

A Study of Socio-Economic Status of School-Going Students in Relation to their Gender

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Abstract

The purpose of the study is to find out socio-economic status of school-going students in relation to their gender. The sample of the study was 200 students were taken of Sangrur district by simple random sampling techniques. The study based on primary data. The study was conducted through descriptive method of research. The results of the study showed that there was a significant gender difference between socio-economic status of boys and girls. Moreover, the findings of the study revealed that there was no significant gender difference between socio-economic status of rural school-going boys and girls whereas significant gender difference was found in socio-economic status of urban school-going boys and girls.

INTRODUCTION

Socio-economic status denotes a person's status or position on within the society by social class or wealth or income. The term socio-economic status refers that the social class in which an individual is a member. It is grouping of people into different classes on the basis of occupation. Traditionally, society was divided into upper, middle and working classes according to socio-economic grouping. A family's socio-economic status is based on family income, parental education level, parental occupation and social status in the community.

Social Status

A combining form used with the meanings "social," "sociological," or "society," in the formation of compound words: sociometry; socioeconomic. Socio status is the position or rank of a person or group, within the society. Socio is concerned with society, which is a joint stock company to which parents of students belongs and economics denotes the material belongings of a person.

Economic Status

Economic refers to income, wealth and the like. Economic status measure of a person's or family's economic position in relation to others, based on income and occupation. For families in poverty these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health. Educational toys, games and books may appear luxuries, and parents may not have the time, energy or knowledge to find innovative and less-expensive ways to foster young children's development. Poor families also may have inadequate or limited access to community resources that promote and support children 'development and school readiness.

SOCIO- ECONOMIC STATUAS

Socio economic is comprised of two words i.e. socio and economic. Socio is concerned with society, which is a joint stock company to which parents of students belongs and economics denotes the material belongings of a person.

Socio-economic status denotes a person's status or position on within the society by social class or wealth or income. The term socio-economic status refers that the social class in which an individual is a member. It is grouping of people into different classes on the basis of occupation. Traditionally, society was divided into upper, middle and working classes according to socio-economic grouping. A family's socio economic status is based on family income, parental education level, parental occupation and social status in the community.

According to Jeynes (2002) "The socio-economic status of a child is usually determined by parental occupation status and income level, and the environment in which the child is brought up. It is also affected by parent's involvement in learning activities and effective parent-teacher relationship".

NEED OF THE STUDY

In modern world children as well as youth are facing difficulties in life. Children are the first and foremost responsibility of the parents and teachers. A family's socio-economic status is based on family income, parental education level, parental occupation and social status in the community. Parental economic status has an important role in children's school performance. Students with low socio-economic status and poor backgrounds tend to get low school performance. Those Children who's belonging to the low socio-economic status families need special attention from their teachers and parents. In the present study socio-economic status of school going students was assessed. The review of related literature indicates that not much work has been done to study socio-economic status of school going students in the area of Sangrur District. This study will helpful for parents and teachers to understand and solve the emotional and socio economic problems of their children. So, the need to investigate this study on different problems of school going students in relation to their socio-economic status.

REVIEW OF RELATED LITERATURE

Barry (2005) studied on the effect of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city. The results of the study showed that gender does not influence the achievement in science at higher secondary school level. The results of the study also showed the difference between high and low socio-economic status groups. Moreover the results of the study showed that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance.

Ewumi (2010) made a study on gender and socio-economic status as correlates of students' academic achievement in senior secondary schools. The samples of 108 students were selected from three senior secondary schools in Nigeria. The results of the study showed that there was no significant relationship between gender and students 'academic achievement. The results of the study revealed that there was no significant

relationship between socio-economic status and students 'academic achievement.

Rahman, Bairagi and Dey (2014) conducted a study on the effect of socio-economic status and gender on adolescent anger in Chittagong. A total 120 respondents constituted the sample of the study. The results of the study showed that there was a significant relationship between socio-economic status and anger in relation to their gender. Results of the study also revealed that there was no significant interaction between gender and socio-economic status.

Shaheen and Gul (2014) studied socio-economic status and achievement. The sample of 200 senior secondary students (101 males and 99 females) from randomly selected four government schools of Lahore. The results of the study showed that there was a significant difference between achievement scores of students on the basis of socio-economic status. Finding of the study also showed that there was no significant difference between socio-economic status and achievement on the basis of gender.

Singh and Choudhary (2015) studied impact of socio-economic status on academic-achievement of school students. The total sample for the study consisted 450 students from class XI. The results of the study showed that there was no significant difference between academic achievement of male and female students having high socio-economic status. There was no significant difference between academic achievement of male and female students who have a middle socio-economic status, there was also no significant difference between academic achievement of male and female students having low socio-economic status. The results of the study also revealed that there was a significant difference between academic achievement of male and female students.

Kaur (2015) conducted a study on emotional maturity of senior secondary school students in relation to their socio-economic status. A sample of 200 has been selected from six government senior secondary schools. From each school 40 students has been selected. The results of the study showed that there was significant difference in the emotional maturity of boys and girls. Findings of the study showed that there was a significant interaction effect of socio-economic status and gender on emotional maturity of male and female. Results of the study also revealed that there was a significant difference between the emotional maturities of senior secondary school students with respect to socio-economic status of the parents.

Goni and Bello (2016) conducted a study on parental socio-economic status, self concept and gender difference on students' Academic performance in Borno state colleges of education: implications for counseling. A sample of 322 NCE III students was chosen from two colleges of Education. The results of the study showed that there were no significant differences between students' socio-economic status and academic performance in relation to their gender. The results of the study also showed that there was no significant difference between students self concept and academic performance in relation to their gender.

Islam and Khan (2017) conducted a study on impact of socio-economic status on Academic achievement among the senior secondary school students. The total sample for the study consisted 170 senior secondary school students. The results of the study showed that there was a significant relationship between socio-economic status and academic achievement of senior secondary school students. The study also revealed that there is no significant difference between male and female students in their academic achievement.

RESEARCH METHOD

The study was conducted through descriptive method of research. The descriptive has undoubtedly been the most popular and most widely used research method in education. The method required sample for conduct of study with certain research tools for conduct of the study.

OBJECTIVES

1. To study socio-economic status of school-going students.
2. To study socio-economic status of school-going students in relation to their gender.
3. To study socio-economic status of rural school-going boys and girls in relation to their gender.
4. To study socio-economic status of urban school-going boys and girls in relation to their gender.

HYPOTHESES

1. There is no significant difference between socio-economic status of school-going students in relation to their gender.
2. There is no significant difference between socio-economic status of school-going rural boys and girls.
3. There is no significant difference between socio-economic status of school-going urban boys and girls.

RESEARCH METHOD

The study was conducted through descriptive method of research. The descriptive has undoubtedly been the most popular and most widely used research method in education.

SAMPLE

200 students were taken of Government and Public senior secondary schools of Sangrur district of Punjab only. A representative sample of about 200 student.100 boys and 100 girls were drawn giving due weightage to rural and urban areas.

RESEARCH TOOLS

Socio-economic status scale by Dr.Ashok, Kalia and Dr.Sudhir Sahu.

ANALYSIS OF THE DATA

Hypothesis - I

There is no significant difference between socio-economic status of school-going students in relation to their gender.

Table 1.1
Gender-wise Difference Between Socio-economic Status of Total Rural and Urban School-going Boys and Girls (N=100)

Groups	N	Mean	SD	SED	t-value	Significance
Total Boys	100	63.02	13.17	1.84	3.61	Significant at 0.01 level
Total Girls	100	56.37	12.88			

Table 1.1 shows that mean scores of socio-economic status of total rural and urban school-going boys and girls of Sangrur district is 63.02 and 56.37 respectively with standard deviation 13.17 and 12.88 respectively. The t-value is 3.61 which is significant at 0.01 level. That means there is a significant gender wise difference between socio-economic status of total boys and girls. The mean score of total boys is higher than girls. That mean null hypothesis is there is no significant difference between socio-economic status of school-going students in relation to their gender is rejected.

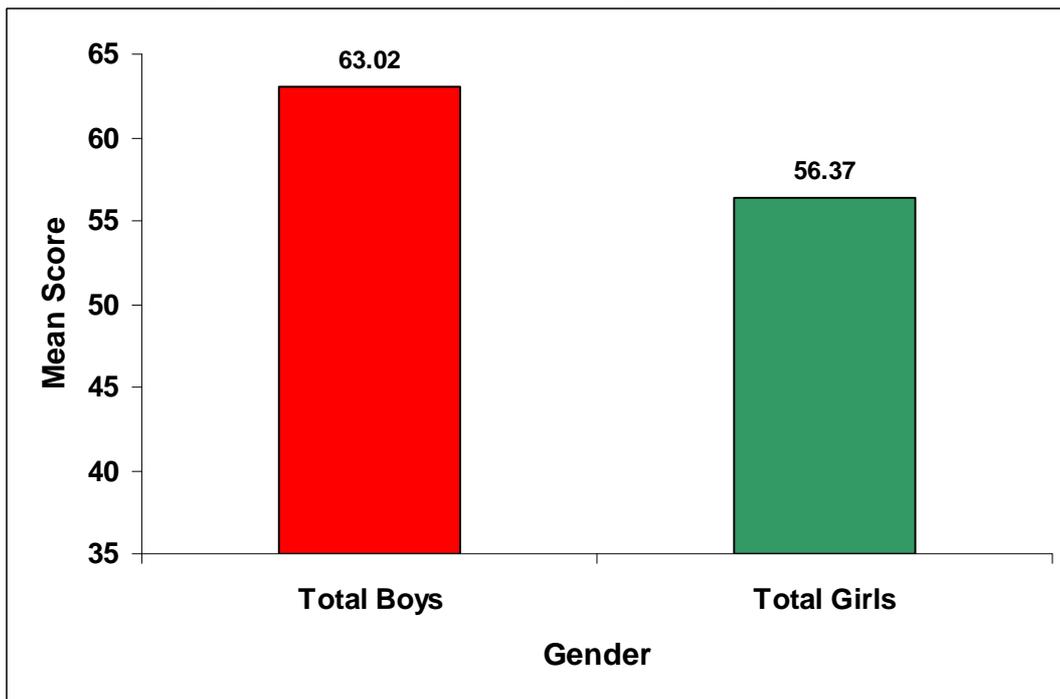


Figure 1.1: Gender-wise Difference Between Socio-economic Status of Total Rural and Urban School-going Boys and Girls (N=100)

Hypothesis - II

There is no significant difference between socio-economic status of school-going rural boys and rural girls.

Table 1.2
Gender-wise Difference Between Socio-economic Status of Rural School-going Boys and Girls (N=50)

Groups	N	Mean	SD	SED	t-value	Significance
Rural Boys	50	63.94	11.15	2.38	1.91	Not significant at 0.05 level
Rural Girls	50	59.44	12.63			

Table 1.2 shows that mean scores of socio-economic status of rural school- going boys and girls of Sangrur district is 63.94 and 59.44 respectively with standard deviation 11.15 and 12.63 respectively. The t-value is 1.91 which is not significant at 0.05 level. It shows that there is no significant gender wise difference between socio-economic status of rural school-going boys and girls. So, null hypothesis there is no significant difference between socio-economic status of school going rural boys and rural girls is accepted.

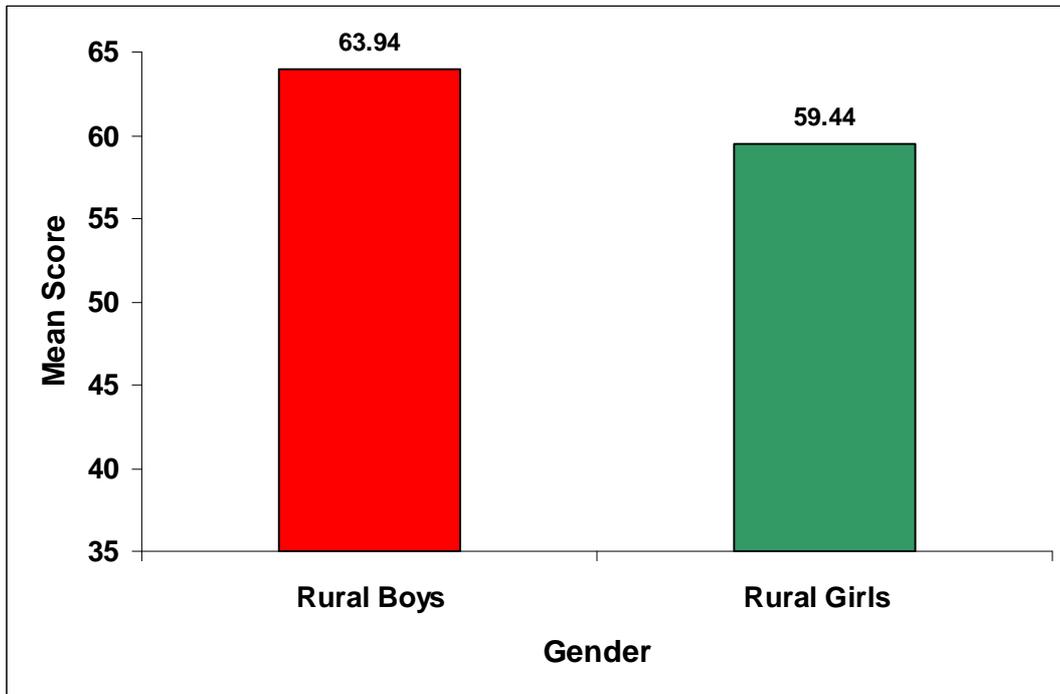


Figure 1.2: Gender-wise Difference Between Socio-economic Status of Rural School-going Boys and Girls (N=50)

Hypothesis - III

There is no significant difference between socio-economic status of school-going urban boys and urban girls.

Table 1.3
Gender-wise Difference Between Socio-economic Status of Urban School-going Boys and Girls (N=50)

Groups	N	Mean	SD	SED	t-value	Significance
Urban Boys	50	62.10	10.99	1.97	3.71	Significant at 0.01 level
Urban Girls	50	54.78	8.65			

Table 1.3 shows that mean scores of socio-economic of urban school-going boys and girls of Sangrur district is 62.1 and 54.78 respectively with standard deviation 10.99 and 8.65 respectively. The t-value is 3.71 which is significant at 0.01 level. That mean null hypothesis there is no significant difference between urban school-going boys and girls is rejected. It shows that there is a significant difference between socio-economic status of urban school-going boys and girls.

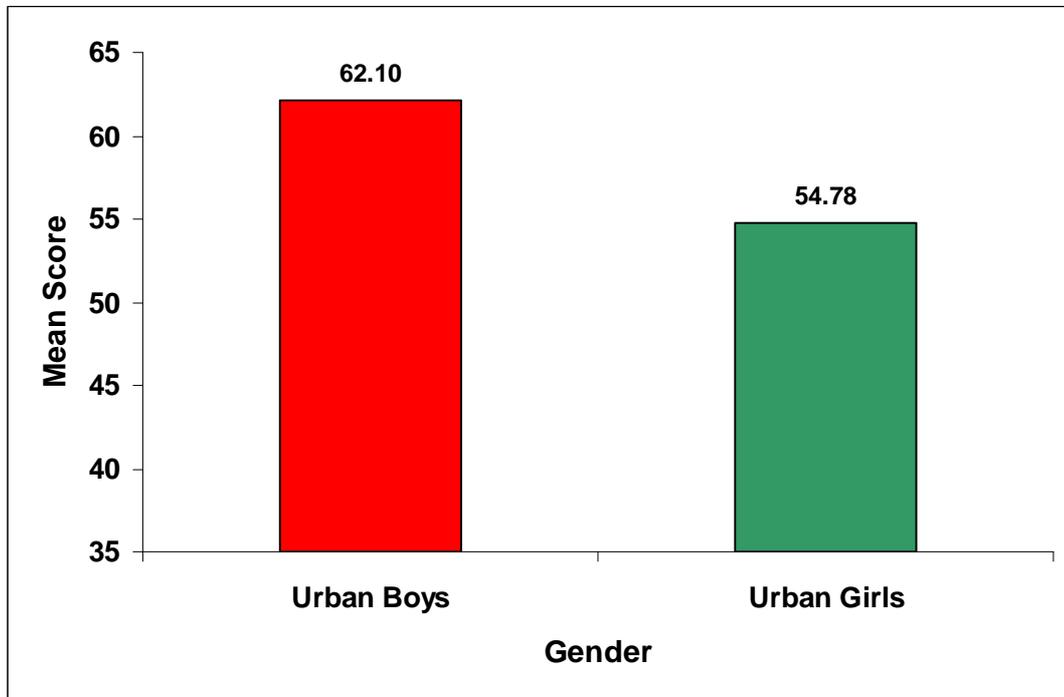


Figure 1.3: Gender-wise Difference Between Socio-economic Status of Urban School-going Boys and Girls (N=50)

RESULTS

1. There is a significant gender wise difference between socio-economic status of total boys and girls.
2. There is no significant gender wise difference between socio-economic status of rural school-going boys and girls.
3. There is a significant difference between socio-economic status of urban school-going boys and girls.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The study is help full for teachers to understand the socio-economic status of school-going students. Thus this study is helpful for educational point of view. Through this study teachers can understand the socio-economic problems of students and deal with them according to situations.
2. The Present study point out that there is a significant gender wise difference between socio-economic status of total boys and girls. This study help us to know the difference between girls and boys at adolescent's age and give them good directions.

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