

# A Study on Academic Achievement of Secondary School Students in Relation to Their Social Status

**Jayashree. K. Badiger, Dr. V.D. Aiholli**

**Research Scholar, School of Education Rani Channamma University, Belagavi, Karnataka, India**

**Rtd Principal, B.L.D.E.A's J.S.S College of Education, Vijayapura, Karnataka, India**

## Abstract

*This study examined the effectiveness of social status on academic achievement of higher secondary school students of Belgaum District. The sample consists of 800 Both Boys and Girls secondary schools students of Belgaum District Karnataka (India). This Study had two main objectives which are 1) To study the academic achievement of Boys & Girls in relation to their Social status. 2) To Study the academic achievement of Rural & Urban school students in relation to their Social status. The Social status scale developed by the researcher was used for data collection, In This study Descriptive statistics such as Mean, S.D 't' values and 'p' values were worked out on the score of Achievement. This study shows that, social status influence on the academic achievement of the students. Also the result of this study showed the difference between high and low social status groups. It is found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance. Based on these findings some recommendation was given with great implication for both practice and further studies.*

## Keywords

*Academic Achievement, Gender, Secondary School, Social Status*

## Introduction

The world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the ladder of performance to as high as possible. This desire for a level of achievement puts a lot of pressure on students, teachers, and school and in general the education system itself. In fact, it appears as if the whole system of education revolves around the Academic Achievement of students, though various other outcomes are also expected from the system

## Academic Achievement

Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted.

Trow (1956) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance".

Good (1959) refers to academic achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher"

## Social Status

1. According to Duncon Mitchell, social status refers to "the position occupied by a person, family, or kinship group in a social system relative to others. This determines rights, duties and other behaviors, including the nature and extent of relationships with persons of other statuses.

2. Ralph Linton says that "status is the place in a particular system, which a certain individual occupies at a particular time".

## Objectives of The Study

1. To study the academic achievement of Boys & Girls in relation to their Social status.
2. To Study the academic achievement of Rural & Urban school students in relation to their Social status.

## Variables of The Study

**Dependent variable:** Academic Achievement in Social Science

**Independent variable :** Social Status

## Tools Used

1. **Academic Achievement tool:** The Academic Achievement in Social Science of IX standard students, this tool is prepared by the researcher. This questionnaire consist of 75 multiple choice questions which covered History, civics, Geography, Economics Business study all parts of IX<sup>std</sup> Social Science test.
2. **Social Status tool:** This prepared by the researcher. It consist of five parts such as education, profession personal information and others each part has separate items

**Population and Sample:** For the present study a total number of 800 students studying in IX Standard Secondary Schools in Belagavi district, of ten Taluks. This sample is selected using random sampling technique.

## Data Analysis and interpretation

**Hypothesis-1:** There is no significant difference between male and female students of secondary schools with respect to social status and its dimensions scores i.e.

- Personal status
- Family status
- Education status
- Occupation status
- Other status

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

**Table-1:** Results of t test between male and female students of secondary schools with respect to social status and its dimensions scores

Variables	Gender	Mean	SD	SE	t-value	P-value	Signi.
Social status	Male	37.85	7.57	0.38	-4.5398	0.0001	S
	Female	40.47	9.11	0.43		<0.05	
Personal status	Male	2.59	0.86	0.04	1.0940	0.2743	NS
	Female	2.53	0.83	0.04		>0.05	
Family status	Male	4.45	1.13	0.06	0.1595	0.8733	NS
	Female	4.44	1.14	0.05		>0.05	
Education status	Male	16.82	5.23	0.26	-3.1475	0.0017	S
	Female	18.01	5.70	0.27		<0.05	
Occupation status	Male	6.71	3.52	0.18	-4.4503	0.0001	S
	Female	8.01	4.80	0.22		<0.05	
Other status	Male	7.27	2.13	0.11	-1.4869	0.1374	NS
	Female	7.49	2.12	0.10		>0.05	

The results of the above table clearly showed that,

- Male and female students of secondary schools differs significantly with respect to social status scores ( $t=-4.5398$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female students of secondary schools have significant higher social status scores as compared to male students of secondary schools.
- Male and female students of secondary schools do not differs significantly with respect to dimension of social status i.e. personal status scores ( $t=1.0940$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of secondary schools have similar personal status scores.

**Hypothesis-2:** There is no significant difference between rural and urban secondary school students with respect to academic achievement scores

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

**Table-2:** Results of t test between rural and urban secondary school students with respect to academic achievement scores

Location	Mean	SD	SE	t-value	P-value	Signi.
Rural	58.81	10.63	0.50	-4.4261	0.0001	S
Urban	62.09	11.05	0.55		<0.05	

The results of the above table clearly showed that, students of rural and urban secondary schools differs significantly with respect to academic achievement scores ( $t=-4.4261$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the students of urban secondary schools have significant higher academic achievement as compared to students of rural secondary schools.

**Conclusion**

Academic achievement is depends on an academic disciplines, in class as well as co- curricular activities. In this work academic achievement of female students of secondary schools have significant higher social status scores as compared to male students of secondary schools. And the students of rural and urban secondary schools differ significantly with respect to academic achievement.

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