A Comparative study of Educational Achievement of Girls in relation to their Socio-economic Background of Co-educational School and Girl's School at Higher Secondary Level

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Abstract

The present study was aimed to observe a comparison between educational achievement of girls in relation to their socio-economic background of co-educational school and girls' school at higher secondary level. For measuring the socio-economic background of girl's, standardized tool-Upadhyay -Saxena Socio-Economic Status Scale (USSESS) was used. The researcher has taken 60 girls students studying in inter college and 60 girls students were selected from co-ed public school at higher secondary level as sample. Secondary schools were selected randomly and from each two schools, 60 students were selected randomly by simple random sampling method. The data was analyzed through mean, standard deviation (S.D.), Co-relation.

The findings of the study revealed that there is more positive relationship between educational achievements of co-educational girls in relation to their socio-economic background than the girls of Girls Inter College.

Key Words: - Achievement, educational achievement, socioeconomic status, secondary school, co-educational school, girl's secondary school.

Introduction

Socioeconomic status is a definite background variable that represents a feature of the social structure in society **(Oakes & Rossi, 2003)[1]**. It is a fact that families where the parents are privileged educationally, socially and economically, promote a higher level of achievement in their offspring. They also give higher levels of psychological support for their children through enriched atmosphere that promote and encourage the development of skills required for success at school **(Williams, 1987 & Williams et al., 1993)[2,3]**. The socioeconomic status of a child is usually determined by parental educational level, parental occupational status and income level **(Jeynes 2002)**[4]. It is understood that low socioeconomic status negatively and depressingly affects students' academic achievement because due to low socioeconomic status, a student does not access to important resources and generates additional stress and tension at home **(Eamon, 2005 and Jeynes, 2002)[5].** According to Parson, Stephanie and Deborah (2001), socioeconomic status is an expression which is used to differentiate between people's relative status in the community regarding family income, political power, educational background and occupational status**. Saifi and Mehmood (2011)**[6] state that socioeconomic status is a combined measure of economic and social position of an individual or family relative to others on the basis of income, education and occupation.

Heyneman (2005)[7] stated that for many years researches have revealed that students do not show effective performance in school whose parental socio-economic status is low. The academic achievement of students is negatively correlated with the low parental socioeconomic status level as it prevents the individual in gaining access to sources and resources of learning **(Duke, 2000 & Eamon, 2005)[8].** Most of the researchers and experts believed that the low socioeconomic status negatively affect the academic performance of students because due to low socioeconomic status their needs and demands remain unfulfilled and that is why they do not show better academic performance **(Adams, 1996)[9]. Farooq (2011)[09]** concluded that the higher level of socioeconomic status is the best indicator which plays a fundamental role in promoting quality of students' designed to explore the effects of parental socioeconomic status on the academic achievement of secondary school students. The researchers expect that this study will be useful for secondary school students and their parents as it will suggest some remedial measures for the effective and better academic performance of the secondary school students.

Achievement

In general, achievement means 'what one has acquired in his different life areas'. Achievements in different life aspects motivate one to improve his performance in different areas. In present study success and failure has been taken in a rather special sense. Bearing in mind the enormous difficulties involved in defining such concepts a kind of an operational definition was formulated in the context of students' achievement in the school examination. Thus students whose academic performance had been of superior character in the form of obtaining high percentage of marks were taken as successful students on the other hand, students who had failed in the previous examination and had obtained low division in their examination were considered as individuals who had failed in academic attainments. Hence academic achievement can be taken as high achievers and low achievers.

High Achievers—those students who are getting high percentage in academics can be named as high achievers.

Low Achievers—those students who are getting low percentage in academics can be named as low achievers.

But achievement is not limited between in these two words but it is broader than explained. On the basis different life areas achievement can be of several varieties as on the basis of performance in academics or in business or in service, on the basis of intelligence, on the basis of sports played, on the basis of extra co curricular activities etc.

Educational achievement

Educational achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievements commonly measured by examination or continuous assessment but their no general agreement how it is best tested which aspects are more important procedural knowledge such a skill or declarative knowledge. Means, "The knowledge attained or skills developed in the school subjects, usually determined by test scores or by marks assigned by **CHAPLIN (1965)** defines educational or academic achievement as *"specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a*

combination of both''. This type of achievement is concerned with academic or theoretical subjects, inculcation of which results the all round development of students. It has no concern with technical on professional acquisition.

Factors affecting the educational achievement

1.   Teacher and Classmate Influence—Teacher's behaviour and classmates society affects the students' achievement up to a great extent. For example if a teacher is not capable of teaching his subject efficiently, the students will not be able to answer even the most simplest question hence the achievement of child in that specific topic will become zero. On the other hand if teacher is expressive the learner's achievement will be high.

2.   Family Structure—Research has been undertaken into the impact of family background on children's eighth-grade math and reading achievement. Particular attention was given to the performance of children from single-parent families and stepfamilies. It was established that being from a single-parent family or a stepfamily can negatively affect a child's performance (Ref. No. 10). This can be the result of the generally low socioeconomic status of such families. Strong social relationships between parents can partly mitigate the effects of family background.

3.   Family Resources—The impact of family structure and family resources on the academic achievement of first-and second-grade children was examined. During the winter season, family structure and resources did not have any significant effect on children's academic performance. However, during summer, when family resources were scarcer, children achieved lower test scores. These findings indicate that when more resources are made available to less privileged children, especially during summer, they will perform better in school.

4.   Schoolmates and Racial Inequalities in School Achievement—the influence of family structure, racial concentration and socioeconomic status of schoolmates on the academic achievement of African American and white students was investigated. Data from the 1990 test results of 18,000 10th grade students who took the Louisiana Graduation Exit Examination were analyzed. Empirical results showed that concentrations of African Americans in schools have a negative effect on their academic achievement, an observation that may be attributed to the correlation of minority concentration schools with the high number of female-headed families.

5. Social/Educational Environment—Social/Educational environment directly affect the perception and motivation orientation of the learner. As a peaceful environment motivate to learn and think more related to the specific subject while in a noisy environment of the class room one can learn or think better related to that topic.

Socioeconomic status (SES)

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.[15]

Socioeconomic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed.

Definitions of Socioeconomic status

Crnic and Lamberty (1994) discuss the impact of socioeconomic status on children's readiness for school:

"The segregating nature of social class, ethnicity, and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual givens' that dictate neighbourhood, housing, and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems."[10]

Secondary schools

Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and is sometimes followed by university (tertiary) education. The term high school originated in Scotland and is also used particularly in North America and North Western England though the two types of school are far from synonymous.

Co-Educational schools

Co-education means educating sexes, boys and girls together in an institute or in a class. In our country there is co-education in some colleges and schools, but in most colleges and schools there is arrangement for separate education for boys as well as for girls.

Girls schools

Girl's education, also known as single-gender education, is the practice of conducting education where female students attend separate classes or in separate buildings or schools. The practice was common before the nineteenth century, particularly in secondary education and higher education. Girl's education in many cultures is advocated on the basis of tradition as well as religion, and is practiced in many parts of the world. Recently, there has been a surge of interest and establishment of Girl's schools due to educational research.

Objectives

(i) To see the effect of socio-economic background of the students on their educational achievement at higher secondary level.

(ii) To see the relationship between academic achievements of girls of co-educational school and girls school at higher secondary level.

(iii) To see the relationship between academic achievements of girls in relation to their socio-economic background of co-educational school and girls school at higher secondary level.

Hypothesis

To achieve the above objectives, the researchers decided to develop the following hypotheses:

(i) There is no significant difference between academic achievement of girls of co-educational school and girls' school at higher secondary level.

(ii) There is no significant difference between academic achievements of girls in relation to their socio-economic background at higher secondary level.

Population

In the present study, the population consisted of girls students studying at higher secondary level in co-ed school and girl's school situated at the Raipur block of district Dehradun in the form of population.

Sample

In the present study, the researcher has taken 60 girls students of girls inter college and 60 students have been selected from co-ed school at higher secondary level as sample. Secondary schools have been selected randomly and from each two school 60 student have been selected randomly by simple random sampling method.

Variables

There are two types of variables used in the present study named are:-

(i)   Dependent variable-educational achievement.
(ii) Independent variable-socio-economic status

Selection of Tool

(i)   Marks obtained in the previous academic year were taken from school records.
(ii) Standardized Tool- Upaddhyay-Saxena Socio-Economic Status Scale.(USSESS)

Statistical Technique

In the present study the data was analyzed through mean, standard deviation (S.D.), Co-relation to see the relationship between academic achievements of girls in relation to their socio-economic background of co-educational school and girl's school at higher secondary level.

Interpretation

Interpretation has been done on the basis of correlation value (r) obtained after the data analysis as it helped to find out the relationship between educational achievement of co-ed and girls in relation to their socio-economic status.

Table-1

SES status of girls of girl`s inter college of district Dehradun.

Category	No. of students	Mean	S.D.	r	Significance
High	14	66	2.87	+0.30	Slightly moderate + ve correlation (significant)
Average	37	53	3.51	+0.24	Low + ve co-relation (insignificant)
Low	9	34	2.13	+0.519	Moderate + ve co-relation (significant)

The values of mean, S.D. and r of high category girls are 66, 2.87, +0.30 respectively.

The values of mean, S.D. and r of average category girls are 53, 3.51, +0.24 respectively.

The values of mean, S.D. and r of low category girls are 34, 2.13, +0.519 respectively.

Table-2

SES status of Co-ed girls of district Dehradun.

Category	No. of students	Mean	S.D.	r	Significance
High	12	66	4.55	+ 0.29	Slightly moderate + ve co-relation (significant)
Average	43	56	3.83	+ 0.38	Slightly moderate + ve co-relation (significant)
Low	5	45	1.78	+ 0.67	Moderate + ve co-relation (significant)

The values of mean, S.D. and r of high category girls are 66, 4.55, +0.29 respectively.

The values of mean, S.D. and r of average category girls are 56, 3.83, +0.38 respectively.

The values of mean, S.D. and r of low category girls are 45, 1.78, +0.67 respectively.

Table-3

Academic achievement of girls of Girl`s inter college of district Dehradun.

Category	No. Of students	Score	Percentage
I	22	8922	68%
II	24	7926	55%
III	14	2946	35%

I[st] category student have got 68% marks in average.

IInd category student have got 55% marks in average.

IIIrd category student have got 35% marks in average.

Table-4

Academic achievement of Co-ed girls school of district Dehradun.

Category	No. of students	Score	Percentage
I	48	20458	71%
II	10	3288	55%
III	2	550	46%

I[st] category student have got 71% marks in average.

IInd category student have got 55% marks in average.

IIIrd category student have got 46% marks in average.

Table-5

SES/Academic achievement of girls of Girl`s inter college of district Dehradun.

Variable	No. Of students	Score	%	Mean	S.D.	r	Significance
SES	60	-	-	57	9.6		
AA	60	19794	55%	-	-	+0.15	Low + ve correlation (insignificant)

The values of mean, S.D. and r of 60 girls of Girl`s inter college are 57, 9.6 and +0.15 respectively.

60 girls of Girl`s inter college have got 55% marks in average.

Table-6

SES/Academic achievement of Co-ed girls of district Dehradun.

Variable	No. Of students	Score	%	Mean	S.D.	R	Significance
SES	60	-	-	67	7.74		Moderate + ve co-relation (significant)
AA	60	24296	67%	**-**	**-**	+0.34	

The values of mean, S.D. and r of 60 girls of Girl`s inter college are 67, 7.74 and +0.34 respectively.

60 girls of Girl`s inter college have got 67% marks in average.

Table-7

SES/Academic achievement of girls of Girl`s Inter college and Co-ed school of district Dehradun.

Variable	No. Of students	Score	%	Mean	S.D.	r	Significance
SES	120	-	-	62	10.6		Slightly moderate + ve (significant)
AA	120	44090	61%	-	-	+0.28	

The values of mean, S.D. and r of 120 girls of Girl`s inter college are 62, 10.6 and +0.28 respectively. 120 girls of Girl`s inter college have got 61% marks in average.

Conclusions

Following conclusions have been found on the basis of data analysis and interpretation-

(1) On the basis of analysis of socio economics status of girls of Girls inter college researcher found that high status category girls students having slightly, positive relationship between their academic achievement and their socio economic status because correlation (r) value is i.e, +0.30. On the other hand low category girls students of co-ed school having moderate, +ve significant relationship between their academic achievement and their socio economic status because correlation (r) value is i.e, +0.519.

(2) On the basis of analysis of socio economics status of girls of co-ed school Girls inter college researcher found that high status co-ed girls students having slightly, positive relationship between their academic achievement and their socio economic status because correlation (r) value is i.e,+0.29. On the other hand low category co-ed girls students of co-ed school having more moderate, positive significant relationship between their academic achievement and their socio economic status because correlation (r) value is i.e,+0.67.

(3) On the basis of analysis of academic achievement of girls of Girls inter college researcher found that in Girls Inter College IInd division students are more than Ist and IIIrd division students because the number of students having IInd division is 22 and the number of students having IIIrd divisions is 14.

(4) Researcher found that girls of Girls inter college having Ist divisions have got 68% marks in average and IIIrd divisions students have got 35.07% marks in average.

(5) On the basis of analysis of academic achievement of co-ed girls of co-ed school, researcher found that Ist division students are more in number than IInd and IIIrd division students because 48 students out of 60 students have got Ist divisions and only 2 students have got IIIrd divisions.

(6) Researcher found that in co-ed school Ist division students have got 71% marks in average and on the other side IIIrd divisions students have got 46% marks in average.

(7) Researcher found that all girls' students of Girls inter college having insignificant, positive relationship between their academic achievement and their socio economic status. The value of correlation (r) is +0.15. It means that less positive effect of their socio economic status on their academic achievement.

(8) Researcher found that in co-ed girls of co-ed school have slightly positive significant relationship between their academic achievement and their socio economic status because the value of correlation (r) is +0.34.

(9) Researcher found that there is surely relationship between their academic achievement and their socio economic status of girls of both types of schools. It has been concluded on the basis of value of r calculated on the achieved of both school.

Findings

The above conclusions show that socio economic status is important for one's academic achievement.

(1) Researcher found that there is an effect of socio-economic background of the students on their academic achievement at higher secondary level.

(2) The researcher found that there is difference between academic achievement of girls of co-ed school and Girls inter college at higher secondary level. More number of girls of co-ed school having Ist division and less number of girls having IIIrd division on the other hand more number of girls have got IInd division in Girls inter college.

(3) The researcher found that there is more positive relationship between educational achievements of co-ed girls in relation to their socio-economic background than the girls of Girls Inters College.

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