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“A STUDY OF SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT, KENDRIYA VIDYALAYAS OF DIBRUGARH DISTRICT”

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Abstract:

Educational achievement is only an aspect of development among many sides. Academic achievement may be influenced by various socio-economic factors like age, gender, family size, parent's education and occupation and also by economic status of the family. Without having opportunities it is not possible to achieve something in any sphere of life. The main objective of this study is to study the academic achievement of the students of Class X, CBSE Examination, 2011-12 of the Kendriya Vidyalayas of Dibrugarh district and to study whether the socio-economic status the parents have any effect on the academic achievement of their children.

KEY-WORDS- Academic achievement, Socio-economic status, Kendriya Vidyalayas

INTRODUCTION:

Every individual born with inherent qualities and the development of these qualities are possible only through the different medium of the society. In this regard family as a social institution occupies the first and foremost position. The socio-economic status of the family is a crucial factor in this respect as every strata of society possess their own customs, values, code of conduct etc and every person always identifies himself according to his socio-economic background which helps him to set his goal of life and other ambitions. Next to family comes the school or different educational institutions. By inculcating social, economic, political, technological and cultural competencies in people education converts man into productive and complete “human capital” to undertake various developmental task. Educational achievement of a child is an important aspect of the child's many sided development. The boundaries of education are as wide as those of life. Its implications are rich and varied. It is a process of mental, physical and spiritual development. To make a 'whole man', it is to be observed that the child must be mentally able, physically fit, socially adjusted and spiritually sound. Secondary education means education suitable to the requirements of all pupils who have completed primary education and includes general, technical, industrial, agricultural and commercial education. Secondary education provides solid foundation for the structure of education and thus may be regarded as the pivot of all system of education. Secondary school is a gift of modern education because it was non-existent in ancient period. Secondary Education is the nation-building stage of education and the maintenance of good quality therein is of tremendous importance. Examination is devices to assess the achievement of an individual or group of individuals in a particular field of activity. Education is a conscious process. We have some objectives and standards before us.

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Through the process of formal education we want to realize these objectives. Therefore, there must be some provision to assess from time to time one's progress in those explicit objective. Examination can thus be defined as the means by which the proficiency of a pupil is measured in any field of learning or activity.

In Assam the Secondary education examination is conducted by different Boards as shown below:

CBSE(CENTRAL BOARD OF SECONDARY EDUCATION):

The Central Board of Secondary Education conducts its final examinations of Class X and Class XII standards for the students studying in the affiliated schools (one of which is Kendriya Vidyalayas). The Class X examination has been named as All India Secondary School examinations (AISSE) and that of Class XII as All India Senior School Certificate Examination (AISSCE). The pattern of examinations conducted by the Board (CBSE) is mainly through the written mode supported by Project/Practicals and Multiple Choice Questions (MCQ) evaluated through the process of Optical Memory reading (OMR).

OPERATIONAL DEFINITION:

ACADEMIC ACHIEVEMENT:

Academic achievement means the pass percentage of the students in All India Secondary School Examination (AISSE) is counted here to find out their academic achievement. The rate of academic achievement is computed by applying the following formula.

$$\text{Academic Achievement} = \frac{\text{No. of Student Passed}}{\text{No. of Student Appeared}} \times 100$$

KENDRIYA VIDYALAYAS:

Kendriya Vidyalaya, an autonomous body are affiliated to the Central Board of Secondary Education. All Kendriya Vidyalayas are co-educational and have a common syllabus and medium of instruction for the benefit of the children.

SOCIO-ECONOMIC STATUS:

In the present study socio-economic status means the occupation, income and education of the parents of the sample. Good in his dictionary of education describes the meaning of socio-economic status as “the level indicative of both social and economic achievement of an individual or group.”

REVIEW OF RELATED LITERATURE:

In 1979, P.K. Ojha conducted a research study on the, “Correlationship between Socio-economic status and achievement of High School Boys.”

The research study revealed that a significant positive correlation of 0.34 between achievement and socio-economic status (SES) for rural boys and 0.69 for urban boys. The achievement of rural boys was found to be better than the urban boys. For both rural and urban students the t- test analysis led the investigator to conclude that the higher the SES, the better would be the academic achievement of students at the high school level. Parental education, occupation and income were also related with the educational achievement of both rural and urban boys of class XI.

In 1986, Misra M.A conducted research on, “A critical study of the influence of socio-economic status on the academic achievement of Higher Secondary students in Rural and Urban areas, Kanpur.”

Researcher revealed in the study that:

There was a positive relationship between socio-economic status, and academic achievement of the students.

There was a positive relationship between the intelligence test score and academic performance of the students.

Intelligence positively affected academic performance of the students.

The academic achievement of the rural students was lower than the achievement of the urban students.
The academic achievement of girls was superior to the performance of boys.

In 1998, Panda Manoranjan conducted “A study of the relationship between socio-economic status and achievement of Class IX students,” Utkal University, Bhubaneswar.

The major findings are:

There is a significant difference in SES of students studying in different types of schools.

There is significant difference in academic achievement of students studying in different types of schools.

There is no significant difference in school intervention score between government and non-government schools.

There is no significant difference in school intervention score between government and welfare schools.

SIGNIFICANCE OF THE STUDY:

The justifications for selecting the particular problem are –

This study will throw light on the impact of socio-economic status on children's academic achievements.

This study will reflect the socio-economic background, educational background, professions of the parents of the students.

The study is justified on the ground that though some studies have been conducted on academic achievement in the country yet no studies on academic achievement of the students in Class X CBSE examination in relation to socio-economic status has been done in Dibrugarh.

PURPOSE OF THE STUDY:

The purpose of the study is to investigate the academic achievement of the students in Class X, CBSE Examination, 2012 studying in the Kendriya Vidyalayas of Dibrugarh District. One of the major purpose of this study is to examine the impact of the socio-economic status of the parents with the academic achievement of the students. The study is designed to speculate whether the socio-economic background of the students of Kendriya Vidyalayas have any influence on their academic achievement.

OBJECTIVES OF THE STUDY:

- i. To study the academic achievements of students of Class X, CBSE Examination, 2012, studying in Kendriya Vidyalayas of Dibrugarh District.
- ii. To make a comparative study of the academic achievement of the students of Dinjan Kendriya Vidyalaya and Duliajan Kendriya Vidyalaya.
- iii. To make a comparative study of the academic achievement of the students of Dinjan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.
- iv. To make a comparative study of the academic achievement of the students of Duliajan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.
- v. To make a comparative study of the academic achievement of the boys and girls of the Kendriya Vidyalayas of Dibrugarh District.
- vi. To study whether the social status of the parents have any effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.
- vii. To study whether the economic status of the parents have any effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.

HYPOTHESES OF THE STUDY:

- i. Kendriya Vidyalaya students of Dibrugarh District showed brilliant academic achievement in Class X, CBSE, Kendriya Vidyalaya Examination held in 2012.
- ii. There exist no significant difference on the academic achievement of the students of Dinjan Kendriya Vidyalaya and Duliajan Kendriya Vidyalaya.
- iii. There exist no significant difference on the academic achievement of the students of Dinjan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.
- iv. There exist no significant difference on the academic achievement of the students of Duliajan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.
- v. There exists no significant difference on the academic achievement of the boys and girls of the Kendriya Vidyalayas of Dibrugarh District.
- vi. The social status of the parents have no effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.
- vii. The economic status of the parents have no effect on the academic achievement of the students of

Kendriya Vidyalayas of Dibrugarh District.

DELIMITATION OF YHE STUDY:

The present study is limited to:

1. Students of Class X CBSE, Examination, 2012.
2. Academic achievement of the students only in relation to the socio-economic status of their parents.
3. Kendriya Vidyalayas within Dibrugarh District only.

METHODOLOGY:

The present study could be said to fall under the “Descriptive Survey Method.”

VARIABLES:

The variables in the study includes –

- i. The age of the students.
- ii. The educational status of the students (ClassX)
- iii. Sex of the students
- iv. Types of school (Kendriya Vidyalayas)

SAMPLE OF THE STUDY:

The sample of the study consists the students who passed the Class X examination held in 2012. In Greater Guwahati the total number of Kendriya Vidyalayas are seven (7) out of which three (3) Kendriya Vidyalayas has been taken as the sample of the study and the number of the students who appeared in the Class X CBSE examination, 2011-2012, of students 30% has been taken as the representative sample for the study i.e. 120 students are selected. The sample is selected by using “Random Technique”.

The sample in the study comprised both boys and girls. The age factor considered uniform for all sample which is 16 to 17 years of age and is heterogeneous in nature.

The sample in the study also comprised of the parents, both father and mother of students. Number of Parents of 120 students was 240 of which 120 were male and 120 were female (students having both the parents are taken as sample). Following table showing the name of schools, number of students and number of parents-

During sample selection the following criteria were taken into consideration:

- i. Kendriya Vidyalayas of all geographical areas.
- ii. All urban Kendriya Vidyalayas Secondary School students.
- iii. Kendriya Vidyalayas Secondary school students of various religion, caste, class and language.
- iv. Both boys and girls.
- v. Parents of the students.
- vi. In selection of the sample of Kendriya Vidyalayas emphasis was given on to make the sample a truly representative one.

DATA COLLECTION:

The data collected in this study is based mainly on primary source. The investigators has visited the Kendriya Vidyalayas located in Dibrugarh District to collect the academic achievement of the students in Class X CBSE examination held in 2012 and to distribute the socio-economic status scale to the students and parents taken as a sample. Besides primary sources, secondary data collection has been made through library studies, journals, records and results sheets of the students.

TOOLS TO BE USED:

In this study the following tools were used for data collection-

- i. Rajeev L. Bharadwaj Socio-Economic Status Scale(English Version)
- ii. Observation.

STATISTICAL SUPPORT:

In interpreting and analyzing the data the following methods have been used.

- i. Simple frequency percentages.
- ii. t'- test.

ANALYSIS AND INTERPRETATION:

After collection of data, the data was tabulated in a systematic manner for analysis. The academic achievements of the CBSE students and socio-economic status of the parents and self(case) the analysis has been done through SPSS

As the CBSE students shows brilliant academic achievement the pass percentage of 2012 CBSE examination of Kendriya Vidyalayas is shown in the following table-

The pass percentage of DinjanKV is 98.3%, the pass percentage of Duliajan KV is 99.19% and the pass percentage of Namrup KV is 96.4%.

STATISTICAL ANALYSIS OF ACADEMIC ACHIEVEMENT OF THE STUDENTS:

Objective No. 1: To study the academic achievements of students of Class X, CBSE Examination, 2012, studying in Kendriya Vidyalayas of Dibrugarh District.

Hol: Kendriya Vidyalaya students of Dibrugarh District showed brilliant academic achievement in Class X, CBSE, Kendriya Vidyalaya Examination held in 2012.

Analysis is made about the educational level of the students which reveals the following results.

Percentage of marks of students in 2011-2012 CBSE Examination

10.83% of students under investigation have achieved 60%, 20.83% of the students achieved 70%, 40% of the students achieved 80%, 21.67% of the students achieved 90% and 6.67% Of the students achieved above 90%

Since 40% of students achieved 80% we have enough evidence to accept the hypothesis that Kendriya Vidyalaya school students of Dibrugarh district showed brilliant academic achievement in Class X CBSE held in 2012

As regard to the status 1.67% belong to Upper Class, 3.33% belong to Upper Middle Class, 93.33% belong to middle class and 1.67 belong to Upper Lower Class.

i. Educational Status of the Parents:

The analysis of the educational qualification of the parents reveal that out of 240 parents 3.75% possessed Doctorate Degree, 16.67% possessed Post-Graduate Degree, 6.25% possessed technical degree,47.92% possessed graduate degree, 14.17% possessed higher secondary degree,10.41% possessed high school education and .83% are illiterate.

An analysis of the monthly income of the parents shows that there is variability among the parents regarding their monthly income. Here income of the father and the mother were added together. Out of the 80 parents (both father and mother) of Dinjan KV 18.75% earned between Rs 31,000 to Rs 45,000 , 32.5% earned between Rs11,000 to Rs30,000, 37.5% earned between Rs3,000 to Rs10,000, 6.25% earned between Rs1,000 to Rs3,000 and 5% earned between Rs1,000 or below. Among the Duliajan KV 16.25% earned between Rs 31,000 to Rs 45,000 , 37.5% earned between Rs11,000 to Rs30,000, 35% earned between Rs3,100 to Rs10,000, 7.5% earned between Rs1,000 to Rs3,000 and 3.75% earned between Rs1,000 or below. And among the parents of Namrup KV 15% earned between Rs 31,000 to Rs 45,000 , 40% earned between Rs11,000 to Rs30,000, 31.25% earned between Rs3,100 to Rs10,000, 8.75% earned between Rs1,000 to Rs3,000 and 5% earned between Rs1,000 or below.

Objective No.2: To make a comparative study of the academic achievement of the students of Dinjan Kendriya Vidyalaya and Duliajan Kendriya Vidyalaya.

Ho2: There exist no significant difference on the academic achievement of the students of Dinjan Kendriya Vidyalaya and Duliajan Kendriya Vidyalaya

From the Table No.8 it can be seen that the 't' value between the Achievement scores of Dinjan KV and Duliajan KV is not significant at 0.05 level. This indicates that there exist no significant difference between the two achievement score means.therefore,Ho2 is accepted.

Objective No. 3: To make a comparative study of the academic achievement of the students of Dinjan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.

Ho3: There exist no significant difference on the academic achievement of the students of Dinjan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.

From the Table No.9 it can be seen that the 't' value between the achievement scores of Dinjan KV and Namrup KV is significant at 0.05 level. This indicates that there exist difference between the two achievement scores means. Therefore, Ho3 is rejected.

Objective No.4: To make a comparative study of the academic achievement of the students of Duliajan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.

Ho4: There exist no significant difference on the academic achievement of the students of Duliajan Kendriya Vidyalaya and Namrup Kendriya Vidyalaya.

From the Table No.10 it can be seen that the 't' value between the Achievement Scores of Duliajan KV and Namrup KV is not significant at 0.05 level. This indicates that there exist no difference between the two achievement score means. Thus, Ho4 is accepted.

Objective No.5: To make a comparative study of the academic achievement of the boys and girls of the Kendriya Vidyalayas of Dibrugarh District.

Ho5: There exists no significant difference on the academic achievement of the boys and girls of the Kendriya Vidyalayas of Dibrugarh District.

From the Table No.11 it is seen that the 't' value between the boys and girls regarding their academic achievement is .678 which is not significant at 0.05 level of confidence. Therefore, there is no significant difference on the academic achievement of boys and girls of Kendriya Vidyalayas of Dibrugarh District. Thus, Ho5 is accepted.

Objective No.6: To study whether the social status of the parents have any effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.

Ho6: The social status of the parents have no effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.

From the Table No.-12 it is seen that the 't' value between the social status of parents and academic achievement scores is significant at 0.05 level. This indicates that higher the social status of parents, higher is the academic achievement of the students. Thus, Ho6 is rejected.

Objective No.7 : To study whether the economic status of the parents have any effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.

Ho7: The economic status of the parents have no effect on the academic achievement of the students of Kendriya Vidyalayas of Dibrugarh District.

FINDINGS:

- RECOMMENDATIONS:**

1. For encouraging the children for higher achievement education of the parents is a must. NGOs educated youths may help the parents to understand the importance of better academic achievement of their children.
2. If the parents demand very high academic achievement from their children it will lead the later towards stress, so, parents should avoid demanding too much from their children. Demand should be in conformity with their capabilities.
3. If the parents want higher achievement from their wards they should give the later time, love, affection, emotional support etc.
4. The parents should maintain a democratic environment at home. Independent training should also be provided.
5. The parents should be given training so that they can encourage the children for achieving higher level of success.

The present study therefore reveals that the institution such as family, society, college etc along with the Ministry of Human Resource Development should take special and proper precautions towards students. Home is the first school of the children. Definitely the role of the 'first teacher' i.e their parents in giving time, maintaining friendly relations, providing help, positive attitude, love, affection, emotional support will enable the child to have a higher academic achievement.

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