

# Socio-Economic Status Of Upper Secondary Plus One Students

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## ARTICLE INFO

## ABSTRACT

The term socio-economic status (SES) refers to the combined economic and sociological complete measure of an individual's or family's work experience as well as their economic and social standing in relation to others, as determined by factors such as occupation, income, and level of education. The analysis of a family's SES looks at the combined income, the earners' education and occupation, and the household income, as opposed to an individual's own qualities. In order to aid education experts suggest appropriate steps to uplift their family, which directly reflects from their accomplishment, a study about the socioeconomic status of upper secondary plus one student has been prepared. According to the current study's findings, the majority of students are from middle-class backgrounds, and while religion has no effect on SES, whereas gender, place of residence, school administration, and school type has more effect on SES.

**Key Words:** Socio-Economic Status, and Upper Secondary Plus One Students

## Introduction: Socio-Economic Status (SES)

A person's or a family's Socio-Economic Status (SES) is determined by their average standard of cultural possessions, occupation, and involvement in community activities. Students' socioeconomic standing has a significant impact on both their attitude in the classroom and their academic success (Harikrishnan, M. 1992). A significant component that influences a student's career throughout their life is their socioeconomic position. Adolescent conduct and decision-making are significantly influenced by parents and the family environment in general. Children from middle-class families are raised with the notion that education will be a lifelong process, which will influence their attitudes and methods of teaching. Pamela E. Davis-Kean (2005) demonstrated that parents' attitudes and actions have an indirect relationship between socioeconomic circumstances and their children's academic success. When compared to the surroundings of high socioeconomic status children, low socioeconomic status children exhibit less parental care, fewer instances of joint attention, and a shared focus on the kid.

## Measures of Socio-Economic Status

The two primary indications of family are the parents' (mother and father's) occupation and the family's primary income which are averaged to determine an individual's occupational status. The father, mother, and siblings' educational attainment that among them has attained the greatest qualifications are taken into account when determining the family's educational position. The true level of education in the family is determined by averaging the individual test results of these three individuals.

Not just the monthly income of the parent or guardian is used to determine an individual's economic status. To calculate the family's actual economic situation, the SES scale divides the total monthly income by the number of family members. Additionally included to this dimension of the SES scale are two more questions about income tax and property tax. Standardised norms are used to determine how much weight should be given to each income group. The list of possessions' many household articles have been given varying weights based on the quality and cost that best describe each one.

## Bases of Research Gap

Lanka Sankaramma (2005) came to the conclusion that students in high socioeconomic level groups are notably more creative than those in low socioeconomic groups. According to research by Amone-Polak et al.

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(2009), early adolescent students with lower socioeconomic status had higher mental health issues and pressures in their lives. As per the view of Alika et al. (2012), there is a substantial correlation between females' re-entry into school, their socioeconomic position, and their vocational interest.

Rajashree S. Marianoor & Somashekharappa (2012) investigated that there was a strong correlation between the dropout rate and the fathers' educational attainment. A strong correlation was observed between the father's profession and the girls' level of schooling. Faheem Ahmed, S., & Nishat Parveen (2012) discovered that students from upper and middle socioeconomic category classes differed significantly in their academic performance.

The studies mentioned above provide assistance to the researcher on how to examine the SES of upper secondary plus one students and how their mean scores vary with respect to specific sub-samples, such as gender, location of residence, school administration, school type, and religion.

### Objectives of the Study

- To study the level of socio – economic status of upper secondary plus one students.
- To determine whether upper secondary plus one students from various subsamples such as gender, location of residence, school administration, school type, and religion have significantly different from their socioeconomic status.

### Hypotheses of the Study

- The socioeconomic status of upper secondary class students from various subsamples, including **gender, location of residence, school administration, school type, and religion** does not significantly differ from one another.

### Operational Terms

#### Socio-Economic Status (SES)

The sum of the student's parents' income, level of education, and professional occupation in the community is their socioeconomic status.

#### Upper Secondary Plus One Students

Upper secondary plus one student refers to the students studying in plus one or eleventh standard level of education.

#### Delimitations

Only plus one upper-secondary student's in a single district was included in the study. For the study, a mere ten schools are selected from each of the government and aided categories.

#### Methodology

The normative survey approach was chosen by the investigator since it was determined to be the most effective in obtaining pertinent and trustworthy data.

#### Locale

The current study was carried out in the Tamil Nadu state's Namakkal district.

#### Population

There are a total of 109 schools in the Namakkal district, comprising 89 government, 10 aided, and other remaining private upper secondary schools. From which twenty schools were chosen for the current study. There were 2900 boys and girls in the general education stream of the plus one upper secondary class in the 20 schools that were chosen for the 2020– 2021 academic year. The population consisted of these pupils, and 28.82 percent of them were chosen to be included in the sample.

#### Sample and Sampling Technique

Twenty eight percent of the population was chosen for the sample. The researcher used a proportionate stratified random sampling technique to pick the sample, taking into account a number of stratification bases, including gender, home location, school administration, school type, and religion. Out of the 2900 students enrolled in plus one upper secondary class for the 2020–2021 academic year, 836 sample students were chosen for this analysis.

#### Variables

Socioeconomic status has been chosen as the dependent variable for this study. The study's independent factors include gender, location of residence, school administration, school type, and religion.

#### Statistical Techniques

The investigator used the descriptive analysis (mean, and standard deviation), differential analysis (t-test and F-test).

#### Socio-Economic Status Scale

Socio-economic status scale was standardized by Beena Shah (1986) has been used to measure the SES. Been Shah (1986) established the socio-economic status scale, which includes the following themes: possessions, income, education, occupation, community, and social participation. A pilot study conducted to ensure the practical applicability of the research scale once again. Using the test-retest approach, the reliability coefficients were calculated and the result was 0.76. The intrinsic validity is given by the reliability

square (0.812). A higher score reflects the students' good socioeconomic standing.

**Tabulation and Analysis**

In descriptive analysis, the performance of the groups as a whole and other sub samples are ascertained using percentage, mean, and standard deviation. The socioeconomic status scores that the students had earned were examined. Table 1.1 displays the socioeconomic status percentages and levels by using Stanine score norms.

**Table 1.1 Stanine Scores and Levels of Socio-Economic Status of Upper Secondary Plus One Students**

Stanine Categories	Score	N	%	Status
I	(0-37)	32	4.0	Lower
II +III	(38-46)	120	15.0	Lower-Middle
IV+V+VI	(47-60)	504	63.0	Middle
VII+VIII	(61 -70)	96	12.0	Upper-Middle
IX	(71 & above)	48	6.0	Upper

The aforementioned table indicates that the following percentages of pupils in the sample as a whole: 4%, 15%, 63%, 12%, and 6% are from the lower, lower middle, middle, upper middle, and upper levels of SES. It has been further verified that the entire sample has a middle-class SES level.

In differential analysis, the "t" and "F" tests are used. The significance of the difference between the means of two or more groups' performance is ascertained using the "t" and "F" tests. Table 1.2 displays the socioeconomic status mean, standard deviation, t-value, and F-values.

**Table 1.2 Mean, SD, t-values and F-values of Socio-Economic Status of Upper Secondary Plus One Students**

Sample Categories		N	Mean	S.D	Levels / Statistical Values
Total sample		800	52.9	8.1	Middle
Gender	Boys	425	56.1	7.9	<b>t=3.33</b> S (1.96) 0.05 Level
	Girls	375	54.2	8.2	
Location of Residence	Rural	490	54.6	7.6	<b>t=6.19</b> S (1.96) 0.05 Level
	Urban	310	58.2	8.6	
School Administration	Government	500	52.2	8.7	<b>t=5.78</b> S (1.96) 0.05 Level
	Aided	300	55.8	8.2	
School Type	Boys'	250	53.1	8.3	<b>F=13.58</b> S (3.0) 0.05 Level
	Girls'	250	54.5	8.1	
	Mixed	300	50.6	8.6	
Religion	Hindu	450	54.5	8.7	<b>F=0.433</b> NS (3.0) 0.05 Level
	Islam	250	54.9	8.2	
	Christian	100	54.0	7.9	

Boys, urban areas, aided-management schools, girls' schools, and pupils of Islam had higher mean scores and are associated with middle-class socioeconomic position compared to their counterparts.

At the 0.05 level of significance, it is discovered that the t-values of 3.33, 6.19, and

5.78 are higher than the tabulated mean value of 1.96. Research hypotheses are therefore kept while framed null hypotheses are rejected. The mean score categories for government and aided school management, boys and girls, and rural and urban areas differ significantly from one another.

At the 0.05 level of significance, it is discovered that the f-value in the school type is bigger than the tabulated mean value of 3.00. Therefore, the research hypothesis is kept and the framed null hypothesis is rejected. The mean scores for the school categories of boys and girls, girls and mixed, and mixed and boys differ significantly from one another.

At the 0.05 level of significance, the f-value of 0.433 in the case of religion is shown to be smaller than the tabulated mean value of 3.00. Thus, the research hypothesis is rejected and the framed null hypothesis is accepted. Hindu and Islam, Christian and Hindu, and Christian and Islam category means do not differ

significantly from one another.

### Findings

According to Stanine score norms, upper secondary plus one students' socioeconomic position falls within the medium SES category. Sixty-three percent of the pupils in the groups are in the medium SES strata. While religion has no effect on SES, other factors that do include gender, location of residence, school administration, school type and religion.

### Implications

To identify students in lower middle and lower SES strata, local non-governmental organisations and funding agencies should survey students with the assistance of the relevant school administration. Based on the students' status, these kids can then receive special subsidies and scholarships to aid with their immediate requirements of their family.

Take the required actions to assist the lower income group of students by obtaining educational loans from all banks in a timely and simple manner.

The respective school heads should start the PTA and support team at the school to assist parents in realising the value of being involved in their children's behaviour and the necessity of improving their status.

The Curriculum should be reduced and part-time skilled courses ought to be created in accordance with local socioeconomic requirements and circumstances, taking into account the primary sources of revenue and subsistence, such as textiles and agriculture.

### Discussion

According to a current study, there are notable differences between boys and girls. These findings could be contradict with those of a study by Hassan, D. & Appa Rao, A.V. (2012) which revealed no significant differences in the socioeconomic position of male and female pupils of tenth standard.

### Conclusion

According to Jenifer Barry (2006), there is a correlation between higher family activities, parents attending school functions, and spending time with their kids has improved student achievement. According to research by Croll & Paul (2008), students from households with greater occupational advantage are more driven, do better academically, and have better career outcomes. It is very hard to improve the socio – economic status of students at a stipulated time but we have to provide assistance to the students to learn to earn while studying and to orient the parents' accountability to uplift the family to a higher social ladder step by step with need based vocational assistance.

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