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INFLUENCE OF ECONOMIC STATES ON ACADEMIC PERFORMANCE OF ADOLESCENT GIRLS OF VIJAYAPUR

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ABSTRACT

The present research is focus to study the influence of economic status of parents on academic performance of adolescent girls of Vijayapur. To find the results researcher prepared a tool to collect the personal information of 500 students, at the same time researcher collected the academic results of the same students from their respective schools. Student's results were compared with their family income and the findings reveals that there is no influence of economic status on academic performance of adolescent girls of Vijayapur.



KEYWORDS: economic status , personal information , academic performance.

INTRODUCTION :

Education is the basic need which shapes the future of the students and the academic performance will be influenced by many factors such as economic conditions of the parents, educational levels of parents, family types etc. schools are combination of students with different family backgrounds and economic statuses. Generally we know that there is a need of good economic condition to provide the basic needs and to achieve better in academic and the family background also influence to support academic activities. The present study aimed to find the influence of

both economic condition and family types on academic performances.

ECONOMIC STATUS:

Economic status is transmitted from parents to off-spring. The perpetuation across generations of a family's social class, or their position in the distribution of income, is generally thought to reflect the combined effects of the genetic and cultural transmission of traits, such as cognitive functioning, that contribute to economic success, as well as the inheritance of income-enhancing group memberships and property. The superior education enjoyed by the children of higher status

families contributes to this process of economic inheritance. While recent research has illuminated important aspects of this account, the factors contributing to the extent of intergenerational transmission of status and the ways that genetic and cultural transmission and the inheritance of property and memberships contribute to this process remain obscure.

ACADEMIC PERFORMANCE:

The word Academic Achievement is a very broad term, which indicates generally the learning outcome of pupils. Achievement of these learning outcomes requires a serious of planned and organized experiences and hence

learning is called a process. In this process of achievement of change in behavior one cannot say that all students reach the same level of change during the same span of time. The level of achievement reached by the students in the schools is called Academic Achievement (School performance) of the students.

Learning affects three major areas of behavior of students, Cognitive, Affective, Psycho motor. It is difficult to say without proper evidence that students reach at the same level in all the three domains at the same time. Students may be at somewhat higher level in one domain and at a somewhat lower level in the other domain. This means pupil may be at different levels of achievement in different areas. As the areas of affective and psycho-motor domain are not sufficiently explored, it is generally a custom to restrict the term school performance to the level of achievement of students in the cognitive areas of various school subjects.

Here are some of the principles of measurement of educational achievement as given by Robert.E.Bell (1971)

1. The measurement of educational achievement is essential of effective education.
2. An education test is no more or less than a device for facilitating, Extending, and refining a teacher's observation of student achievement.
3. Every important outcome of education can be measure.
4. The most important educational achievement is command of useful knowledge.
5. Written tests are well suited to measure the students command of useful knowledge

Academic achievement is the amount of knowledge derived during the process of learning at school. It is the product of knowledge and intelligence derived from the environment or attainment can be measured in every aspect to instruction. R.S. Wood Worth states that educational achievement tests show how much knowledge has been obtained and retained in a school subject.

Devi Bijaya conducted a research on the influence of socio-economic status on academic achievement of tribal adolescent girls (2015) and the result says there is no significant influence between academic performance and economic status of parents and a studies conducted by Baruah Satyabrata (2014), Shoib. Aly, Mahmoud. Aly (1982), Jennifer, B. (2005), Tripathi, Suresh Kumar (1990) proves the same results.

OBJECTIVES:

To find out the influence of parents economic status on academic performance of adolescent girls of vijayapur.

HYPOTHESIS:

There is no significant influence of parents economic status on academic performance of adolescent girls of vijayapur.

For the present study, the observational descriptive normative survey methods was used and were administered to adolescent girls in Vijayapur district collect the data, analysis of data and interpretation of the results.

DATA COLLECTION TOOLS

For the present study the investigator used a personal information format to collect the economic status of the parents. As part of researcher collected the academic scores of the students from the schools

SAMPLE

A total of 500 adolescent girls in Vijayapur district were selected by cluster random sampling method, in which, 250 each from rural and urban including 250 from government and 250 from private schools.

COLLECTION OF DATA

The investigator visited personally in selected government and private schools from rural and urban areas. Then the selected 500 adolescent girls in Vijayapur district, the prepared format was distributed collect information accordingly. Also the academic performance of adolescent girls was collected from the previous examination. The data were coded and entered in Microsoft excel 2010 and converted in SPSS 20.0 version for statistical analysis. The data were analysed by using the following statistical procedures.

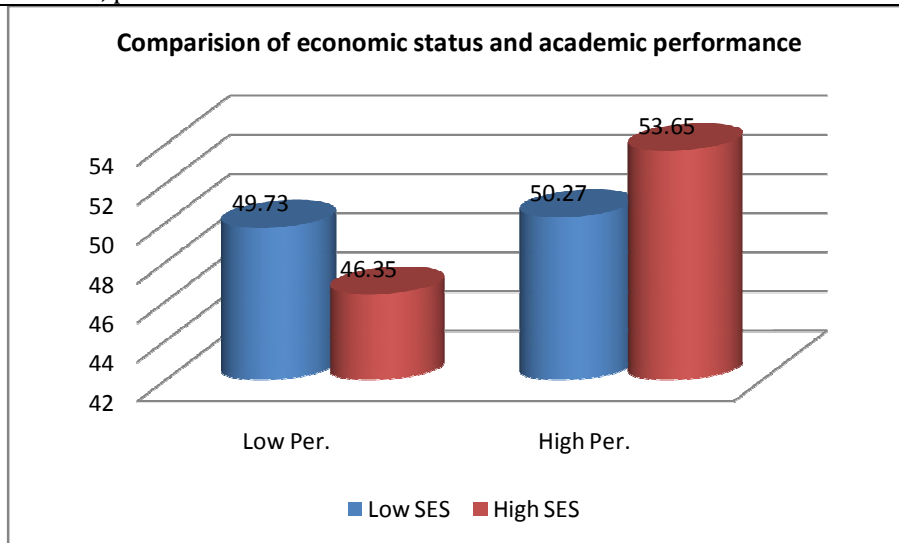
STATISTICAL TECHNIQUES USED

- Chi-square test for association
- T- test
- Tukeys multiple posthoc procedures
- Karl pearson's product moment correlation coefficient
- Multiple linear regression

Data Analysis:

Table: Comparison of economic status and academic performance

Characteristics	Levels of school performance					
	Low performance	%	High performance	%	Total	%
SES						
Low SES	92	49.73	93	50.27	185	37.00
High SES	146	46.35	169	53.65	315	63.00
Chi-square= 0.5340, p=0.4650						



In a total of 238 of adolescent girls with low level of school performance, the majority of 146 (46.35%) are adolescent girls belongs to high SES and 92 (49.73%) are adolescent girls belongs to low SES. However, in a total of 262 of adolescent girls with high level of school performance, the majority of 169 (53.65%) are adolescent girls belongs to high SES and 93 (50.27%) are adolescent girls belongs to low SES. The association between socio economic status and levels of school performance of adolescent girls is found to be statistically not significant (Chi-square= 0.5340, p=0.4650). Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the adolescent girls belong to low and high SES have similar school performances.

FINDINGS:

There is no significant influence of economic status of the parents on academic performance of adolescent girls of vijayapur.

SUGGESTIONS FOR THE FURTHER STUDY:

Similar study can be conduct for the students of higher education.

- Similar study can be administered on male students
- The same study can be expand on larger sample
- The same study can continue with some other moderating variables.

CONCLUSIONS:

Research results proves that there is no relations between the economic status and academic performance. Academic performance depends only on the abilities of the students, and the poor economic background students also show the good performance in academics.

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