in the process of development of the country. Socio-economic Status

According to Parson et al. (2001), “Socio-economic Status (SES) is the term used to distinguish between people’s relative position in the society in terms of family income, political power, educational background and occupational prestige”.

## ACADEMIC ACHIEVEMENT

Academic Achievement is the outcome of the instruction provided to the children in colleges which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organized experiences.

## BACHELOR OF EDUCATION

Colleges which imparted knowledge to the students of B.Ed I<sup>st</sup> and II<sup>nd</sup> Semesters who have completed Semester level of education in India is known as I<sup>st</sup> Semester and II<sup>nd</sup> Semester B.Ed colleges.

### Review of related literature

- Faaz and Khan (2017) conducted a study of Academic Achievement of upper primary school students in relation to their Socio-economic Status. They selected 121 students from AMU school by using Simple Random Sampling Technique and Socio-economic Status scale developed by Bhardwaj (2014). The score obtained by the students in the last examination was considered as Academic Achievement of the students collected from the school office record book. Pearson’s coefficient of correlation and t- test as statistical techniques used for the analysis. It was noticed that there exist a positive significant correlation between SES and Academic Achievement.
- Rather and Sharma (2015) examined the impact of Socio-economic Status on Achievement grades. Data were collected from 200 Secondary school students of Aligarh district of Uttar Pradesh. The study showed that there was an intimate relationship between SES and Academic grades of the students. It also revealed that a male student performs better and got better marks in comparison to their female counterpart. It further highlighted that there was no significant difference between urban and rural students in their Academic performance.
- Showkeen and Rehman (2014) investigated about the impact of Socio-economic Status of Science stream students and their Academic Achievement at Bachelor of Education level. The study showed significant positive correlation between SES and Academic performance of Science stream students at Bachelor of Education level.

- Gupta and Katoch (2013) studied the relationship between Socio-economic Status and Academic Achievement of 10th grade students of Kangra. Data were collected from 160 students selected randomly. The result revealed that there was no significant relationship between SES and Academic Achievement.
- Khan (2005) introduced different factors which relate the Socio-economic Status of the Students at Higher Secondary level and their Academic Achievement. Khan observations are unique and are as follows:
  - ❖ The Academic Achievement of a student is not only a function of his/her intellectual and personal characteristics but is also influenced by his/her Socio-economic Status and which intern also, influences and determine the attitudes, interest and motivation of students for studies. Thus, Socio-economic Status is important variable for determining the Academic Achievement of the students.
  - ❖ The effect of Socio-economic Status on Academic Achievement has shown sex differences. The boys from the Low Socio-economic Status and the girls from the High Socio-economic Status have been found to achieve high.
  - ❖ The High achieving boys have been found impulsive, suspicious, shy, fickle-minded, conservative and dominant while the High achieving girls have been found stable, trusting, venturesome, preserving, experimenting and submissive. The conclusions do not find support in the related research literature.

Apart from the above studied, many researches related to Socio-economic Status and Academic success/Achievement were reported in the past also.

## OBJECTIVES

1. To find out the relationship between Socio-economic Status and Academic Achievement of B.Ed college students.
2. To investigate the difference in Academic Achievement of B.Ed college students in relation to their Socio-economic Status.
3. To compare the difference in Academic Achievement of high Socio-economic Status level and middle Socio-economic Status level B.Ed college students.
4. To compare the difference in Academic Achievement of B.Ed college students belongs to middle SES and lower SES level.
5. To compare the difference of Academic Achievement of Bachelor of Education students having high SES and low SES level.
6. To examine the difference of Academic Achievement of Bachelor of Education male and female students.

## NULL HYPOTHESES

H0-1: There will be no significant correlation between Socio-economic Status and Academic Achievement of B.Ed college students.

H0-2: There would be no significant difference in Academic Achievement among B.Ed college students in relation to their Socio-economic Status.

- There will be no significant difference in Academic Achievement between higher class SES and middle class SES students.
- There will be no significant difference in Academic Achievement between middle class SES and lower class SES students
- There will be no significant difference in Academic Achievement between higher class SES and lower class SES students.

H0-3: There will be no significant difference in Academic Achievement between male and female B.Ed college students.

## METHODOLOGY AND RESEARCH DESIGN

### Sample

The samples of the present study have been drawn from government sponsored and private Senior B.Ed colleges of Dharwad district of Karnataka state Karnataka state. The numbers of sample population were 510 B.Ed college students selected by using Simple Random Sampling Technique.

### Tools

In the present study, the investigator used Socio- economic Status Scale (SESS) developed and standardized by Kalia and Shudhir (2012) as a predictor. Scores obtained by the students in the annual examination is considered as Academic Achievement. Score sheet of the students was collected from school office record book.

## STATISTICAL TECHNIQUES

The researcher analyzed the data with the help of t-test and Pearson's coefficient of correlation as statistical techniques with the help of IBM SPSS 20.0.

## Data Analysis

**Table 1: Relationship between Socio-economic Status and Academic Achievement**

Variables	N	Mean	Std	r-	Sig 2 tailed
Socio-economic status	510	51.382	16.549	0.347	-.000*
Academic Achievement	510	58.322	11.709		

**\*Significance at 0.01 levels**

In Table 1 the Pearson's coefficient of correlation "r" is found 0.347 ( $p=.000<.01$ ) which shows that a positive but low or moderate correlation exist between SES and Academic Achievement, hence null hypothesis 1 is not accepted.

**Table 2: Difference in Academic Achievement between Higher and Lower class of SES**

Variables	N	Mean	Std	r-	Sig 2 tailed
Higher Class SES	123	64.78	10.023	14.830	-.000*
Middle Class SES	282	58.53	11.49		

**\*Significance at 0.01 levels**

The Table 2 shows that the t-value is 14.830 ( $p=.000<0.01$ ) which revealed that there is significant difference in Academic Achievement between Higher class SES and Middle class SES of B.Ed college students . Hence, null hypothesis is rejected.

**Table 3: Difference in Academic Achievement between Middle class and Lower class of SES**

Variables	N	Mean	Std	r-	Sig 2 tailed
Middle Class SES	282	58.53	11.49	7.988	.000*
Lower Class SES	105	50.20	9.155		

**\*Significance at 0.01 levels**

In Table 3 the t-value is 3.855 between Middle class SES and Lower class SES students which is lesser than p value 7.988 ( $p=.000<0.01$ ) highlighted that these two SES Classes differ in their academic performance. Thus null hypothesis is not accepted.

**Table 4: Difference in Academic Achievement between Higher class SES and Lower class of SES**

Variables	N	Mean	Std	r-	Sig 2 tailed
Middle Class SES	123	64.78	10.023	19.383	-.000*
Lower Class SES	105	50.20	9.155		

**\*Significance at 0.01 level**

In the above Table 4, t-value is found to be 19.383 ( $p=.000<.01$ ) between Higher class SES (Mean=64.78) and Lower class SES (Mean=50.2) of B.Ed college students which further highlighted that there is significance



difference in Academic Achievement between Higher class SES and Lower class SES level of B.Ed college students . Therefore, null hypothesis is rejected.

**Table 5: Difference in Academic Achievement between Male and Female B.Ed college students**

Variables	N	Mean	Std	r-	Sig 2 tailed
Male Students	240	57.52	11.889	-.730	.466*
Female Students	270	58.84	11.634		

**\*Significance at 0.01 levels**

Table 5 shows that calculated t-value is  $-.730$  ( $p=.000<.01$ ) in Academic Achievement between male and female students which is greater than the  $p=0.05$  value. Therefore, hypothesis is accepted. The above Fig. 1 shows the insignificant difference of male and female students in their Academic Achievement based on their combined mean value. Here, little difference exist may be because of unequal number of male and female students.

## FINDINGS

- The study shows that there exist positive correlation between Socio-economic Status and Academic Achievement of B.Ed college students but moderately low in nature which indicates that Academic Achievement of students is contributed by SES of the students but not only the single factors affecting Academic Achievement of the students.
- The study also shows that there is difference in Academic Achievement among different Socio-economic Status group. The difference in Academic Achievement between High SES (Mean=64.78) and Middle SES (Mean=58.53) students shows medium level difference whereas the difference between Middle SES (Mean=58.53) and Lower SES (Mean=50.20) also shows medium level difference in Academic Achievement but the Mean scores of Higher SES (Mean=64.78) and Lower SES (Mean=50.20) students shows huge difference in Academic Achievement. The following Fig. 2 shows the difference in Academic Achievement between three SES levels one by one.
- The present study further shows that there is no difference between male and female B.Ed college students in their Academic Achievement.

## CONCLUSION

It is found that like other areas or region, Socio- economic Status of the students have positive relationship with their Academic Achievement at Bachelor of Education level in Dharawad, Karnataka state also. In general, the mean value in Academic Achievement of different SES groups revealed that students from High SES class scored high and students belongs to Low SES class scored low marks while Middle SES class students performed moderately. The study also highlighted difference in Academic Achievement or performance among different Socio-economic Status level groups which further emphasized the importance of Socio-economic, cultural and educational aspect of a family on academic performance or academic success of the students.

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