A STUDY ON SOCIO ECONOMIC STATUS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT
The main objective of this research is to study the level of socio-economic status of high school students in relation to their academic achievement. This study involves a survey method. The sample size of the study was 200 high school students who were selected through random sampling technique. The main hypotheses of the study are the level of socio-economic status among high school students in relation to their academic achievement. There is no significant difference between the mean score on the level of socio-economic status in relation to their academic achievement among high school students with respect to their demographic variables such as gender, school location, family types and birth order. The statistical procedures used in this study were; Mean, standard deviation, 't' test and F-test to analyze the data. Major findings of the study: i). The level of socio-economic status and academic achievement among high school students is above average. ii). Male high school students are significantly higher than female students in terms of socio-economic status and academic achievement. iii). Rural and urban high school students were found to be similar in level of socio-economic status in relation to their academic achievement. iv). Individual families of high school students have significantly higher socio-economic status relative to their academic achievement than joint families. v). Consequently, there is no significant difference in the level of socio-economic status among high school students with respect to their birth order in relation to their academic achievement. My conclusion is that the present study reveals that the level of socio-economic status and academic achievement among high school students is above average.

KEYWORDS: *Socio-Economic Status, Health Status, Environment, Academic Achievement, High School Students.*

INTRODUCTION

Socio-economic status is assessed as a combination of factors including income, education level, and occupation. It is a way of looking at how individuals or families fit into society using economic and social activities that have been shown to affect the health and well-being of individuals. Socio-economic status and health are closely related, and socio-economic status can often have profound effects on a person's health due to the inability to access health care, food, and other lifestyle choices associated with both finance and education. The socio-economic status of a family is based on family income, the educational status of the parents, the occupation of the parents, and the social status of the family. Families with high socio-economic status are often more successful in preparing their young children for school because they generally have access to a wider range of resources to enhance and support the development of young children. They can provide high-quality child care, books, and toys to their young children to motivate children in various learning activities at home. In addition, they can easily access information related to their children's health, and social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek information that will help prepare their young children better for school. The home environment is a primary socializing agent and affects the child's interest in school and aspirations for the future. The home environment is a primary socializing agent and affects the child's interest in school and aspirations for the future. The factors of socio-economic status are classified into two factors below;

Health Status - is a definite measure of socio-economic status. Even if brought on by poor health, genetic predispositions, accidents, or lifestyle choices, it can still cause a person to stagnate. Prevention of disease progression can be based on education and employment preferences. Health status affects mobility and socialization ability, thereby controlling the social circle of numerous sick people.

The Environment does not have to determine socioeconomic status. In this instance, the living environment is not a factor in personal socio-economy. The concept of socio-economic status considers other influences on policy, availability of resources, and prestige of the primary occupation.

Academic Achievement

Academic achievement is the achievement of knowledge or skills acquired in school subjects or both, usually assigned by course marks or marks assigned by teachers, the highest level of study, or group instructional period of learning and quality. Academic achievement has been one of the foremost important goals of the education process. Academic performance is often associated with study habits. Education is of no use unless it aims to develop proper study habits within the students.

Need and Importance of the Study

It is important to note that parents are one of the most influential yet significantly under-related factors in their children's education and society should encourage more parental participation in public education, as has been highlighted by most researchers. In recent times, the students at the IX and X standards at the high school level belong to the age group of 13 to 15 years in the adolescent period. They undergo a great change in their thinking and therefore careful guidance is necessary, so there is a great need to understand their socio-economic status and achievement. Higher socio-economic status and high levels of education may enhance a parent's ability to become involved in their children's education and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. The study will help to change the mentality of the student above the social status, which helps to plan suitable programs and give counseling for the students at the school level. Therefore, the above problems need to be addressed and hence the researcher selected the topic **"STUDY ON SOCIO-ECONOMIC STATUS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS".**

Research Studies

Yoshida, Natsuho, (2023), the Socio-Economic Status and the impact of continuous assessment and improvement on primary education in Myanmar. This study explored the Continuous Assessment and Improvement System (CABS) as a function of the socio-economic status (SES) of households in terms of quality review and dropout rates. Participants attended five schools in urban Myanmar, and they were classified into three SES groups. The results showed unequal CAPS effects. The medium SES group benefited the most, with repeat and drop rates approaching zero post CAPS implementation. The high SES group was at ceiling pre and post CAPS so was unaffected. Results were mixed for the low SES group grade repetition was roughly halved but high dropout rates persisted. Thus CAPS effects were mitigated in severe socio-economic circumstances.

Shehu, Blerta Peroli, (2022), the research study is Peer Acceptance in Early childhood: Links to Socio-Economic Status and Social Competence. Social relationships and peer interactions play an important role in the healthy development of the child, and the opportunity for children to gain the necessary experience and maturity for the development of healthy relationships in the future. This study looks at factors associated with and predictive of peer acceptance and rejection in early childhood. The study participants included 130 children, their parents and teachers. Socio metric techniques, socio-demographic questionnaire, and the Vineland scale for adaptive behavior were used to collect the data. Results indicate that socioeconomic factors influence children's social standing in the group and higher scores in social and communication skills are positively correlated with peer acceptance.

Objectives of the Study

The objectives of the present investigation are as follow:
1. To measure the level of Socio-Economic Status in relation to their Academic Achievement among High School Students.
2. To find out the significant difference between the mean score on the level of Socio-Economic Status in relation to their Academic Achievement among High School Students with respect to their demographic variables such as Gender, Locality of the School, Types of Family, and Birth Order.

Hypotheses of the Study

The Followings hypotheses are framed by the researcher;
1. The level of Socio-Economic Status in relation to their Academic Achievement among High School Students in total.
2. There is no significant difference between the mean score on the level of Socio-Economic Status in relation to their Academic Achievement among High School Students with respect to their demographic variables such as Gender, Locality of the School, Types of Family, and Birth Order.

Methodology

The study belongs to a Survey Method, as it is intended to find out the level of Socio-Economic Status in relation to their Academic Achievement among High School Students.

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Selection and Size of the Sample
The investigator had selected 200 High School Students as a sample by the Simple Random Sampling Techniques.

Tool Used for the Study
Tool for Socio-Economic Status among High School Students
The selection of suitable research tools gives vital importance for the collection of data and to investigate the study successfully. The Tool was developed and standardized by S.Suguna and P.Anandhan (2015). The Reliability Coefficient was found to be r=0.82 measured by the split-half method.

Scoring Procedure for Socio-Economic Status
The study was scored as per the scoring procedures given in the manual. It consists of 35 questions among them positive questions 23 and negative questions 12. The score of the response was based on a four-point scale is selected. The tool has 4 alternative responses; Strongly Agree, Agree, Disagree, and Strongly Disagree. For Positive statements, the scoring of 4, 3, 2, 1, and negative items are scored in the reverse order.

Tool for Academic Achievement Test
For Academic Achievement test marks was collected half yearly from concern schools.
Collection of Data
The investigator got prior permission from the head of the school and approached IX th and Xth students for getting necessary co-operation. I am explain the purpose of the study titles as "Socio-Economic Status in relation to their Academic Achievement among High School Students". I am provided with the tool of Photocopies. The investigator explained the tool and the way of answering the questionnaire. The questionnaire was administered individually to all the students.

Data Analysis
The investigator followed Mean, Standard Deviation, 't' Test and F test for the analysis of the data. The results were presented in the following tables.

Hypothesis No: 1.
The level of Socio Economic Status in relation to their Academic Achievement among High School Students in total

Table 1

Showing Mean and SD on the level of Socio Economic Status in relation to their Academic Achievement among High School Students in total

S. No.	Variables		N	Socio-Economic Status		Achievement	
				Mean	SD	Mean	SD
01.	Total		200	76.48	7.53	60.28	5.20
02.	Gender	Male	69	78.33	7.42	61.62	5.41
		Female	131	75.50	7.43	59.58	4.96
03.	Locality of School	Rural	138	75.78	7.53	59.85	5.26
		Urban	62	78.03	7.35	61.25	4.96
04.	Types of Family	Nuclear family	150	74.81	6.58	59.05	4.49
		Joint Family	50	81.49	8.01	63.98	5.46
05.	Birth Order	1	80	76.04	7.03	60.26	5.05
		2	113	76.95	7.96	60.37	5.37
		3	7	73.84	5.61	59.07	4.49

From Table -1 The obtained Maximum and Minimum Mean and SD values of the Socio-Economic Status Scores were 81.49 and 73.84 and 8.01 and 5.61. The obtained Maximum and Minimum Mean and SD values of the Academic Achievement Scores were 63.98 and 59.05 and 5.46 and 4.49. Therefore the level of Socio-Economic Status and Academic Achievement among High School Students is above average.

Hypothesis No: 2.
There is no significant difference between the mean score on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Gender.

Table -2 't' values between the mean scores on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Gender

Variables	Gender	N	Mean	Std. Deviation	't' value
Socio Economic Status	Male	69	78.33	7.42	2.57*
	Female	131	75.50	7.43	
Academic Achievement	Male	69	61.62	5.41	2.69*
	Female	131	59.58	4.96	

*- **Significant at 0.05 level**

Table -2 shows that the't' values, 2.57 and 2.69 are significant at 0.05 level. The results show that there is a significant difference among the Male and Female High School Students of Socio Economic Status in relation to their Academic Achievement. Male High School Students were significantly higher than the Female Students of Socio Economic Status and Academic Achievement. Therefore the framed hypothesis is rejected.

Hypothesis No: 3.

There is no significant difference between the mean values on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Locality of the School

Table -3 't' values between the mean scores on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Locality of the School

Variables	Locality of the School	N	Mean	Std. Deviation	't' value
Socio Economic Status	Rural	138	75.78	7.53	1.97**
	Urban	62	78.03	7.35	
Academic Achievement	Rural	138	59.85	5.26	1.78**
	Urban	62	61.25	4.96	

** - **Not Significant at 0.05 level**

It is clearly seen from the table -3 the't' values, 1.97 and 1.78 are not significant at 0.05 level. The result reveals that there is no significant difference between the mean values on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Locality of the School. Rural and Urban High School Students were found to be similar on the level of Socio Economic Status in relation to their Academic Achievement. Therefore the framed hypothesis is accepted.

Hypothesis No: 4.

There is no significant difference between the mean values on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Types of Family

Table -4 't' values between the mean scores on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Types of Family

Variables	Types of Family	N	Mean	Std. Deviation	't' value
Socio Economic Status	Nuclear family	150	74.81	6.58	**5.87***
	Joint Family	50	81.49	8.01	
Academic Achievement	Nuclear family	150	59.05	4.49	6.36*
	Joint Family	50	63.98	5.46	

* - **Significant at 0.05 level**

From the above the Table- 4 shows that the't' values, **5.87** and **6.36** are significant at 0.05 level. It is understood from the results that there is a significant difference among Nuclear family and Joint Family of High School Students of Socio Economic Status in relation to their Academic Achievement. Nuclear family of High School Students was significantly higher than the Joint Family of Socio Economic Status in relation to their Academic Achievement. Therefore the framed hypothesis is rejected.

Hypothesis No: 5.

There is no significant difference between the mean values on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Birth Order.

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Table -5 Mean scores on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Birth Order

Variables	Birth Order	N	Mean	Std. Deviation	F- value
Socio Economic Status	1	80	76.04	7.03	0.79**
	2	113	76.95	7.96	
	3	7	73.84	5.61	
Academic Achievement	1	80	60.26	5.05	0.21**
	2	113	60.37	5.37	
	3	7	59.07	4.49	

Table -6 significant differences between Mean scores on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Birth Order

Variables	Birth Order	Sum of Squares	df	Mean Square	F
Socio Economic Status	Between Groups	89.59	2	44.79	0.79**
	Within Groups	11186.33	197	56.78	
	Total	**11275.92**	**199**		
Academic Achievement	Between Groups	11.20	2	5.60	0.21**
	Within Groups	5359.59	197	27.21	
	Total	**5370.79**	**199**		

** - **Not Significant at 0.05 level**

It is seen from the Table - 6 that the calculated F value of Socio Economic Status is 0.79 and Academic Achievement is 0.21. It is understood from the result that there is no significant difference on the level of Socio Economic Status in relation to their Academic Achievement among High School Students with respect to their Birth Order. Hence, the framed hypothesis is found to be accepted.

Findings of the Study
The findings of the present study are presented below. They are as follows
- ❖ The level of Socio-Economic Status and Academic Achievement among High School Students is above average.
- ❖ Male High School Students were significantly higher than the Female Students of Socio-Economic Status and Academic Achievement.
- ❖ Rural and Urban High School Students were found to be similar on the level of Socio-Economic Status in relation to their Academic Achievement.
- ❖ The nuclear family of High School Students was significantly higher than the Joint Family of Socio-Economic Status in relation to their Academic Achievement.
- ❖ The result that there is no significant difference in the level of Socio-Economic Status in relation to their Academic Achievement among High School Students with respect to their Birth Order.

Recommendations of the Study
- ❖ Children with low Socio-Economic Status should be sent to school regularly by their parents.
- ❖ Intelligence is an inherent quality. Given the environment and exposure, children with low Socio-Economic Status can also achieve higher educational attainment.
- ❖ Government should make special attention to children belonging to low Socio-Economic Status.
- ❖ This Similar facility at par with the private schools must be introduced in government schools. It will raise the standard of the learning process.

Suggestions for Further Study
- ❖ The present study was confined to the high school students, whereas, a similar attempt could be made to study among students of all levels of education Such as; Arts and Science Students, Technical college Students, and Higher secondary school students.
- ❖ The present study is restricted to only the Trichy district of Tamil Nadu. It could be extended to state/ nationwide by taking samples from other Districts/states, also.

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- ❖ A comparative study could be undertaken to study Socio-Economic Status in relation to their Academic Achievement among High School Students.
- ❖ Although the study is restricted to only a few variables such as Socio-Economic Status and Academic Achievement efforts could be made in relation to other psychological variables such as; learning, personality, intelligence, motivation, personality traits, aptitude, interest, etc.,

CONCLUSION

One of the biggest problems with children in today's society is youth apathy. Parental involvement in school can help solve this problem by emphasizing the importance of a good education and getting their children excited about learning. For most children to succeed in school, their parent interest in their learning is of paramount importance. A lot of research work has been done to enhance the academic achievement of the students. However, children from low socio-economic backgrounds actually face the challenge. Male High School Students were significantly higher than the Female Students of Socio-Economic Status and Academic Achievement. And also, the Nuclear family of High School Students was significantly higher than the Joint Family. There is a similar level of socioeconomic status and their achievement in the locality of the students. For this present study, the investigator selected the topic of Socio-Economic Status in relation to their Academic Achievement among High School. The level of Socio-Economic Status and Academic Achievement among High School Students is above average.

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