

# An Assessment Of The Socio-Economic Status Of The Minority Girls Students At Secondary Level In Paschim Medinipur District Of West Bengal.

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## ARTICLE INFO

## ABSTRACT

The present study has been carried out to assess the socio-economic status of the minority girls students studying at secondary level. It also makes an attempt to find out the difference in the socio economic status of minority girls students based on their location and type of schools. Population for the present study comprised of the parents of minority girls students studying at the secondary level in Paschim Medinipur districts of West Bengal. Out of the existing population the researcher has selected 80 samples by following the purposive sampling method. A standardized tool developed by Dr. Rajiv Bharadwaj 'Socio-economic Status Scale' (SESS) (2005) was modified and standardized for collection of primary data. Collected data have been tabulated and enumerated. After that those data were analyzed in the SPSS 20. Version with the help of descriptive statistics and inferential statistics. The findings indicate that the socio economic status of the minority girls students studying at secondary level is low and there is no significant difference in the socio economic status of the minority girls students based on their sub samples.

**Key words:** Socio economic status, Minority Girls student, Academic performance.

**Introduction:** Socio economic status is mostly related with family. It encompasses not only income but also educational achievement, financial security of family and social status and social class of society. Socio economical status determines the academic performance (Arar, 2017). Its control all human functions including physical and mental health. India is a country which encircles a multi-cultural, multi-lingual and multi-ethnic society within a democratic environment. People belonging to various religions live in our country since ancient time. Muslim is a largest minority community in India and they are over 17.22 crore (Census, 2011). Generally the Muslims, with 14.23% population of India are not only the largest minority community, but also highly desired in the entire length and breadth of India. Muslim community is live across the India, yet their intension varies from one to another state. Muslim communities of India have extreme contribution in the evolution and development of Indian society, culture and civilization. In the freedom struggle of India their role is very crucial. Before independent of India, that significant minority community has been reduced to the lowest socioeconomic stratum. They are continuously lagging behind day by day in all area of social aspect. They were educationally, economically and politically very weak. Indian constitution promises to ensure equality but it was dream for them. Gopal Singh committee (1983), justice Sachar committee (2006), and Justice Ranganath Mishra commission (2007) express the actual view about Muslim community but still there are no significance roles of Government of India.

Socio-economic status refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz, Clark, & Howes, 2010). "Many researchers have found that family background factors can explain most of the variance in students' academic achievement and play

a more important role than schools” (Arnold and Doctoroff, 2003; Reardon, 2011; Berkowitz et al., 2017; Lawson and Farah, 2017). “SES is a multifaceted construct that reflects both material and social advantages or disadvantages” (Duncan & Magnuson, 2012). “As such, children from low SES families may have fewer opportunities to attain better educational resources and high levels of academic achievement, a reality that may adversely affect them throughout their lives” (OECD, 2018). “While some researchers have found that family SES is not significantly related to children’s reading achievement” (Kim, Cho, & Kim, 2019),” other studies have identified a significant but weak relationship” (Duan, Guan, & Bu, 2018). Therefore, to explain the inconsistent findings in previous research, it is necessary to examine the mechanisms through which and under what conditions family SES is associated with children’s academic achievement. It is well-established in research that individuals from higher socio-economic backgrounds tend to have better access to educational resources, including quality schools, tutoring, books, and technology, which can contribute to enhanced academic performance (Reardon, 2011; Sirin, 2005; Duncan & Magnuson, 2012).

### Review of Literature:

(Munir, Faiza, Jamal, Daud , & Iqbal , 2023) conduct that how Socio-economic status (SES) affects student academic achievement. The study examined that how Socio-economic background affects academic achievement. This study focus on how SES affects academic achievement and guide educational policy and actions to close achievement inequalities. 300 varied secondary school pupils was sampled. Socioeconomic status was determined using parental income, education, and occupation, while academic performance was assessed through standardized tests and GPAs. Data analysis involved using correlation and regression analysis. The regression study focused on predicting academic outcomes based on SES while considering other variables such as family engagement and school resources. Correlation analysis was conducted to investigate the connection between SES and academic achievement. The correlation between socio-economic status and academic performance is evident. Students from higher socio-economic backgrounds tend to perform better academically. Nevertheless, parental involvement and access to school resources can help mitigate the impact of socio-economic status on academic achievement. This research recommends targeted interventions for students from low-income families. By recognizing the influence of socio-economic status on academic performance, policymakers and educators can work towards narrowing the achievement gap and ensuring equal access to quality education.

(Islam, 2021) stated that Socio-economic status is the most important variable in determining the Academic achievement and aspiration of students. Researcher conducted this study to find out the Socioeconomic status of the minority students. The study also explores the educational achievement and aspiration of the minority students. As sample 80 students were taken of Visva-Bharati from Bachelor and Masters Degree course. Sample was selected through use of Purposive sampling technique. The demand and the nature of the study was descriptive survey method. Researcher used a self develop questionnaire for data collection regarding socio-economic status, academic achievement and educational aspiration. The study revealed that maximum minority family belongs to low level Socio-economic status and their educational achievement was medium. The study also revealed that minority students had not any higher aspiration, maximum they want to be a teacher.

(Das, 2023) concluded that Socio-economic factor plays an important role on human capital formation by the parents for their children. The children’s knowledge, skills, habits and moral values are influenced by the parents and families who support and motivate their children. The socio-economic factor is the social class of an individual or a group. The socio-economic factors play a vital role on their children’s education, stability, and health and nutrition value. This factor is frequency measured on the basis of the educational level, the employment status and the income of the family. The socio-economic factors like that the parental education level, their employment states and their income level are influencing the higher secondary school student’s enrolment rate.

**Significance of the Study:** During the period of minority’s they should take large number of decision about the courses and the subject to be studies. The adjustment in such courses is essential it developed problems to the minority, because all minority students cannot be taken successful education with problem, such problem are lack of awareness in education and economic problem. The issue raised in the study will be known about problem of minority students and also provide socioeconomic problem of minority students. This understanding can inform instructional strategies, curriculum development, and support systems that cater to the specific needs of students from disadvantaged backgrounds, ultimately enhancing their academic outcomes. Moreover, studying the SES can contribute to broader discussions on social justice and inequality. Education is often seen as a vehicle for social and economic advancement, and addressing the disparities in educational outcomes can have far reaching implications for reducing overall societal inequalities.

**Objectives:** The present study has been carried out with the following objectives-

- ✓ To assess the socio economic status of the minority girls students studying at secondary level.

- ✓ To find out the difference in the socio-economic status of minority girls students based on their location and type of schools.

### Hypothesis:

1. Socio economic status of the minority girls student.
2. There is no significant difference in the socio-economic status between rural and urban minority girls students
3. There is no significant difference in the socio-economic status between minority girls students of Govt. school and Pvt. School.
4. There is no significant difference in the socio-economic status between Muslim and other minority girls students

### Methodology:

**Study area:** The study is confined to secondary school of Paschim Medinipur district of West Bengal.

**Population and Sample of the Study:** Population for the present study comprised of the parents of minority girls students studying at the secondary level in Paschim Medinipur districts of West Bengal. Out of the existing population the researcher has selected 80 samples by following the purposive sampling method.

**Tools for data collection:** A standardized tool developed by Dr. Rajiv Bharadwaj 'Socio-economic Status Scale' (SESS) (2005) was modified and standardized for collection of primary data.

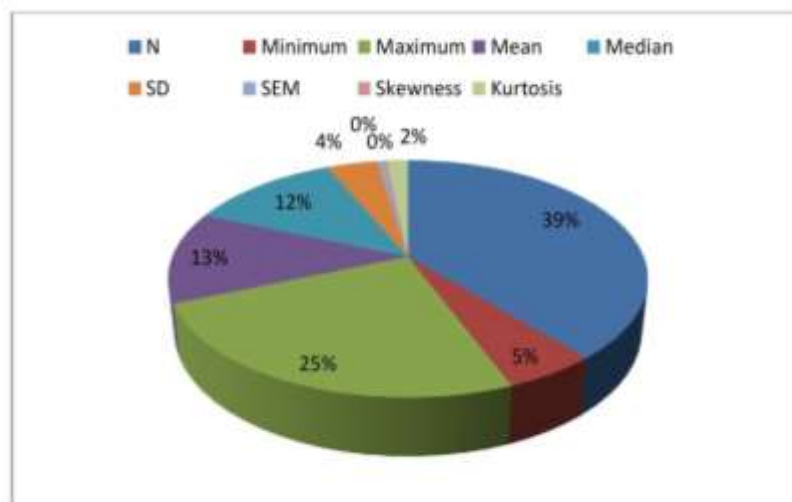
**Statistical Techniques:** Collected data have been tabulated and enumerated. After that those data were analyzed in the SPSS 20. Version with the help of descriptive statistics and inferential statistics.

### Data Analysis and Interpretation:

**Table1-Descriptive Statistics of the Socio Economic Status of Minority Girl Students**

Parameters	Values
N	80
Minimum	11
Maximum	51
Mean	25.92
Median	25
SD	8.49
SEM	0.95
Skewness	0.67
Kurtosis	3.48

The above table shows the descriptive statistics of the socio economic status of the minority girls students studying at the secondary level. To assess the socio economic status descriptive statistics have been applied. It is clear from the table that the mean value is 25.92 with the minimum of 11 and maximum value of 51. The obtained SD value is 8.49 and the Standard Error Means is 0.95. The Skewness and Kurtosis value are 0.67 and 3.48 respectively. The mean value is lower than the mid point which indicates that the socio economic status of the minority girls students studying at the secondary level is low.



**Fig. Descriptive Statistics of the Socio Economic Status of Minority Girl Students**

**Table2-Difference of Socio Economic Status of the Minority Girls Students based on their Residential Area**

Group	N	Mean	SD	SEM	DF	T
Rural	48	23.84	9.14	1.31	78	0.85
Urban	32	25.56	8.32	1.47		

To find out the difference in the socio economic status between rural and urban minority girls students t test has been applied. The above table shows that the mean score of the socio economic status of the rural girls is 23.84 and SD is 9.14. On the other hand the mean score of the socio economic status of the urban minority girls students is 25.56 and SD is 8.32. The calculated t value is 0.86 which is much less than the table value at 0.05 level of significance. By conventional criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis "There is no significant difference in the socio economic status between rural and urban minority girls students" is accepted. It proves that the rural minority girls students do not differ from their female counterparts in respect of their socio economic status.

**Table3-Difference of Socio Economic Status of the Minority Girls Students based on their Type of School**

Group	N	Mean	SD	SEM	DF	T
Govt.	52	24.76	8.21	1.13	78	0.67
Pvt.	28	26.12	9.34	1.76		

To find out the difference in the socio economic status between minority girls students of govt. and Pvt. schools t test has been applied. The above table shows that the mean score of the socio economic status of the girls studying in govt. schools is 24.76 and SD is 8.21. On the other hand the mean score of the socio economic status of the minority girls students studying in Pvt. schools is 26.12 and SD is 9.34. The calculated t value is 0.67 which is much less than the table value at 0.05 level of significance. By conventional criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis "There is no significant difference in the socio economic status between minority girls students of govt. schools and Pvt. schools" is accepted. It proves that the Govt. school minority girls students do not differ from their Pvt. School counterparts in respect of their socio economic status.

**Table 4-Difference of Socio Economic Status of the Minority Girls Students based on their Type of Minority**

Group	N	Mean	SD	SEM	DF	t
Muslim	46	25.26	8.54	1.25	78	0.30
Others	34	25.87	8.95	1.53		

To find out the difference in the socio economic status between Muslim and other minority girls students t test has been applied. The above table shows that the mean score of the socio economic status of the Muslim girls is 25.26 and SD is 8.54. On the other hand the mean score of the socio economic status of the other minority girls students is 25.87 and SD is 8.95. The calculated t value is 0.30 which is much less than the table value at 0.05 level of significance. By conventional criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis "There is no significant difference in the socio economic status between Muslim and other minority girls students" is accepted. It proves that the Muslim minority girls students do not differ from the minority girls students in respect of their socio economic status.

**Findings:** The following have been found out from the data analysis-

- ✓ The socio economic status of the minority girls students studying at the secondary level is low.
- ✓ Rural minority girls students do not differ from their female counterparts in respect of their socio economic status.
- ✓ Govt. school minority girls students do not differ from their Pvt. School counterparts in respect of their socio economic status.
- ✓ Muslim minority girls students do not differ from the minority girls students in respect of their socio economic status.

**Conclusion:** The backwardness of the minority Girls students like other backward communities in India is a national crisis which should be recognized as a setback of the entire province and so that the nation as a whole must proceed together to get rid of this hazard, which is necessary for socio-economic and educational development of the Minority Girls students is their self awareness, impulsive motivation and their participation in diverse development programmes implemented and initiated for their progress in the society. Government should execute those policies and programmes recommended by different committees and commissions to improve the condition of the women as well as Minority community as whole. Minorities



should be given reservation in education sector. Only government initiatives cannot make remedial measure of their condition. If the whole community cannot change their own condition with the government steps their condition will remain unchanged. Everyone should come forward to support and give assistance to the backward Muslims.

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