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Research Paper

A Comparative Study of Academic Attitude of Students of Secondary Level Schools in Terms of Gender and Socio-Economic Background

Education

KEYWORDS :

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ABSTRACT

An attempt has been made in this investigation to compare the academic attitude of girls and boys students of secondary levels school in relation to their socio-economic background such as high, medium and low and found there was a favorable feeling in terms of academic attitude among majority of students of secondary level schools. and the statistical result shows that the academic attitude of students is influence by socio-economic background.

Education has been identified as an essential input for the pace of development of any country as it trains and prepares human resources to shoulder the future responsibility in almost every country. The process of development is determined by suitably educated, properly trained and self disciplined citizens.

Socio-economic background determines academic attitude of a student. Different aspects of education of an individual depend upon the several socio- economic factors. The academic attitude of a student in the course of his/her education, employment and earnings of an educated person, saving and investment from out of the earnings etc are influenced by his/her social background, parental education, income, occupation type of school and so on. The entry of a child into a particular school or course is also due to all these factors.

We should appreciate that there is a reciprocal relationship between education and some of the socio-economic variables. For example, education of a person influences income, health, social status, which in turn would bring many other changes in life. All these aspects of education need to be analyzed when one examines the economic aspect of education. The problem of inequality in education assumes great significance in the context of a country having a highly stratified socio-economic set up. In fact, it is said that a classroom is a replica of the socio-economic structure of the society itself. Indian academic setup presents a picture of glaring inequalities in access in performance and in utilization of the facilities.

NEED OF THE STUDY

The present study would enable us to compare the academic attitude of secondary level's schools students in terms of gender and socio-economic background. It would help in identification of the problems of socio-economic status (High, Medium and Low), the suggestion would help in solving the problems related to students belonging to different gender and socio-economic background with regard to their academic attitude.

The comparison between academic attitudes in terms of gender and socio-economic background would help to find out the orientation of educational line of students.

This study might also serve as a reference work for further researchers who are interested in investigating the academic attitude of secondary level's schools students in terms of gender and socio-economic background.

Unless and until the secondary schools students realize that their academic attitude can enhance their progress in career, they would not develop a positive attitude towards education.

STATEMENT OF THE PROBLEM

A comparative study of academic attitude of students of secondary level schools in terms of gender and socio-economic background.

DEFINITION OF THE TERMS

ACADEMIC ATTITUDE

There was a time when 'academic' meant "pertaining to the development of the mind." Nowadays it seems to mean "anything that occurs in a school."

This is just one of many examples of a broader, more permissive, view of the proper function of educational institutions. The goal of education used to be the development of mental powers, to the exclusion of everything else. The goal was seldom achieved. The teaching of values, ethics, and the general socialization of the individual was left to the home and community. Schools didn't institutionalize these goals (except through disciplinary policy). Schools did subtly try to 'civilize' students, that is, to suppress their innate savage natures and encourage them to behave as if civilized.

SOCIO-ECONOMIC BACKGROUND

A family's socio-economic status is based on family income, parental educational level, parental occupation and social status in the community (such as contacts within the community, group associations, and the community's perception of the family), note **Demarest, Reisner Anderson, Humphrey, Farquhar, and Stein (1993).**

OBJECTIVES OF THE STUDY

1. To compare the academic attitude of girls and boys students of secondary level schools.
2. To compare the academic attitude of students belonging to different socio-economic background such as high, medium and low.

HYPOTHESES

In order to give proper direction to investigation, it was thought necessary to formulate certain hypotheses, which may be tested in this study.

MAIN RESEARCH HYPOTHESIS IS AS FOLLOWS-

1. The academic attitude of students is influenced by two specific factors, gender and socio-economic background.

In order to test this hypothesis in operational term, following two null hypotheses have been setup.

NULL HYPOTHESES

1. There is no significant difference in academic attitude be-

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tween boys and girls student of secondary level schools.

2. There is no significant difference between the students belonging to different socio background with regard to academic attitude.
3. There is no significant difference between the students belonging to different economic background with regard to academic attitude.
4. There is no significant difference between the students belonging to different socio-economic background with regard to academic attitude.

1 METHODOLOGY-

The method adopted for the present study was descriptive and statistical in nature. Such studies are design to obtain pertinent and precise information concerning the correct status of phenomena and whenever, possible to draw valid general conclusions from the facts discovered. They restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of significant problem concerning local, state national and international issues. Descriptive studies are more than just a collection of data. They involve measurement, classification, analysis, comparison and interpretation. They collect and provide three types of information.

(1) Of what exists with respect to valuables or conduction in situation.
(2) Of what we want by identifying. Standards or norms with which expert consider to be desirable.
(3) Of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinion.

SAMPLE

The sample consisted 200 students studying in class 9th and 10th of aided institution in Varanasi city. The sample derived from ten schools of Varanasi city. Out of these ten schools five were boys and five were girls' schools.

THE TOOL USED –

The investigator used "Academic Attitude scale" developed by **Dr. (Mrs) C. Bhasin**, to measure the attitude of secondary school students towards education. The investigator has used academic attitude scale and made a column of caste and income on the same, to get information about socio-economic background of the students studying in secondary levels School. According it, the researcher has got the socio-economic background of students of secondary levels school.

STATISTICAL TECHNIQUES USED

The primary purpose of this study was to measure the comparative attitude of Varanasi City under following category:-

- Mean
- t-test
- CHI SQUARE TEST
- Contingency Coefficient

TABULATION

After scoring of the attitude of secondary students of Varanasi City towards education, the collected data were tabulated according to the factors taken to study. They are as following.

Table-1
Educational Attitude in terms of Gender

Gender wise	Educational Attitude
Male	130
Female	70

Table-2
Observed frequencies of Socio Background of Secondary students

Social category	Observed Frequencies
General	80
OBC	84
SC	36

Table-3
Observed frequencies of Economic Background of Secondary students

Economic category	Observed frequencies
High	57
Medium	51
Low	92

Table-4
Observed frequencies of Socio-Economic Background of Secondary Students

Socio-economic category	Observed Frequencies
High	137
Medium	135
Low	128

DATA ANALYSIS-

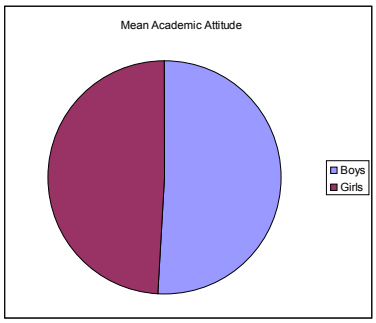
This chapter is devoted to presentation, analyses and interpretation of the data as per the following schemes:

To study of the academic attitude of male and female Students of Secondary School of Varanasi City.

Study of the academic attitude of Students belonging to different socio-economic background such as High, Medium and Low.

Table-5
ACADEMIC ATTITUDE OF SECONDARY STUDENTS

ACADEMIC ATTITUDE									
Sample	No. of Students	Mean Academic Attitude	Standard Deviation	Standard Error of Mean	Degree of Freedom	t-value calculated	t-value tabulated	Levels of significance	Null Hypotheses R/A.
Boys Students	130	32.25	5.19	.67	198	1.49	1.98 2.61	0.05 0.01	Not Significant Accepted
Girls Students	70	31.07	4.14						



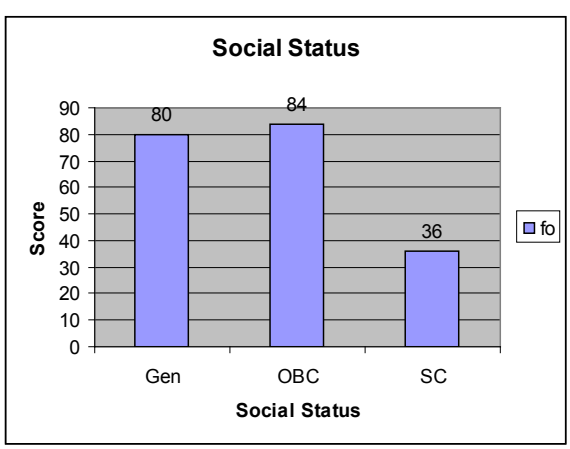
The table-5 clearly shows that the number of boys and girls student of secondary level schools of Varanasi City was 130 and 70 respectively. The mean (M) academic attitude scores of boys students of secondary levels school was 32.25, SD 5.19 and Mean (M) academic attitude of girls student of secondary levels school of Varanasi City was 31.07, SD 4.14 and the calculated t-value was 1.49 which was found to be not significant at 0.05 level and 0.01 level with 198 degree of freedom. Therefore, it can be asserted that there really exist no differences in the academic attitude of boys and girls students of secondary levels school

"There is no significant difference in academic attitude between boys and girls student of secondary level schools" is accepted (Not Significance) .So research hypothesis is rejected at both levels of significance.

Table-6

frequencies	Socio background			Total
	Gen.	OBC	SC	
fo fe	80 (66.67)	84 (66.67)	36 (66.67)	200
Total	80	84	36	200
Df=2	Chi-Square=21.27			C.=0.37

Socio *BACKGROUND OF SECONDARY STUDENTS*



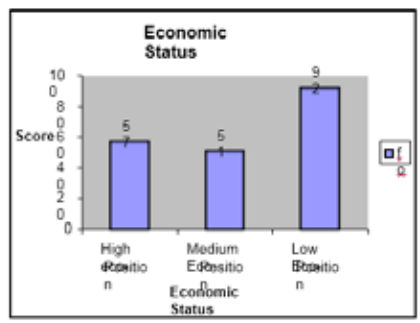
The table-6 clearly shows that the total number of students was 200. The observed frequencies of Gen, OBC, SC student were 80, 84, 36 and observed frequencies 66.67, 66.67, 66.67 were generated on the basis of some hypotheses or line of theoretical speculation which is not tied up with data at hand and calculated chi-square was 21.27 which was found to be significant at 0.05 and 0.01 level with 2 degree of freedom. Therefore it clearly indicates that there is a significant difference between secondary level students socio background. So the research hypothesis is accepted at both levels of significant.

There is no significance different between the students belonging to different socio background with regard to academic attitude" is rejected at 0.05 levels and 0.01 level of significance.

Table-7
ECONOMIC BACKGROUND OF SECONDARY STUDENTS

frequencies	ECONOMIC BACKGROUND			Total
	High economic position	Medium economic position	Low economic position	
fo fe	57 (66.67)	51 (66.67)	92 (66.67)	200
Total	57	51	92	200
df=2	Chi-Square=14.7			C.=0.26

.05=Significant
.01=Significant



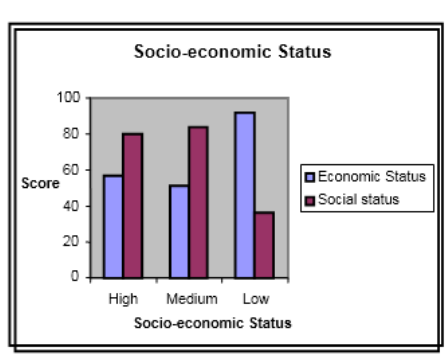
The table-7 clearly shows that the total number of students was 200. The observed frequencies of high, Medium and Low social status students were 57, 51, 92 and expected frequencies (fe) 66.67, 66.67, 66.67 were generated on the basis of some hypotheses or line of theoretical speculation which is not tied up with the data at hand and calculated chi-square was 14.7 which was found to be significant at 0.05 level and 0.01 level with 2 degree of freedom. Therefore it clearly indicates that there was significance different between girls and boys economic background. So the research hypothesis is accepted at both levels of significance.

Thus, the null hypothesis, "there is no significant difference between the students belonging to different economic background with regard to academic attitude" is rejected at 0.05 level and 0.01 level of significance.

Table-8
SOCIO-ECONOMIC BACKGROUND OF SECONDARY STUDENTS

Variables	Socio-economic background			Total
	High	Medium	Low	
Social Status	80 (68.5)	84 (67.5)	36 (64)	200
Economic Status	57 (68.5)	51 (67.5)	92 (64)	200
df=2	Chi-Square=3642			C.=.38

.05=Significant
.01=Significant



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The table-8 clearly shows that the total number of students was 200. The observed frequencies of high, Medium and low socio-economic background students were 80, 84 36 and expected frequencies were 68.5, 67.5, 64. In this way the observed frequencies of high, medium and low economic background students were 57, 51, 92 and expected frequencies were 68.5, 67.5, 64 and calculated chi-square was 36.42 which were found to be significant at 0.05 levels and 0.01 levels with 2 degree of freedom. Therefore it clearly indicates that there was a significant different between different socio-economic backgrounds student. So the research hypothesis is accepted at both levels of significance.

The value of contingency coefficient is 0.38 which shows enough association between two variables Social and economic and received mode High, Medium and low.

Thus, the null hypothesis, "There is no significance difference between the students belonging to different socio-economic background with regard to academic attitude" is rejected at 0.05 level and 0.01 level of significance.

FINDINGS OF RESEARCH -

1. The academic attitude of secondary level schools student was satisfactory.
2. There was a favorable feeling in terms of academic attitude among majority of students of secondary level schools.
3. There is no significance difference in the academic attitude of boys and girls student.
4. The statistical result shows that the academic attitude of students is influenced by social status.
5. The statistical result shows that the academic attitude of students is influenced by economic status.
6. The statistical result shows that the academic attitude of students is influence by socio-economic background.

Socio-economic Status

SUGGESTIONS FOR FURTHER RESEARCH -

When the present study was in progress certain problems closely related to the area of this work came up before the investigator. These problems of investigated along with the present work, would help in clarifying the conceptual misgiving and confusion. Some of these research problems related to the present area may be taken by the researcher in future, which are as follow –

1. Effect of socio-economic background, interest and motivation of the students.
2. Effect of socio-economic, learning behavior and achievement of students.
3. Relationship between socio-economic status and academic achievement.
4. Effect of socio-economic status on B. Ed. and M.Ed. students toward academic attitude.
5. Effect of parental education on their son's and daughter's academic attitude.
6. Effect of mother's education on her son's and daughter's academic attitude.
7. Effect of socio-economic status on BBA and BCA students.
8. Socio-economic background and Higher Education participation.
9. Socio-economic status, attitudes and academic achievement in developing society.
10. Socio-economic empowerment through ICT education.

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