

STUDY OF SOCIO ECONOMIC STATUS OF BOYS AND GIRLS WITH ACADEMIC ACHIEVEMENT

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ABSTRACT

In this paper we present the analytical study of habits, study of socio economic status of boys and girls with academic achievement of students among high school students of Muzaffarpur district of Bihar.

KEYWORDS: Self Concept, Habits, Socio Economy, Gender analysis.

1. INTRODUCTION

Academic achievement has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent *et al.*, 2000) academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000). The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class. It has been found that the factors like parent's education, parental occupation, type of family, family size, ordinal position and even gender and age of the child are found to have their impact on the academic achievement of every pupil. Studies dealing with the effect of family environment on student's achievement suggest that several characteristics of family life are relevant.

2. SOCIO ECONOMIC STATUS OF BOYS AND GIRLS

Distribution of boys and girls on socio economic status, Association of socio economic status of boys and girls with academic achievement, and Correlation between socio economic status and academic achievement are discussed as given below.

2.1 Distribution of boys and girls on socio economic status

The distribution of boys and girls with respect to socio economic status is shown in Table 1. It is observed that 45.00 per cent of boys and 48.00 per cent of girls were from low socio economic status. Where as 50.00 per cent of boys and 42.00 per cent of girls from medium socio economic status. However only 5.50 per cent of boys and 10.00 per cent of girls belonged to high socio economic status. Association between boys and girls on socio economic status was significantly related ($\chi^2 = 6.37$, $p < 0.05$ level).

Table 1. Distribution of boys and girls on Socio Economic Status

Socio economic status	Boys		Girls		χ^2
	N	%	N	%	
Low	145	44.6	131	47.6	6.37*
Medium	162	49.8	116	42.2	
High	18	5.5	28	10.2	
Total	325	100.0	275	100.0	



Fig. 1. Distribution of boys and girls on Socio Economic Status

2.2. Association of socio economic status of boys and girls with academic achievement

Table 2 revealed that 77.80 per cent of boys and 71.40 per cent of girls with high socio economic status, 67.90 per cent of boys and 59.50 per cent of girls with medium socio economic status and 49.00 per cent of boys and 43.50 per cent of girls with low socio economic status had excellent academic achievement. About 17.00 per cent of boys and 10.70 per cent of girls with high socio economic status, 25.30 per cent of boys and 24.10 per cent of girls with medium socio economic status and 37.20 per cent of boys and 48.90 per cent of girls with low socio economic status had good academic achievement. About 6.00 per cent of boys and 18.00 per cent of girls with high socio economic status, 5.00 per cent of boys and 16.00 per cent of girls with medium socio economic status and 8.00 per cent of boys and 6.00 per cent of girls with low socio economic status had satisfactory academic achievement. About 2.00 per cent of boys with medium socio economic status and 5.50 per cent of boys and 1.50 per cent of girls with low socio economic status had poor academic achievement. The association levels of socio economic status and academic achievement of boys and girls had significant association (29.75, $p < 0.01$ and 15.36, $p < 0.05$ respectively).

Table 2. Association of socio-economic status of boys and girls with academic achievement

Socio economic status	Academic achievement								Total		Chi-square	
	Excellent		Good		Satisfactory		Poor					
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Low	71 (49.0)	57 (43.5)	54 (37.2)	64 (48.9)	12 (8.3)	8 (6.1)	8 (5.5)	2 (1.5)	145 (100.0)	131 (100.0)	29.75**	15.36*
Medium	110 (67.9)	69 (59.5)	41 (25.3)	28 (24.1)	8 (4.9)	19 (16.4)	3 (1.9)	—	162 (100.0)	116 (100.0)		
High	14 (77.8)	20 (71.4)	3 (16.7)	3 (10.7)	1 (5.6)	5 (17.9)	—	—	18 (100.0)	28 (100.0)		
Total	195 (60.0)	146 (53.1)	98 (30.2)	95 (34.5)	21 (6.5)	32 (11.6)	11 (3.4)	2 (0.7)	325 (100.0)	275 (100.0)		

** $p < 0.01$ level

* $p < 0.05$ level

Parenthesis indicate percentage

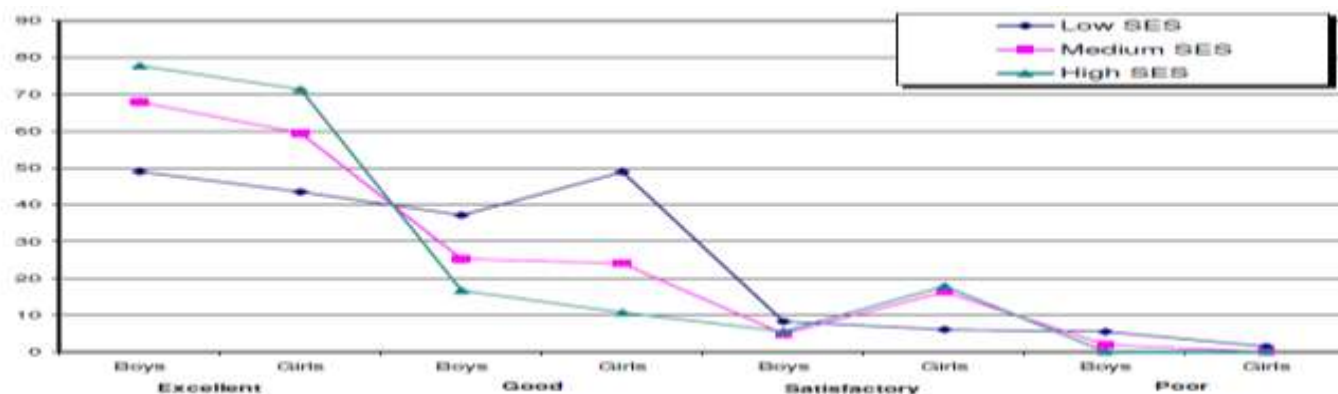


Fig.2. The association of Socio Economic Status of boys and girls on academic achievement.

2.3. Correlation of socio economic status and cademic achievement

The Table 3 presents correlation coefficient between personal characteristics and academic achievement. It was found that the locale of the students had significant correlation with their academic achievement (0.17, $p < 0.01$ level). There was also significant relationship between fathers' education and academic achievement (0.24, $p < 0.01$). Similarly mother's education was significantly related to academic achievement (0.19, $p < 0.01$ level).

Table 3. Correlation of Socio Economic Status and Academic Achievement

Socio Economic Status	r value
Age	-0.017
Locale	0.174**
Fathers Education	0.237**
Mothers Education	0.195**
Father income	0.242**
Mothers income	0.120**
Family Size	-0.086*
Occupation of Father	0.259**
Occupation of Mother	0.042

N=600

** p< 0.01 level

*p< 0.05 level

Further fathers as well as mothers income had highly significantly relationship with academic achievement as the correlation coefficients was 0.24 and 0.12 respectively significant at 1 per cent level. However there was negative but significant relationship between family size and academic achievement as the correlation coefficient was -0.09 significant at 1 percent level. There was highly significant relationship found between fathers' occupation with academic achievement as the correlation coefficient was 0.26, $p < 0.01$ level. Age, mother's occupation were found to be non significant with academic achievement of the students.

3. CONCLUSIONS

An almost equal percentage of boys and girls were found to belong to low and medium socio economic status while a small percentage of boys and girls belonged to high socio economic status. There was significant association of socio economic status with academic achievement among both boys and girls. Locale, parental education, income and fathers occupation were positively and significantly related to academic achievement. Family size was inversely related to academic achievement.

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