

EFFECT OF SOCIO ECONOMIC STATUS ON STUDY HABITS, LEVEL OF ASPIRATION, ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract:

The present study was conducted on 569 secondary school students of Goa to find out the effect of socio economic status on study habits, level of aspiration, adjustment and academic achievement of the secondary school students studying in government and aided schools. Socio Economic Scale, Study Habit Inventory, Level of Educational Aspiration Test and Adjustment Inventory were used to collect the relevant data from the schools. Students mark from academic year was considered as academic achievement. Mean S.D and one way ANOVA was used to analyze the data. The finding revealed that secondary school students from backgrounds with high, average, and low socioeconomic status had similar study habits and academic achievement. The study also found that secondary school students from backgrounds with average socioeconomic status had higher aspiration and students from backgrounds with low socioeconomic status had higher adjustment.

Keywords: Socio Economic Status, Study Habits, Level of Aspiration, Adjustment, Academic Achievement.

INTRODUCTION

Socio Economic Status is an important factor in every learner's life. Due to increasing academic competition and employment there is a pressure on parents to provide their children's better education. Those children's whose family socio

economic status is better their parents can provide their children all the required facilities that may help their children's to perform well in examination. Bellal Hossain (2020) found positive correlation existed between socio-economic status

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and academic achievement among adolescents. The study of Islam and Khan (2017) shows that there exist positive correlation between socio-economic status and academic achievement of senior secondary school students but moderately low in nature which indicates that academic achievement of students is contributed by SES of the students but not only the single factors affecting academic achievement of the students. There are many studies that are conducted all over the world on socio economic status along with either one or two variables like study habits, level of aspiration, adjustment and academic achievement but there are no studies that are conducted on same sample with above mention all the variables. So, researcher thought to find the effect of socio economic status on study habits, level of aspiration, adjustment and academic achievement of secondary school students in the state of Goa.

OBJECTIVES OF THE STUDY

- 1.To study the difference in the mean scores of study habits of high, average and low socioeconomic status of secondary school students.
- 2.To study the difference in the mean scores of aspirations of high, average and low socioeconomic status of secondary school students.
- 3.To study the difference in the mean scores of adjustments of high, average and low socioeconomic status of secondary school students.
- 4.To study the difference in the mean scores of academic achievements of

high, average and low socioeconomic status of secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean scores of study habit of high, average and low socioeconomic status of secondary school students.
2. There is no significant difference in the mean scores of aspirations of high, average and low socioeconomic status of secondary school students.
3. There is no significant difference in the mean scores of adjustments of high, average and low socioeconomic status of secondary school students.
4. There is no significant difference in the mean scores of academic achievement of high average and low socioeconomic status of secondary school students.

METHOD OF THE STUDY

Sample:

The study was conducted on a sample of 569 students drawn from secondary schools studying in VII and VIII class in Government and aided schools of Goa. Each school was selected randomly where 200 students were selected from Government Schools and 369 students were selected from Aided Schools of Goa.

Tools used for the study

1. Socio-Economic Status Scale constructed by Abhaya R. Joglekar.
2. Study Habit Inventory constructed by Lajawanti/NPS Chandel/Ashish Paliwal.
3. Level of Educational Aspiration Test constructed by Yashmin Ghani Khan.
4. Adjustment Inventory for School Students prepared by A. K. P. Sinha and R. P. Singh.

5. Students marks from academic year were considered as academic achievement

Data analysis

The collected data was scored as per manual and analyzed by applying mean, standard deviation and one way ANOVA

RESULT AND DISCUSSIONS

Hypothesis-1: There is no significant difference in the mean scores of study habit of high, average and low socioeconomic status of secondary school students.

Table 1: Comparison difference in the mean scores of study habits of high, average and low socioeconomic status of secondary school students

| | Sum of Squares | df | Mean Square | F | Sig. | S/NS |
|----------------|----------------|-----|-------------|------|------|-----------------|
| Between Groups | 328.634 | 2 | 164.317 | .706 | .494 | NS (p > .05) |
| Within Groups | 131710.266 | 566 | 232.704 | | | |
| Total | 132038.900 | 568 | | | | |

From the above table, obtained p-value that is .494 is higher than .05 levels hence, null hypothesis is accepted. It indicates that, there is no significant difference in the mean scores of study habit of high, average and low socioeconomic status of secondary school students.

Hypothesis 2: There is no significant difference in the mean scores of aspirations of high, average and low socioeconomic status of secondary school students.

Table 2: Comparison difference in the mean scores of aspiration of high, average and low socioeconomic status of secondary school students

| | Sum of Squares | df | Mean Square | F | Sig. | S/NS |
|----------------|----------------|-----|-------------|-------|------|----------------|
| Between Groups | 77.619 | 2 | 38.809 | 3.901 | .021 | S (p < .05) |
| Within Groups | 5631.014 | 566 | 9.949 | | | |
| Total | 5708.633 | 568 | | | | |

From the above table it is found that obtained p – value that is .021 is less than .05 hence, Null Hypothesis is rejected. It indicates that, there is a significant difference in the mean scores of aspiration of high, average and low socioeconomic status of secondary school students at .05 level of significance. Further, the Tukey Post-Hoc test procedure was used to determine the difference between multiple comparisons, as shown in the following table.

Table 3: Post hoc test for difference in mean scores of aspiration of high, average and low socioeconomic status of secondary school students

| Levels of SES | N | Mean | SD | Levels of SES | |
|---------------|-----|---------|---------|-------------------|--------------------|
| | | | | Average | Low |
| High | 83 | 22.2410 | 3.31144 | .016 (p < .05) | .051 (p > .719) |
| Average | 270 | 23.3333 | 3.16815 | | .880 (p > .05) |
| Low | 216 | 23.1944 | 3.07415 | | |

From the above values of .016, .051 and .880, it is concluded that at the .05 level of significance, there is difference between the study habits of High and Average [p = .016] socioeconomic status of secondary school students and there is no difference between the mean scores of aspiration of High and Low [p = .016] as well as Average and Low [p = .880]

socioeconomic status of secondary school students.

Hypothesis 3: There is no significant difference in the mean scores of adjustments of high, average and low socioeconomic status of secondary school students.

Table 4: Comparison difference in the mean scores of adjustment of high, average and low socioeconomic status secondary school students

| | Sum of Squares | Df | Mean Square | F | Sig. | S/NS |
|----------------|----------------|-----|-------------|---------|------|----------------|
| Between Groups | 416.042 | 2 | 208.021 | 222.540 | .000 | S (p < .05) |
| Within Groups | 529.073 | 566 | .935 | | | |
| Total | 945.114 | 568 | | | | |

From the above table it is evident that, the obtained p-value is lower than .05 level of significance. Hence, null hypothesis is rejected. It indicates that, there is a significant difference in the mean scores of adjustment of high, average and low socioeconomic status of secondary school students at .05 level of significance.

Table 5: Post hoc test for difference in mean scores of adjustment of high, average and low socioeconomic status secondary school students

| Levels of SES | N | Mean | SD | Levels of SES | |
|---------------|-----|--------|---------|-------------------|-------------------|
| | | | | Average | Low |
| High | 83 | 5.6988 | 0.97198 | .000 (p < .05) | .000 (p < .05) |
| Average | 270 | 6.3852 | 0.95618 | | .000 (p < .05) |
| Low | 216 | 7.9213 | 0.97804 | | |

From the above table, it is evident that, the obtained p-value [p = .000] is less for all the levels of socio economic status of secondary school students. it means that at the .05 level of significance, there is a difference [p = .000] between the adjustment of high and average, high and low and average and low socioeconomic status of secondary school students.

Hypothesis 4: There is no significant difference in the mean scores of academic achievement of high, average and low socioeconomic status of secondary school students.

Table 6: Comparison difference in the mean scores of academic achievement of high, average and low socioeconomic status of secondary school students

| | Sum of Squares | df | Mean Square | F | Sig. | S/NS |
|----------------|----------------|-----|-------------|------|------|-----------------|
| Between Groups | 205.943 | 2 | 102.972 | .312 | .732 | NS (p > .05) |
| Within Groups | 186850.252 | 566 | 330.124 | | | |
| Total | 187056.196 | 568 | | | | |

From the above table it is observed that, the obtained p-value is higher than .05 hence, null hypothesis is accepted. It indicates that, there is no significant difference in the mean scores of academic achievement of high, average and low socioeconomic status secondary school students at .05 level of significance.

CONCLUSIONS

1. The study found that secondary school students from backgrounds with high, average, and low socioeconomic status had similar study habits.

2. The study found that secondary school students from backgrounds with average socioeconomic status had higher aspiration and followed by low and high social economic status students.
3. The study found that secondary school students from backgrounds with low socioeconomic status had higher adjustment and followed by average and high social economic status students.
4. The study found that secondary school students from backgrounds with high, average, and low socioeconomic status had similar academic achievements.

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