



THE EFFECTS OF PARENTAL SOCIO - ECONOMIC STATUS ON ACADEMIC PERFORMANCE OF SC AND ST STUDENTS IN HIGHER SECONDARY SCHOOLS OF KALYANA KARNATAKA REGION

Siddappa

Principal, Nalanda College of Education, Raichur (Karnataka)

Abstract:

This study having aim assess the Effects of Parental Socio - Economic Status on Academic Performance of SC and ST SC and ST Students in Higher Secondary Schools. The Samples were obtained with one hundred and eighty (180) SC and ST Students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio- economic background, parental educational background, parental educational qualification and SC and ST Students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on SC and ST SC and ST Students' academic performance. Parental socio- economic statuses and parental educational background did not have significance effect on the academic performance of the SC and ST SC and ST Students. However, the parental educational qualification and health statuses of the SC and ST Students were identified tom have statistical significant effect o the academic performance of the SC and ST Students. The two variables that indicated significant influence do reflect nature of the SC and ST student' home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among SC and ST Students in rural area.

Key words: Parental Socio - Economic Status, Academic Performance, SC and ST Students

1. Introduction:

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental socio–economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. When a woman’s nutritional status improves, so too does the nutrition of her young children (Lisa et al., 2003). Rothstein has asserted as follows:

“Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.” (Rotheste in, 2004).

The health status of the children which could also be traceable to parental socio – economic background can be another factor that can affect the academic performance of the SC and ST Students. Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio –economic background. Moreover, Eze (1996) had opined that when a child get proper nutrition, health care, stimulation during pre –school years, the ability to interact with take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced.

The foregoing discussion had established that socio – economic status and host of other factors relating to home environment of SC and ST Students, such as educational background of parents, health status of SC and ST Students, parental occupation and family size could have effects on children academic achievement.

It is against this background that this work is being undertaken to empirically investigate the possible effect of these factors on SC and ST Students’ academic achievement in selected schools in the state. This study is aimed at investigating the

possibility of parental socio – economic background playing a significant role on SC and ST Students’ academic performance taking some selected secondary schools in Education Local Government Area (LGA) of Kalyana Karnataka Region as a case study.

2. Purpose Of The Study:

This study is being undertaken with the following objectives

- a. To find out the effect of parental socio – economic status on SC and ST Students’ academic performance
- b. To determine the effect of educational status of the parent on academic performance
- c. To determine the impact of educational qualification on SC and ST Students’ academic performance
- d. To find out if there is any link between statuses of SC and ST Students and the academic performance.

3. Significance Of This Study:

It is envisaged that the findings of this study may expose some factors that might be responsible for poor performance of SC and ST Students in school. The identified areas where government at different levels could come in will be brought into focus in order to bridge the gap of educational attainment of children of low and high income earners in the society. The importance of achieving the objectives of education programmed among the general populace cannot be over emphasized.

4. Research Hypothesis:

1. Parental socio – economic status does not have significant effect on the academic achievement of SC and ST Students.
2. Parental educational background has no significant effect on SC and ST Students’ academic achievements
3. Parental qualification has no significant effect on the academic achievement of SC and ST Students
4. Health status of SC and ST Students has no significant on the academic achievement of SC and ST Students.

5. Materials and Methods:

5.1. Population and Sampling Procedure:

The population of the SC and ST Students under the study was made up of both males and females in three Higher secondary schools. Sixty SC and ST Students were randomly selected from each of the schools, thus one hundred and eight (180) SC and ST Students came under the study. Random sampling was used for convenience in the selection of schools and respondents using table of random number. In the selected schools, three consecutive ends of term examination results were obtained for twenty SC and ST Students from each of senior classes, I, II and III. Information relating to parental background and SC and ST Students. Questionnaire to elicit relevant information about the demographic data of the SC and ST Students (age, gender), parental socio – economic status, parental educational background and qualification as well as the health statuses of the respondents was used.

5.2. Statistical Analysis:

The data collected were analyzed using frequency count, percentage for variables such as age and sex. The hypotheses generated from the beginning were tested using t-test, analysis of variance (ANOVA) and pair – wise turkey test comparison at 0.05 level of significance.

6. Results and Data Analysis:

The data collected is presented in tabular format for the purpose of analyzing them to expose the major finding in conformity with the null hypothesis earlier generated. The data obtained were statistically analyzed using the t –test; analysis of variance (ANOVA), pair –wise comparison using turkey test at 0.05 level of significance. The demographic data were presented using frequency and percentage.

7. Demographic Data:

The demographic data of the respondents are shown in table 1. This reveals that males were 81 (45%), while ninety nine (99) were female (55%). The age range the respondents were divided into three group for convenience. Those respondents that fall within the age range of 11 –14 years were thirty –two (32) which represent 17.8%, while 108 of the respondents fall within the age range of 15 –18, giving 60%. Others fall in the age range of 19 and above which were 40 and 22%.

Table-1
Demographic data of the respondents

	SEX		AGE		RANGE
	Male	Female	11 –14	15 -18	19 & above
Frequency	81	99	32	108	40
Percentage	45	55	17.8	60	22.2

The Results Of The Analyzed Data On The Four Hypotheses:

The results of the analyzed data on the hypothesis are given below:

1. Parental Socio-Economic Status:

Parental socio-economic status has no significant effect on the academic performance of SC and ST SC and ST Students as shown in the table 2

Table -2.
The mean scores of SC and ST SC and ST Students in academic performance
and
parental socio –economic status

Source of Variation	N	Mean	S.D	t –value
High	67	53.4	12.06	1.96
Low	113	52.3	11.13	

NOTE: N.S means not significant at 0.05 levels

The mean score of student's performance of high and low parental socio-economic statuses as shown in Table 2 reveals that parental economic statuses had no significant impact in student's ability to perform well academic study. This is because the calculated t-value in 1.96. Therefore, the null hypothesis of no significant influence is retained. However, the mean scores of SC and ST Students of high parental social-economic study. This is because the calculated t-value is 1.96. Therefore, the null hypothesis of no significant of no significant influence is retained. Though the mean score of SC and ST Students of high parental socio-economic status. The mean difference of 1.10 was however not statistically significant. it can therefore be interfered that parental socio-

economic status might still be a factor that can influence student academic performance.

2. Parental Educational Background:

Parental educational background has no significant effect on SC and ST Students' academic performance. The result of t-test calculated in this respect is given in table 3.

TABLE -3

Parental educational background and mean scores of SC and ST Students' academic performance

Score of variation	N	X	S.D	DF	T-CAL	T-CRIT	Decision (0.05)
Educated	108	59.8	13.11	178	1.22	1.96	N.S
Not educated	72	45.2	11.61				

Result of the analyzed data as shown in the table above reveals that the calculated t-value of 1.22 is less than the t-tabulated of 1.96. This implies that parental background has no significant influence on SC and ST Students academic performance in the study area, therefore the null hypotheses of no significant difference is retained. However, the mean scores of SC and ST Students from educated parents were higher than scores of SC and ST Students from not-scores of SC and ST Students from not-educated parents. This is an indication that parental educational background still play minimal role in student's ability to perform academically.

3. Parental Qualification:

Parental qualification has no significant effect on academic performance of SC and ST Students under the study. The results of the one –way ANOVA are given in Table Iv below.

TABLE - 4

**The parental academic qualification and academic performance
of SC and ST Students**

Source variation	SS	DF	MS	F –ratio
Treatment	445.00	2	222.5	7.68
Residual	5127.27	177	28.95	
Total	5570.27	199		

Significant at 0.05 level, $F = 3.00$

Since the calculated F–value (7.68) is greater than the critical value (3.00), the null hypothesis is rejected at 0.05 level at 2,177 degree of freedom. This means that parental qualification has significant effect on SC and ST Students' academic performance in school.

4. Academic mean scores of SC and ST SC and ST Students in relationship to the health statuses:

TABLE -5

Academic mean scores of SC and ST SC and ST Students in relationship to the health statuses

Source of variation	SS	df	MS	f-ratio	f-critical
Treatment	583.06	2	291,53	10,34	3.00
Residual	4987.21	177	28.17		
Total	5570.27				

Significant at 0.05 level: $F= 3.00$, since the calculated F-value (10.34) is greater than the critical F-value (3,00). The null hypothesis is rejected at 0.05 level of significant. This implies that health status of SC and ST Students as a significant effect on academic performance of the SC and ST Students.

Main impact of health status on SC and ST Students' academic performance in school: The post ANOVA pair-wise comparison was conducted to isolate the specific pair (s) that was significantly different. The statistical analysis that reveals this assertion is given in Table 7.

8. Summary of Findings :

The first two hypothesis i.e. academic performance of SC and ST Students in relationship to the parental socio-economic background and educational background were not statistically significant. However, the SC and ST Students' mean score was observed to be higher with educated parents and high socio-economic status compared with SC and ST Students from parents of low socio-economic status than the SC and ST Students from not educated parents and low economic status.

The last two hypothesis i.e. performance of SC and ST Students relationship to parental qualification and student health statuses revealed statistical significant factors that affect the SC and ST Students' academic performance. These two variables nonetheless indicate nature of home environment of SC and ST Students, which necessarily affect academic performance.

9. Discussion:

The result of the two hypotheses, which examined the parental socio-economic statuses and educational background and the effects on SC and ST Students' academic performance, indicated that there was significant relationship. This finding differs from what was obtained by other researchers. Eze (2002), Craig Ronald (2003). Hill et al (2004) and Rothstein (2004) had asserted that status of parents does not only affect the academic performance of SC and ST Students but also make it impossible for children from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment.

They had also posited further that illiterate and semi-illiterate parents with feeling of inadequacy may not be able to their children out of different academic problems. Thus, the academic performance of such children is greatly or significantly hindered. Two possible explanations could be proffered to account for the variation from the previous findings. Firstly, this research setting which is purely rural, there is very marginal difference in the socio-economic of the various

parents. Secondly, it could be that the parents that were with low socio-economic background might be sufficient enlightened about the needed success of their children education in such a case, they assist and encourage their children to be adequately involved in their academic activities and hence provide them with basic needs that might enhance their performance. In the same community both categories knew each other and educating the children becomes competitive to close gap of disparity among the children in the same community.

It could generally be inferred that in spite of the non-significance of the effect of the two factors being considered in the ongoing discussion, it is apparent that the variables still play a slight role in the SC and ST Students' academic performance. This is because they still play a slight role in the SC and ST Students' academic performance. This is because the mean scores of SC and ST Students from non-educated and educated on one hand and low socio-economic status and high status are still relatively different, (see tables 2 and 3).

The results of the third hypothesis as shown in tables 4 and 5 indicate a significant influence of parental qualification on SC and ST Students' performance. This finding substantiates the earlier assertion of Rothstein (2004) and Hill et al (2004) who had opined that children who are raised by parents with higher qualification are more inquisitive toward learning compared to those children from low educational qualification. Moreover, according to Craig and Ronald (2004) "Parental cognitive ability was substantially associated and parental education and parental occupation only trivially associated with offspring.

With regard to the finding on SC and ST Students' health status where there is a significant impact on academic performance, this finding does not differ from the works of some previous researchers. Adewale (2002) had observed that where nutritional status and health problems are prevalent, children's academic achievement are hindered. Moreover, Levinger (Quoted by Eze, 1996) had noted that when a child gets proper nutrition and health care, the ability to interact with and take optimal advantage of the full complement of resources offered by any formal or information learning environment is enhanced.

10. Conclusion:

It can be reasonably inferred that socio–economic and education background of parents in this research setting is not significant factors in SC and ST Students' academic performance. However, educational qualification of parents and health status of SC and ST Students are significant factors that affect the academic performance of SC and ST Students.

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