

## **A STUDY ON THE ACADEMIC ACHIEVEMENT OF THE GIRL STUDENTS IN RELATION TO SOCIOECONOMIC FACTORS**

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### **ABSTRACT**

The aim of the study is to find out the relationship between academic achievement and socioeconomic factors of girl students of Dakshin Dinajpur district. The other aims of the study were to find out the significant difference between rural and urban girls students in their socioeconomic factors. The study was done on 191 girl students from urban and rural area of Dakshin Dinajpur. Socio-Economic Status Scale (Urban & Rural)(SESS-UR-KASS) developed by A.K. Kalia and Sudhir Sahu was used to collect the information regarding socioeconomic factors of the girl students. Percentage of total marks obtained in the previous examination was used as academic achievement of the students. Survey method of research was employed for the study. Statistical analysis of the collected data revealed that academic achievement of the girl students is positively correlated with their socioeconomic factors. Significant difference was found in socioeconomic factors score between urban and rural girls. Based on the study some suggestions were recommended for Government, teachers and parents.

**Keywords:** Academic achievement, Socioeconomic factors, girls students.

### **INTRODUCTION**

Socioeconomic factors are those which influence the socioeconomic status of an individual. The socioeconomic status depends upon both the social factor and economic factors. Family social status implies the social standing of their parents and other family members where as economic status implies the earning of parents or income from all sources.

Academic achievement is the measure of knowledge, skill that acquired by the students through the whole year. The achievement of class assessment at the end of the year or the achievement of continues assessment is the reflection of acquired knowledge of the students of that period. The

students having persistent good academic record do not face too much difficulty in getting professional and social success. Therefore uniformly better academic achievement is essential. It is too much essential for girl students. A girl at present day would be a mother in future ahead. Mother is the first teacher of a child. A sound educated mother can gift sound member to the society or good citizen to the country. Therefore the academic achievement of girl students is valuable concern at the present day.

Academic achievement is influenced by the socioeconomic status.

Socioeconomic status is mainly governed by education, occupation and income. Therefore parental education, parental occupation and parental income are three important factors which determined the family socioeconomic status of students.

The study of Khan, Iqbal and Tasneem (2015) showed that parental education has a positive influence on academic achievement of children. Though many research showed that parental attitude rather than parental education is vital for their children's education and found no relationship between academic achievement and socioeconomic factor like parental education (Ogunsola et al, 2014). Another research finding revealed that mother's education rather than father's education has a moderating role for the association between children's life satisfaction and academic achievement (Crede et al, 2015). On the other hand it is evident from previous research that father's education and mother's education both influence their children's academic success (Azhar et al,2013). Parental income is also a crucial factor which has an impact on academic performance. It has been shown that parental income is correlated with parental education. Both parental education and income has a positive effect on academic achievement in language though achievement in mathematics is not significantly correlated with parental income and education but with IQ of the students for high ability students. Again for average ability students relationship of parental education exists with mathematics and language achievement where as parental income has the positive relationship with math and English but not with Chinese (Philipson, 2010). The result of a very recent work revealed that father's education and parental income found to have different type of relationship with academic success than that of mother's education with children's academic success (Santhasaran, 2017). Another study regarding the achievement in matriculation examination of the students showed that the students whose parents have better educational and occupational status and better family income are found to perform better in matriculation examination (Memon, et al. 2010). Obligation in providing assistive learning materials for growing interest in mathematics of low socioeconomic family and lack of awareness of low educated parents is the main causation of lower achievement of their children (Baliyan, et al.2012).

From the above background study it is revealed that parental education, parental occupation and parental income are interlinked with student's academic success and the researcher became interested to take a study on the academic achievement of the girl students of Dakshin Dinajpur district in relation to those socioeconomic factors.

## **OBJECTIVES**

The objectives of the study were:

- To find out the relationship of parental education (PE), parental occupation (PO) and parental income (PI) with academic achievement (AA) of the girl students of Dakshin Dinajpur district.
- To compare the academic achievement, parental education, parental occupation and parental income of the girl students of Dakshin Dinajpur district in reference to locality.

## **HYPOTHESIS**

Ho1: There is no significant relationship between parental education and academic achievement of the girl students of Dakshin Dinajpur district.

Ho2: There is no significant relationship between parental occupation and academic achievement of the girl students of Dakshin Dinajpur district.

Ho3: There is no significant relationship between parental income and academic achievement of the girl students of Dakshin Dinajpur district.

Ho4: There is no significant difference between rural and urban girl students in their Academic Achievement.

Ho5: There is no significant difference between rural and urban girl students in their Parental Education.

Ho6: There is no significant difference between rural and urban girl students in their Parental occupation.

Ho7: There is no significant difference between rural and urban girl students in their Parental income.

## **METHOD AND MATERIALS**

The researcher adopted survey method of research. Sample was drawn from six schools under West Bengal Board of Secondary Education from Dakshin Dinajpur district and consisted of 191

ninth standard girl students in total, 89 students from urban and 102 students from rural area. Socio-Economic Status Scale (Urban & Rural)(SESS-UR-KASS) developed by A.K.Kalia and Sudhir Sahu was used to collect the informations regarding parental education, parental occupation and parental income. Academic achievement of the students was collected from the school record by the researcher. Percentage of total marks obtained in previous examination was used as academic achievement of the students. The students were visited to their respective schools by the researcher for collection of data. The data were analyzed by statistical technique using mean, SD, coefficient of correlation and t-value.

**RESULT AND DISCUSSION**

**Table 1: Mean score and SD of academic achievement, parental education, parental occupation and parental income of total girl students of Dakshin Dinajpur district.**

	AA	PE	PO	PI
N	191	191	191	191
M	52.4	4.49	6.94	3.47
SD	13.8	2.19	2.62	1.04

The table-1 shows the mean, SD of academic achievement, Parental Education, Parental Occupation and Parental Income. The means and SDs of Academic Achievement, Parental Education, Parental Occupation and Parental Income are 52.4, 4.49, 6.94, 3.47 and 13.8, 2.19, 2.62 and 1.04 respectively.

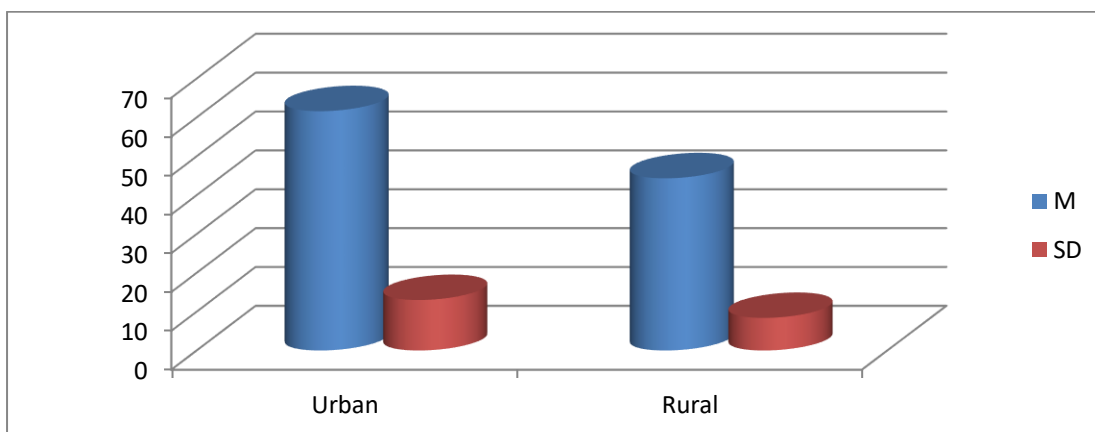
**Table 2: Relationship between academic achievement and socioeconomic factors of secondary level students.**

Group1	Group 2	N	df	r	p	Significance
Academic achievement	Parental Education	191	189	0.78	0.000	Significant at 0.01 level
Academic achievement	Parental occupation	191	189	0.51	0.000	Significant at 0.01 level
Academic achievement	Parental income	191	189	0.26	0.000	Significant at 0.01 level

Table-2 shows that there is significant and moderately high correlation (0.78) between academic achievement and parental education, significant and moderate correlation (0.51) between academic achievement and parental occupation and significant and low correlation (0.26) between academic achievement and parental income. Therefore the hypotheses ‘there is no significant relationship between parental education and academic achievement of the girl students of Dakshin Dinajpur district’, ‘there is no significant relationship between parental occupation and academic achievement of the girl students of Dakshin Dinajpur district’, ‘there is no significant relationship between parental income and academic achievement of the girl students of Dakshin Dinajpur district’ are rejected.

**Table 3: Significant difference between rural and urban girl students in their academic achievement**

Locality	N	M	SD	df	t	t at 0.05	t at 0.01	Sig. level
Urban	89	61.6	13	189	10.72*	1.97	2.6	*Sig. at 0.01 level
Rural	102	44.34	8.39					

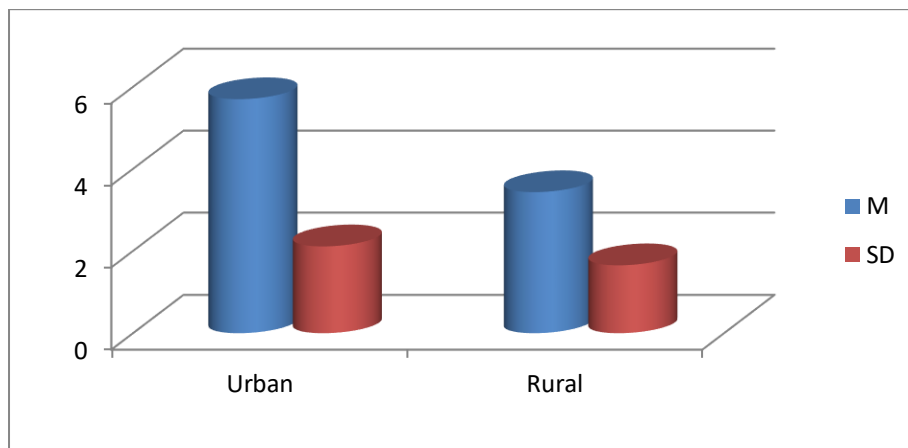


**Figure 1: Showing the mean and SD of academic achievement score of rural and urban girl students.**

Table- 3 shows that mean values of academic achievement of urban and rural girls are 61.6 and 44.34 and the SD values are 13 and 8.39 respectively. Significant difference is indicated by the above table and it is found that t-value is significant at 0.01 level of significance. Therefore the null hypothesis ‘there is no significant difference in academic achievement between rural and urban girl students of Dakshin Dinajpur district’ is rejected.

**Table 4: Significant difference between rural and urban girl students in their parental education**

Locality	N	M	SD	df	t	t at 0.05	t at 0.01	Sig. level
Urban	89	5.70	2.11	189	8.2*	1.97	2.6	*Sig. at 0.01 level
Rural	102	3.43	1.65					

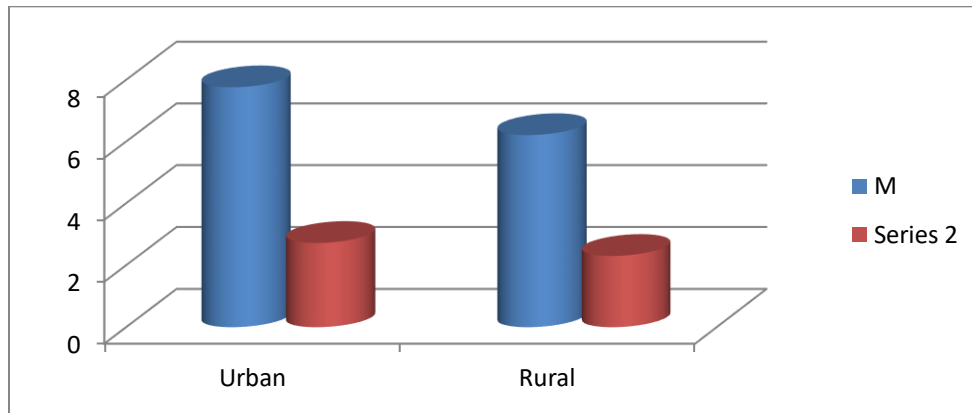


**Figure 2: Showing the mean score and SD of parental education of rural and urban girl students**

Table-4 shows that mean values of parental education of urban and rural girls are 5.7 and 3.34 and the SD values are 2.11 and 1.65 respectively. Significant difference is indicated by the above table and it is found that t-value is significant at 0.01 level of significance. Therefore the null hypothesis ‘there is no significant difference in parental education between rural and urban girl students of Dakshin Dinajpur district’ is rejected.

**Table 5: Significant difference between rural and urban girl students in their Parental Occupation**

Locality	N	M	SD	df	t	t at 0.05	t at 0.01	Sig. level
Urban	89	7.76	2.72	189	4.23*	1.97	2.6	*Sig. at 0.01 level
Rural	102	6.21	2.3					

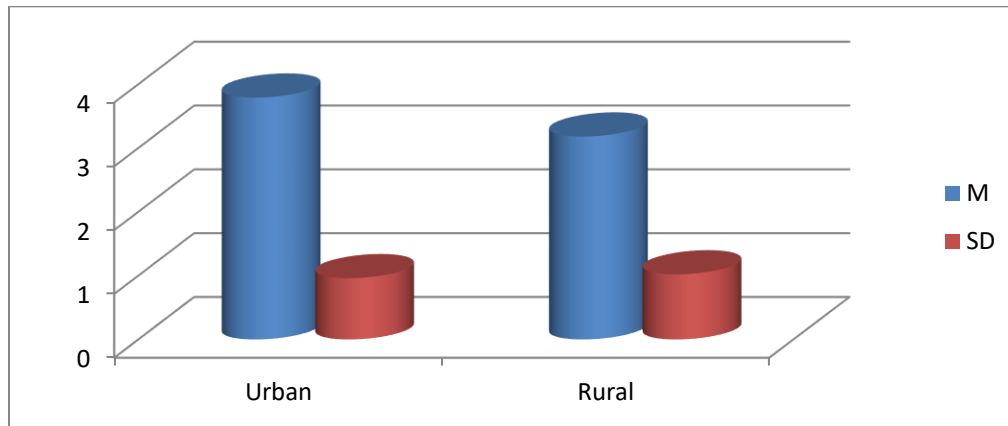


**Figure 2: Showing the mean score and SD of parental occupation of rural and urban girl students**

Table-5 shows that mean values of parental occupation of urban and rural girls are 7.76 and 6.21 and the SD values are 2.72 and 2.3 respectively. Significant difference is indicated by the above table and it is found that t-value is significant at 0.01 level of significance. Therefore the null hypothesis ‘there is no significant difference in parental occupation between rural and urban girl students of Dakshin Dinajpur district’ is rejected.

**Table 6: Significant difference between rural and urban girl students in their Parental Income**

Locality	N	M	SD	df	t	t at 0.05	t at 0.01	Sig. level
Urban	89	3.79	0.96	189	4.24*	1.97	2.6	*Sig. at 0.01 level
Rural	102	3.18	1.02					



**Figure 2: Showing the mean score and SD of parental occupation of rural and urban girl students**

Table-5 shows that mean values of parental income of urban and rural girls are 3.79 and 3.18 and the SD values are 0.96 and 1.02 respectively. Significant difference is indicated by the above table and it is found that t-value is significant at 0.01 level of significance. Therefore the null hypothesis 'there is no significant difference in parental income between rural and urban girl students of Dakshin Dinajpur district' is rejected.

## **FINDINGS**

- Significant relationship was found between parental education and academic achievement of the girl students of Dakshin Dinajpur district.
- Significant relationship was found between parental occupation and academic achievement of the girl students of Dakshin Dinajpur district.
- Significant relationship was found between parental income and academic achievement of the girl students of Dakshin Dinajpur district.
- Significant difference was found between rural and urban girl students in their academic achievement.
- Significant difference was found between rural and urban girl students in their parental education.
- Significant difference was found between rural and urban girl students in their parental occupation.
- Significant difference was found between rural and urban girl students in their parental income.



## CONCLUSION

It is concluded from the above study that academic achievement of girl students is positively correlated with their socioeconomic factors. It is also concluded that rural girl students are in backward position in all sectors of socioeconomic factors than their urban counterpart. This may be due to the rural poverty, unawareness of rural parents about the modern supportive system of learning and inability to access the modern facilities. Government should focus more to the education of rural girls.

Parents should be conscious about the education of their children and treat equally their male and female child. Teacher should take care about the regular attendance in school and uniform better academic achievement of rural girl students.

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