

**AWARENESS AND SOCIO-ECONOMIC STATUS OF
PARENTS IN RELATION TO PERFORMANCE OF THEIR
WARDS IN CLASS-X BOARD EXAMINATION**



A

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SUPERVISOR

**Dr. Nishta Rana
Associate Professor**

INVESTIGATOR

**Naresh Kumar
M.Ed. Sem. IV
Roll No. 1801010**

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2020

CERTIFICATE

This is to certify that **Mr. Naresh Kumar**, student of M.Ed., Semester IV, Session 2018-2020, bearing Roll No. 1801010 has worked under my supervision for his dissertation entitled

**“AWARENESS AND SOCIO-ECONOMIC STATUS OF PARENTS
IN RELATION TO PERFORMANCE OF THEIR WARDS IN
CLASS-X BOARD EXAMINATION”**

His dissertation is fit for submission, in partial fulfillment of the requirements for the award of the Degree of Master of Education.

DATE: **(Dr. Nishta Rana)**

SUPERVISOR

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“Thank you for planting the seeds of knowledge”

Teacher plants seeds of knowledge that grow forever but sometimes words are often too weak to express one's inner feelings and indebtedness to one's benefactors. The same difficulty hunts the investigator in panning down the deep sense of gratitude.

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NARESH KUMAR

Date:-

Batch: - PG/2018-2020

Roll No.:- 1801010

MIER, B.C. Road, Jammu (J&K), 180001

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ABBREVIATIONS USED

CBSE	Central Board of Secondary Education
DF	Degrees of Freedom
Govt.	Government
HSLC	High School Leaving Certificate
ICSE	Indian Certificate of Secondary Education
JKBOSE	Jammu and Kashmir State Board of School Education
NELS	National Education Longitudinal Survey
Pvt.	Private
QPA	Questionnaire on Parental Awareness
SD	Standard Deviation
SEM	Standard Error Mean
SES	Socio-Economic Status
SLA	School Leaving Age
SPSS	Statistical Package for the Social Sciences

ABSTRACT

The present study attempts to examine awareness and socio-economic status of parents in relation to performance of their wards in class-X board examination. Descriptive survey method is used for the collection of the data. The study is quantitative in nature and the sample consists of 200 students (100 males and 100 females) and their parents (father/mother/guardian) have been selected through stratified random sampling technique from 5 Government and 5 Private Higher Secondary Schools, located in Jammu City. In this study, two standardized tools namely Socio-Economic Status Index (SESI) developed by Prof. R.P. Verma, Prof. P.C. Saxena and Dr. (Smt.) Usha Mishra (2008) and self constructed Questionnaire on Parental Awareness (QPA) by Koul (2019) have been used. The main objectives of the study is to study the performance of students in class-X board examination in relation to their gender, to assess the difference in performance of students in class-X board examination in relation to their type of school, to study the difference in performance of students in class-X board examination in relation to their parental awareness and to study the difference in performance of students in class-X board examination in relation to their socio-economic status. Statistical technique t-test is employed for analyzing the data. It is found that there is no significant difference in performance of students in class-X board examination in relation to their gender, in relation to their type of school, in relation to their parental awareness and also in relation to their socio-economic status. But mean values indicate that whether we talk about performance of gender, even if we vocalize about the type of school, if we articulate about parental awareness or we prattle about socio-economic status but here, it is rightly to say on the basis of the mean values that one part needs to be improved more than the other.

Key Words Used:

Parental Awareness, Socio-Economic Status, Performance, Class-X Board Examination.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

The progress and prosperity of any nation depends upon their educational system right from primary to higher education. Education means acquisition of knowledge, development of skills, attitudes, habits and personality etc. Education is a lifelong process which starts at the very beginning of life and continues until the death of the human being. Varied experiences that an individual achieves in his/her life through education show the way to lead the life purposefully and help him/her to become an efficient member of the society. Education is the means through which the inborn qualities of the children are unfolded and improved to develop his personality fully in respect of physical, mental, intellectual, emotional, aesthetic and spiritual aspects. It helps the students to increase knowledge and understanding and to adjust properly with his environment. It also helps the students to face the challenges and competition that is carried by the global socio-economic and cultural changes of twenty first century.

According to Aristotle, “Education is creation of a sound mind in a sound body. It develops man’s faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.”

According to Gandhi, “Education means an all-round drawing out of the best in the child and man, body, mind and spirit.”

Agencies of Education are broadly divided into two categories, viz. formal and Informal Agencies.

Another way of classification of agencies is Active and Passive Agencies, Commercial and Non-Commercial

Formal agencies are those institutions and organizations which are set up by the society deliberately with the exclusive aim imparting definite and ready-made tidbits of knowledge in a specified time under a structured environment.

There are well-defined aims and objectives, specific curriculum, definite teachers and students, definite and fixed time and place in such agencies. In short, everything or every aspects of education are pre-planned or planned in advance. Such agencies include school, college, university, library, religious institution, the recreation club, the museum, picture and art galleries, zoo, etc.

Informal agencies are those institutions which exercise a great educative influence upon the individuals indirectly and ceaselessly throughout their life. They are called indirect agencies influencing the behavior of the individuals. Education is provided to the individuals informally and unconsciously. These agencies lack all formalities, rules, systematization, pre-planning, premeditation or training.

There are not particular places or location for imparting education. Individuals learn incidentally and naturally by their own initiatives and efforts. Among the agencies of informal education are family, community, state, social gathering, play-ground, associations, religious ceremonies, crowds, market places, cinema house, news-paper, fairs, exhibitions, radio, television, public meeting, field trip etc.

Those agencies which provide for education through the interaction of the persons are called active agencies of education. The interaction is a two-way process. Both the educator and the educed individual and the group influence and react to each other.

The agency is called active because both the agency and the individual actively participate and share in the educative process. Examples of such agencies are the family, the school, the church, the youth activity groups, associations, social welfare agencies, sports club, museum, art galleries, entertainment programmes, etc.

Passive agencies are those agencies which potentially influence the individual but are not influenced at all by the individual. The interaction is one-way traffic. Such agencies are called passive, for the individual plays passive role as he is not able to influence the agencies. Examples of such agencies are library, press, cinema, newspaper, radio, television, theatre, magazine, etc.

Professor F.J. Brown has classified the agencies into four categories—formal, informal, commercial and non-commercial agencies. The first and second agencies have been examined. Now there is the need to throw light upon the commercial and non-commercial agencies of education

Commercial agencies are those agencies which give various kinds of knowledge, discoveries, inventions and achievements of human race. Through these agencies, the child develops social attitudes and receives all kinds of social interaction and experiences. These agencies have commercial objectives and include cinema, press, radio, television, theatre, clubs, newspapers, magazines, periodicals etc.

Non-commercial agencies are those agencies which come into being for social good. Social well being is their concern, not the profit making. The examples are sports club, educational tours, debates, scouting, youth forums, welfare programmes, adult education centers, red-cross units etc.

1.1.1 Parental Awareness/Parental Involvement

Awareness of parents implies the active state of mind for their children's performance in education. Here, in this study parental awareness implies the personal care, emotion and health, preparation for examination, expectation for better academic performance in the examination, school and home environment, relationship of the children with teachers which may affect the academic performance of the children in the examination. Parents play a crucial role in nurturing their children's educational aspirations.

Parents' involvement and interest in the child education is considered by educators, school management as well as politicians to be a key factor to success in school, and perhaps no topic about school is more professed to be important for students' improvement as parental participation. Recently parental involvement in education has become increasingly a central issue for discussion. Schools are no longer believed to be the only factor that can provide the

whole of children's education or can compensate for disadvantageous backgrounds on their own unaided by the families. Parents are thought to be an integral part of the education process and a school could only realistically seek educational objectives in partnership with them. When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child's entire academic career.

Parental involvement is defined as having awareness and a commitment to consistent communication with educators about student progress. The role of parental awareness in children's education has become a central issue in educational policy and research. The main concern is how to improve student attainment and reduce educational inequities. For this parental involvement and family-school partnerships are considered among the most successful educational strategies. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope.

Although widespread support for parental awareness is reflected in current educational policies and practices, what this means is not always clear. Parental involvement includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events.

If parents are aware about their children regarding their education then we can say that parental support during board examination plays a very important role in the performance of their children. As we all know, examination time is the most stressful time for the students who are going to appear for these exams. During this time period, students become careless towards their health. They avoid taking sound sleep, eat less and do plenty of other such self-harming activities. Sometimes these activities cause irreversible loss to their health. Parents play a very important role during this time. The parents' role can act as a catalyst for increasing the performance of their child. Sometimes parent's economic status also plays very important role in the performance of the child because if parents have rich in terms of money then they will provide better education to their children and their children will take the exams without any stress.

Well preparation for examination from the very beginning of the course is necessary, but it is found that many students start their preparation for examination as soon as they get their examination time-table. So, the parents should be aware that their children start their study and preparation for examination well before the examination and they do not wait till the last moment. A hurried last minute study raises the anxiety level as it does not register well in the memory and the children drops self-confidence. Sometimes parental expectations also lead to stress or some students tried to match up to their parent's expectations in spite of limited capacities and some parents persistently compare the marks of examination of their children with those of their classmates. This is an unhealthy practice of comparing. Each students is

individual unique and he should be respected and healthy competition must be encouraged. Parents should always be aware about the capacities of their children and should help them to move accordingly.

However it is, the parents should take care of emotion and health, environment of school and home, relationship of the children with teachers, preparation for examination, expectation for better academic performance in the examination etc. which may affect the future academic life of the children.

1.1.2 Socio-Economic Status

Socio-economic status of an individual is his place of honor and power (economic, political, academic etc.) among the people of his society. It connotes his competence to command respect of the people around him and also his capacity to originate other that is to make others do what he likes them to do. Socio-economic status is a continuum which has its lower and upper ends. Therefore, it is an evaluative concept which designated how much of the environmental, cultural, social and economic richness a person possesses. It also denotes his standard of living and thinking

According to Kulshreshtha, socio-economic status is a study of individual's position within the social relationships. It influences individual's relationship with others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background.

Socio-economic status plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio economic background of the individual. The socio-economic status pays rewards and punishment both to a person. Socio-economic status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of community.

According to Chain (1944), socio-economic status includes both the social and economic status of the individual in the group.

The variations in achievement are also due to the differences in socio-economic status of the children, differential treatment given by parents, parent's educational level, and influence of the surroundings and so on. The influence of socio-cultural factors on various aspects of individual's development has particularly caught the attention of educationists. Individual success and failure can also be judged by facilities and environment provided for his study, self-concept and study habits. As pointed out by survey and Telford (1964) children belonging to higher socio-economic status are not only brilliant but also are provided better opportunities for developing intellectually, physically and emotionally. The type of intellectual environment in the home will definitely have an impact on the school achievement of the child and this intellectual environment in turn is determined by intellectual level of parents, parent's education, occupation, income, size of the family etc. During the lifespan of an individual adolescence is a stage highly influenced by so many

things around the world. Adolescents are highly influenced by society, socio-economic status, self-concept, study habits, emotional maturity etc., which may enhance the academic achievement of adolescence.

The socio-economic factors that determine health include: employment, education, and income. Socio-economic refers to society related economic factors. These factors relate to and influence one another. Socio-economic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Table 1.1

Socio-Economic Factors

ECONOMIC FACTORS	SCHOOL FACTORS	FAMILY BACKGROUND FACTORS
1. EDUCATION LEVEL OF A PERSON	1. STUDENT CHARACTER	1.PARENTAL ATTITUDE
2. OCCUPATION OF A PERSON	2. TEACHER CHARACTER	2.FAMILY SIZE
3. INCOME LEVEL OF A PERSON	3. TEACHER MOTIVATION	3.FAMILY STATUS

1.1.3 Academic Performance of Students

Student performance has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student performance measures the amount of academic content. A student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

Successful instruction of standards results student performance. Understanding the factors that can impact a student's ability to learn is equally important in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful.

1.1.3 (a) Factors Affecting Academic Performance

Here are some of the factors that may affect a student's academic performance:

1. The support and availability of the parents, their financial situation and standard of living. In Québec, as in other places in the world where the topic is studied, it has been observed that students in socioeconomically disadvantaged areas get lower marks.
2. The geographical location of the educational institution.

For example, English as a second language is not learned in the same conditions throughout Québec.
3. The percentage of students in a school whose mother tongue is not the language of instruction
4. The diversity of student profiles in the same class
5. The grouping together, in certain schools, of students with severe learning difficulties, or with problems associated with psychosocial integration in special education classes
6. The various practices pertaining to the student admission requirements. Some educational institutions admit students indiscriminately, whereas other selects them on the basis of previous academic performance or their results on aptitude tests.

1.1.4 Class-X Board Examination

The primary education is considered as the foundation of the secondary education while the secondary education has been considered as the foundation for higher education, for which it is regarded as the pivot of all system of education. Secondary education is the linkage between the elementary and higher education. Generally, it covers four years of class-ix, x, xi, and xii and out of this four classes ix and x covers the age 15 and 16 years is considered as secondary and class-xi and xii covers the age 17 and 18 years is considered as higher secondary education. The education of secondary stage is very important because it opens the path of general higher education as well as professional, vocational and technical education. The secondary stage of education defines the way of future study life. So, the performance of students in the class-X board examination obviously affects on the academic life and future.

In fact, every parent desires that their children should climb the ladder of performance as high as possible. However, there are many factors which may affect the performance of the students in examinations. Available literature shows that the environment of the institution, teaching and learning processes, courses and syllabus, encouragement of teachers and parents, guidance and counseling, parental education and socio- economic status as well as the psycho-physical characteristics affect the performance of the students in examination.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

This study helps to know the effect of parental awareness on student's academic performance. This study also helps to know the relationship between wards and their parents regarding the socio-economic status in the society. There is a need to study this problem because by the study of this problem, we would come to know about the problems faced by the students because of bad results in their board examinations. This study also helps the parents to become aware about their children's education. This study signifies that socio-economic status of parents refers the family economic and social position in relation to their income, education and occupation which influences the academic performance and behavior of their children. Present study indicates that there is also a need to study this problem because it shows that parents with lower socio-economic status often lack the financial, social and educational support that characterizes parents with high socio-economic status. Families with a lower socio-economic status often struggle with providing academic support for their children. Students of lower socio-economic status often face different challenges like lack of learning resources, difficult learning conditions and poor motivation that negatively affect their academic performance. This study also helps to know the good and bad relationships between the parents and their children because of how much parents are aware about their children and what is their socio-economic status. Hence, the present study can be considered to be a significant one.

1.3 STATEMENT OF THE PROBLEM

“AWARENESS AND SOCIO-ECONOMIC STATUS OF PARENTS IN RELATION TO PERFORMANCE OF THEIR WARDS IN CLASS-X BOARD EXAMINATION”

1.4 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

PARENTAL AWARENESS

Parental awareness implies the active state of parents' mind for their children's performance in education, as assessed by *Questionnaire on Parental Awareness (QPA)* by Koul (2019).

SOCIO-ECONOMIC STATUS (SES)

Socio-economic status refers to the position, power and status in the society. In the present study, as assessed by *Socio-Economic Status Index (SESI)* by R.P.Verma, P.C. Saxena and Usha Mishra (2008).

PERFORMANCE

In this study, performance of the students refers to the percentage of marks obtained by them in class-X board examination.

CLASS-X BOARD EXAMINATION

Class-X board examination is the first public examination. Here, in this study, class-X board examination refers to annual examination conducted by Jammu and Kashmir Board of School Education for class-X students.

1.5 OBJECTIVES OF THE STUDY

The following objectives will be considered for the present study

1. To study the performance of students in class-X board examination in relation to their gender.
2. To assess the difference in performance of students in class-X board examination in relation to their type of school.
3. To study the difference in performance of students in class-X board examination in relation to their parental awareness.
4. To study the difference in performance of students in class-X board examination in relation to their socio-economic status.

1.6 HYPOTHESES

Keeping in view of the objectives the following hypotheses will be considered

1. There is a significant difference in the performance of students in class-X board examination in relation to their gender.
2. There is a significant difference in performance of students in class-X board examination in relation to their type of school.
3. There is a significant difference in performance of students in class-X board examination in relation to their parental awareness.
4. There is a significant difference in performance of students in class-X board examination in relation to their socio-economic status.

1.7 VARIABLES CONSIDERED

1.7.1 Dependent Variable

- Performance of students

1.7.2 Independent Variables

- Awareness of Parents
- Socio-Economic Status of Parents
- Gender (Male and female)

1.8 DELIMITATIONS OF THE STUDY

1. The study is delimited to a sample of 200 students and 200 parents only.
2. The study is restricted to 10 Higher Secondary Schools (5 government and 5 private Higher Secondary Schools) located in Jammu city.
3. The study is delimited to Socio-Economic Status Index (SESI) developed by Prof. R.P. Verma, Prof. P.C. Saxena and Dr. (Smt.) Usha Mishra (2008).

4. The study is delimited to Questionnaire on Parental Awareness (QPA) by Koul (2019).

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In this chapter, an attempt has been made to review the related literature systematically to know what has been done previously in the field of present study. Review of related literature

acquainted the researcher with the current knowledge in the area in which he or she intended to conduct the research.

A systematic review of the thesis, dissertations, books, research journals and other study material related to the present problem taken for investigation is found helpful for planning and carrying out the research study systematically. It provides knowledge of the recorded past study, helps to avoid unfruitful problem area and unintentional duplication of well established findings, helps to draw benefits from previous study, helps to understand the methodology of research to apply systematically and scientifically, helps to know about the tools and statistical techniques which are proved useful in the previous study and finally it helps to know the suggestions of the previous investigation listed in their studies for further research.

Review of related literature allows the researcher to be acquainted with the current knowledge in the field or area in which research is undertaken. The review of related literature also enables the researcher to define the limits. Thus, knowledge of related literature brings the up to date work which others have done and helps to state that objectives clearly and consciously. In the words of the Walter Rob Roy (1917), “the literature in any field forms the foundation upon which all the future work will be built.”

In the present study, the investigator has reviewed the following studies or researches done in the field of socio-economic status and awareness of parents regarding the performance of their wards in class-X board examination.

2.2 STUDIES CONDUCTED IN INDIA

Some of the studies conducted in India on the basis of awareness and socio-economic status of parents in relation to performance of their wards in the field of education (at secondary level). These studies are as under:

Panda(2002) conducted a study on effects of socio-economic status on academic performance of secondary school students. The purposes of the study were to compare the academic performance of upper, middle and lower socio-economic status group of students. The main

objectives of the study were; To determine whether there exists difference between socio-economic status groups of urban and rural areas in their performance scores. To compare the difference in academic performance of boys and girls at different levels of socio-economic status. Total 300 students of 8th standard of different secondary schools of Orissa were selected as sample of the study. 150 from urban and 150 from rural areas were selected by applying of random sampling procedure. Major findings of the study were the socio-economic status of students affects academic performance in the examination as the results showed that there exists significant difference between different socio-economic status groups in respect of their academic performance. There exists no difference between the high and average, and average and low SES group regarding academic performance scores. There exists difference between the high and low SES group regarding academic performance scores. This indicates that there is an effect of socio-economic status of family on academic performance of the students. The students' of urban area with high level of SES obtained a higher score in academic performance than the students of low SES level from both urban and rural area. This reveals that there is impact of SES on academic performance of urban and rural students.

Panda &Maikhuri(2003) studied the relationship between socio-economic status and academic performance of adolescents.The main objectives of the study were;To find out the relation between academic performance and socio-economic status of students.To determine the difference between high and low socioeconomic groups and their relationship with academic performance. The sample included 200 students out of which 100 boys and 100 girls between the age group 16 and 18 years. The samples were selected randomly from Govt./Private, Intermediate Colleges of Kotdwara city.Findings drawn from the study were;There is significant relationship between socio-economic status and academic performance of adolescents. Significant relationship found between the academic performance and adolescents belonging to high SES and low SES.There exists significant difference between academic performances and high and low socio-economic status.

Choudhury (2005) scrutinized a study on the effects of intelligence, socio-economic status on academic performance of school learning students of Assam. The investigator sought to study; The awareness of socio-economic status, intelligence, sex and locality of living on the performance of students of HSLC examination.Socio-economic status, intelligence, sex and

locality of living have interactions with the performance of students in examination. The level of intelligence and socio-economic status of students. The contribution of socio-economic status and intelligence on performance of students in HSLC examination. To determine the predictive value of socio-economic status and intelligence on performance of the students in HSLC examination. By applying simple as well as purposive sampling method 600 students those who have passed HSLC Examination were selected from 25 schools of Kamrup and 20 schools from Goalpara district. The samples were selected by covering both rural and urban areas. The major findings found by the investigator were; Significant difference exists between the male and female students in respect of level of intelligence. Significant difference exists between urban and rural students in respect of level of intelligence. Significant difference exists between the male and female students in respect of level of SES. Significant difference exists between the urban and rural students in respect of level of SES. No significant difference was found between the male and female students on the performance of HSLC examination. Significant difference was found between the urban and rural students on the performance of HSLC examination. Positive correlation exists between the intelligence and academic performance of the students. Positive correlation exists between the socio-economic status and academic performance of students. With the increase of socio-economic status and level of intelligence, the performance of the students also increases in the HSLC examination.

Gnanadevan(2007) investigated social intelligence of higher secondary students in relation to their socio-economic status. The investigator intended to find out; The level of Social Intelligence for the students of higher secondary stage. To know the difference between the social intelligence of higher secondary students according to sex. To know the difference between the social intelligence of students of higher secondary stage belonging to different castes. To know whether there exists difference between the fathers those who have only school education and those who have college education with regard to social intelligence of higher secondary students. To know whether there exists difference between the mothers those who have only school education and those who have college education with regard to social intelligence of higher secondary students. To know whether there exists difference between the social intelligence of higher secondary students of employed and unemployed fathers. To know whether there exists difference between the social intelligence of higher secondary students whose mothers are employed and those who are unemployed. To study whether there

is difference between the social intelligence and the level of income of parents of higher secondary students. Total 400 numbers of students from higher secondary stage studying in Cuddalore District of Tamilnadu were selected randomly as sample of the study. The major findings of the study were ;Higher secondary students have high social intelligence. There is no significant difference of social intelligence between the male and female higher secondary students. There is significant difference of social intelligence. There is difference of social intelligence of the higher secondary students belonging to different castes. The higher secondary students whose fathers have only school education is not differ in respect of social intelligence from those whose fathers have college education. The higher secondary students whose mothers have only school education is differ in respect of social intelligence from those whose mothers have college education. The higher secondary students do not differ significantly in their social intelligence whose fathers are employed and whose fathers are unemployed. The higher secondary students do not differ significantly in their social intelligence whose mothers are employed and whose mothers are unemployed. There is no difference between the social intelligence and the level of income of parents of higher secondary students

Katiya, Dayal and Garg (2007) explored parental awareness in children's school education and activities and its relationship to children's school performance. The purposes of the study were; To study the nature of parent's awareness in the home based and school based activities of their children. To study about their children's school performance. To determine the relationship between the school performance of children and awareness of parents. The samples of the investigation were the parents of II, III, IV standard students of Kendriya Vidyalaya of Farrukhabad city. The parents whose children had appeared in Half-Yearly examination were selected as samples randomly. The results of the study were; There was significant difference found between the home based and school based awareness in all income and education groups. There exists positive significant correlation between the children's school performance and parent's awareness in home based activities. This correlation existed only among the parent's of low income and low education group and the low education and high income group. No significant correlation was found between the high income and high education group and, high income and low education group regarding parents' home-based awareness for school performance of their children. Higher grades in

school performance of children found to be associated with the total awareness of parents both in home based and school-based activities.

Bhuyan and Choudhury(2008) studied effects of intelligence and socio-economic status on the performance in examination. The investigators sought to study;The effects of socio-economic status and intelligence on the performance of students in class-x board examination according to sex and locality. The individual and joint effects of socio-economic status and intelligence on the performance of students in the class-x board examination.To find out the predictive ability on future success of the students in academic courses according to sex and locality.The two stage sampling design was adopted to select the sample for the study. Total 25 secondary schools affiliated to SEBA course was selected in the first stage from urban and rural areas of Kamrup and Goalpara District of Assam. in the second stage, 600 students, those who had passed the class-X board examination in 2005 were selected from the selected schools as sample. For the purpose of selecting sample simple random sampling method was applied.The major findings of the study were; There was significant difference in intelligence between male and female students of class-X board examination passed in 2005.There was significant difference in intelligence between urban and rural students of class-X board examination passed in 2005.There exists no significant difference between male and female students on the performance of class-x board examination at 1 percent level.There exists significant difference between urban and rural students on the performance at 1 percent level. Significant difference was found on the performance of all compulsory subjects along with optional subject between urban and rural students in the examination at 1 percent level of significance.There was found significant effects of intelligence on the performance of students in class-x board examination.There was found significant effects of socio-economic status on the performance of students in class-x board examination.

Alam(2009) conducted effects of creativity and socio-economic status of students on academic performance. The objectives of the study were; To determine the relation between academic performance and creativity of students. To determine the relation between academic performance and socioeconomic status of students. The sample of the study comprises 400 students of 9th standard selected from different government schools of Darbhanga and Madhabani districts of Bihar. The findings of the study were;There is positive correlation

between the creativity and academic performance. There is positive correlation between the socio-economic status and academic performance.

Jain and Yadav (2012) evaluated the level of performance motivation with reference to caste, socio economic status and reservation policy. The objectives of the study were; To determine the difference between privileged and underprivileged caste students with regard to their performance motivation. To determine the difference between performance motivation of students of different SES. The sample comprises 200 college final year students studying indifferent courses. The results of study showed that the students of underprivileged caste are higher in the level of performance motivation than the privileged caste students. The effect of socio-economic status on performance motivation was not found significant. No significant difference was found between the students of middle and upper socio economic status in respect of their performance motivation.

Ahmar and Anwar (2013) investigated socio-economic status and its relation to academic performance of higher secondary school students. The objectives of the study were; To study the differences between the male and female students regarding academic performance at higher secondary school level. To study the differences between high SES male and female students regarding academic performance at higher secondary school level. To study the differences between low SES male and female students regarding academic performance at higher secondary school level. To study the differences between high and low SES male students regarding academic performance at higher secondary level. To study the differences between high and low SES female students regarding academic performance at higher secondary level. The samples of 200 students- 102 males and 98 female students from five different colleges of Lucknow, Uttar Pradesh were taken for the study. Stratified random sampling method was applied for the selection of the sample. The findings of the study were; There exists no significant difference between the academic performance of the male and female students. There exists no significant difference between the male and female students of high SES in respect of their academic performance. Male and female students of low SES does not differ significantly in showing performance in science. There exists significant difference between the academic performance of the male students of high and low SES. Significant difference is found between the academic performances of the female students of high and low SES. The study showed that gender-wise the student does not differ

significantly but socio-economic status affects the academic performances of both male and female students.

Chandra and Shaikh (2014) anatomized awareness of socio-economic status on academic performance of secondary school students of Lucknow City. The objectives of the study were; To determine the awareness of SES on the performance of the secondary level students. To determine the relationship between academic performance and SES of secondary level students. By applying purposive sampling procedure, samples of 614 students from secondary schools of Lucknow city of Uttar Pradesh were selected. Out of which 358 male students and 256 female students were selected between the age group of 13 and 17 years. The major findings of the study were; There is significant difference between high SES and average SES category students of secondary level in respect of academic performance. The students belonging to high SES have higher academic performance as compared to students belonging to average SES level. The students belonging to low SES differ significantly from the students belonging to high SES in respect of their academic performance. There exists significant difference in academic performance between the secondary school students belonging high SES and low SES. There is positive correlation between SES and academic performance of students.

Kumar(2015) studied academic performance of secondary school students in relation to academic motivation. The main objectives of the study were;The impacts of academic motivation on the performance of school students Relation between the academic performance and academic motivation of school students. The samples of 200 students of 9th class were selected from six different schools of Pataudi block of Gurgaon District and Rewari block of Rewari District. Equal numbers of male and female students were selected randomly between the age group 14 and 16.The major findings of the study showed that there were positive correlation between the academic motivation and academic performance. It means high academic motivation group have high performance and low academic motivation have low academic performance.

Kumar(2016) conducted a study of academic performance of school students in relation to their study habits, academic anxiety and academic motivation.The investigator sought to study; The academic performance of students of school level.To know the difference between

the academic performance of boys and girls of schools. To study the relation between the academic performance and study habits of school students. To study the relation between academic performance and academic anxiety of school students. To find out the relation between the academic performance and academic motivation of schools students. To determine the effect of academic anxiety, academic motivation and study habits on academic performance of students. The samples of 200 students of 9th standard from six different Government schools were taken randomly from Pataudi block of Gurgaon District and Rewari block of Rewari District. The findings of the study were that there is no significant difference between the boys and girls in respect of their academic performance. It was also found that Academic performance of the students. It shows that the student shows better academic performance who possesses good study habits and vice-versa. But negative result is found with regard to the relation between academic anxiety and academic performance as the students' low academic anxiety. There is found positive correlation between the academic motivation and academic performance. It means high academic motivation group have low academic performance. Thus, it is concluded that different academic motivation, academic anxiety and study habits have significant impact on academic performance of schools students.

Nagarathanamma and Thirumala(2016) studied performance motivation and academic performance of adolescent boys and girls. The main objectives of the study were; to determine the relationship between the perceived motivational climate, performance goals, perfectionism and indices of peer relationships in a sample of young male and female. Total 600 students between the age group of 13-18 years were selected as samples studying in high schools and junior colleges in and around Tirupati, Chittoor District, Andhra Pradesh. Out of 600 students, 300 girls and 300 boys selected from urban and rural areas. The major findings of the study were; No significant difference exists between girls and boys with regard to performance motivation level. There exists significant difference between urban and rural students with regard to performance motivation level. Significant difference was found between the students of school and college with regard to performance motivation level. No significant relationship of the students found between performance motivation and academic performance.

Saikia and Kalita(2018) probed parental encouragement and performance motivation of Assamese-English medium students. The main objective of the study was to determine the role of parents' encouragement in developing performance motivation of Assamese and English medium students of greater Guwahati. A sample of 120 students, 60 from Assamese medium and 60 from English medium and their parents were taken for the study. The sample included both boys and girls of 7th to 9th standard those who have studied in different Government and private schools of Greater Guwahati, Assam. The result of the study showed that encouragement of parents was found significant and worked as an important predictor of performance motivation for the student's Assamese medium. There exists high positive correlation between encouragement of parents and performance motivation. This also indicates that with the increases of parental encouragement, performance motivation of English medium students also increases.

2.3 STUDIES CONDUCTED IN ABROAD

Now, some studies that happened in abroad on the basis of awareness and socio-economic status of parents in relation to performance of their wards in the field of education (at secondary level). These studies are as under:

Joan and Jennie(2002) analyzed some effects of parent awareness in schools. The purposes of the study were; To study the parental awareness positively related to school outcomes. To study the relationship between various activities associated with parent awareness in school. The sample consisted for the study was two hundred fifty six (256) numbers of schools to represent three levels of ECE status (0, 2, and 3 years) applying stratified random selection procedure. Two second grade and two third grade classrooms in each of these 256 schools were randomly selected for study. Teachers and parents in each of these classrooms, as well as the school principal were the subjects of data collection. The major findings of the study were; The results of the study showed that the participation parent in the school decision-making process brings positive outcomes in the school. Participation in volunteer activities, parent meetings etc. may increase parent's awareness in developing rapport with the school. The result of the study also shows that the interest and participation of parent in different activities of school has positive and direct benefits for academic performance of student. This also indicates that the Parent participation is related positively to the academic performance of student. The results of the also indicates that parents of higher

socio-economic status are more involved in school activities and the parents from lower socioeconomic status feel alienated from the school and stay satisfied with lower academic performance of their children.

Martinez-Pons and Manuel (2004) surveyed parental awareness on children's academic self-regulatory development. The objective of the study was to determine awareness of parents on development of children's self-regulatory behavior through modeling and other social learning processes. A sample of 100 elementary school students of grades 5 and 8 of a public school located in a large urban setting was selected for the study. For collection of data the investigator prepared a questionnaire based on a Social- Cognitive model of parental processes called the Parental Inducement of Academic Self-Regulation. The result of the investigation showed that the parental inducement of academic self regulation predicted student self-regulatory behavior, and student self-regulation in turn predicted academic performance. These findings also indicate that social impact of parents' on academic attainment of their children is mediated through the use of self-regulatory processes to learn and perform in school. Thus, parental modeling and support for self-regulatory processes helps the students' for the development self-regulation skills, which are important predictors for the success in school.

Chevalier(2004) studied parental education and child's education: A Natural Experiment. The main objective of the study was to determine whether the effect of parental education on their children's schooling attainment is casual by using a change in SLA (School Leaving Age) in Britain which took place in the Seventies. The sample of 18,715 teenagers aged between 16 and 18 years those who lived with parents were selected. The major finding of the study was that education of parents' has a casual impact on the schooling attainment of their children.

Jeynes(2005) perused the effects of parental awareness on the academic performance of African youth. The objective of the study was to determine the effects of awareness of parents on the academic performance of African American 12th grade youth. The sample of the study were included total 18,726 youth out of which 2260 were African American and drawn from National Education Longitudinal Survey (NELS) and included students who participated in the NELs for the year 1990 and 1992. The results of the study showed that highly involved parents contribute as predictor to the academic outcomes for African

American senior students. For African American students with highly involved parents had an advantage over those whose parents were less involved in gaining academic performance.

Jones and Stephen (2006) explored family composition, parental awareness and young children's academic performance. The objectives of the study were; The environment of family and awareness of parents in the activities of school can help in attaining better academic performance to the young children. Significant relationship was found between awareness of parents' in learning activities at home and their children's performance in language. Language scores can be predicted from the educational level of parents and learning activities of children at home. Similarly, scores in mathematics can also be predicted from educational level of parents' and their awareness at home learning.

Balboni and Luigi(200) studied school adjustment and academic performance in relation to parental expectations and socio-cultural background. The objectives of the study were; To find out the relationship between school adjustment and academic performance. To find out whether there exists relationship between expectation of parents in respect of their children's capacity to adjust and their performance as per varied socio-cultural background. The sample of the study was 216 primary school pupils, selected on the basis of their socio-economic status which was done by applying Havighurst Scale. The findings of the study were; The significant relationship found between adjustment and performance of the pupils as per evaluation of teachers and parents' forecast. The capacity of adjustment of the children belonging to the higher social classes found high than the child come from modest backgrounds.

Kristjansson and Sigfusdottir(2009) studied the role of parental support, parental monitoring, and time spent with parents in adolescent academic performance in Iceland: A Structural Model of Gender Differences. The objectives of the study were; Determine the relationship between parental support, monitoring of parents and academic performance of adolescents boys and girls in Iceland. To examine the relationship between time spent with parents and academic performance of adolescent's boys and girls in Iceland. A sample 7430, 9th and 10th standard students of Icelandic secondary schools were selected for the study. The findings of the study showed that the girls are monitored more than boys and the girls show better performance in examination than boys in Iceland. All the parental variables like education of

parents, their support and monitoring for the education of their children, and family structure are positively related with the academic performance of both girls and boys adolescents. No significant difference was found between the girls and boys with regard to time spent by parents with them but the time spent with parents has a great impact on the academic performance of both sexes of students. There was also not found significant difference between the school efforts and academic performance of both adolescent boy and girl students.

Memones(2010) checked impact of parental socio-economic status on students, educational performances at secondary schools of district Malir, Karachi. Major objectives were; To find out the impact of parents level of education on academic performance of matriculation examination students. To determine the impacts of parents occupation on academic performance of the students matriculation examination. To know whether there is impact of family income on academic performance of the students' matriculation examination. The samples of 240 students both male and female were taken from 16 secondary schools out of which 8 Government secondary school and 8 Private secondary schools. The sample students were taken only those who had passed matriculation examination in 2004 from the Board of Secondary Education Karachi. Major Findings of the study were; Major findings of the investigation revealed that there was significant relation between the level of education of parents and academic performance of the students. Parent's occupation had also significant relation with academic performance of the students. Significant relation was found between the family income and academic performance of the students' matriculation examination in Karachi.

Akhtar and Nilazi (2011) investigated the relationship between socio-economic status and learning performance of students at secondary level. The main objective of the study was to determine the effects of socio-economic status on learning performance of the students. The samples of the study consisted 1580 students of public sector secondary schools and their parents of four districts of Pakistan i.e. Islamabad, Rawalpindi, Attock and Chakwal. Multistage sampling technique was applied to select the sample. The findings of the study were; There is no relation between A grade achievers and the students from upper and lower class. Negative perfect correlation exists between A grade achievers and lower class. There exists significant positive correlation between middle class and D grade achievers. Positive

correlation exists between upper class students and A grade. Positive correlation found between B grade achievers and lower middle class. Negative relationship found between B grade achievers and lower class. There is found negative relation between upper class students and D grade achievers, while there is found positive relationship between D grade achievers and upper middle class.

Hong, Eunsook and Lee (2012) analyzed parental awareness of their children's homework motivation and preference and its relationship to performance. The main objectives of the study were; Determine the awareness of parents for doing their children's homework. Study the relationships of awareness of parents and student gender with homework attitude and homework performance. A sample of 329 Chinese students from fifth and seventh graders and their parents were taken for the study. Total 172 boys and 157 girls from fifth grade and 130 boys and 114 girls from seventh grade were selected. Most of the students were from middle to upper middle class. The major findings of the study were; There was found high level of parental awareness to bring child's homework motivation and preferred way of doing homework in Chinese parents. Positive attitudes toward homework and higher level of homework performance were found whose parents were more aware for their children's homework motivation and preferred way of doing homework than the students whose parents were not aware.

Juma, Simatwa and Enose (2012) studied the impact of family socio-economic status on girl students, academic performance in secondary schools in Kenya: A Case Study of Kisumu East District. The main objectives of the study were; To determine in what extent the educational level of parents can awareness the academic performance girl Students' in secondary school stage. To whether the income of family can affect the academic performance of girl students' in secondary school stage. To determine in what extent the size of family and birth order affects the academic performance of girl students' in secondary school stage. The major findings of the study were; The educational level of parents has great impacts on the academic performance of girl students in secondary school stage. Socio-economic status and family income greatly awareness the academic performance of girl students and the awareness of the girl child in domestic works also affect academic performance in Kisumu East District. The girl who comes from rich families shows higher concentration on learning as all the needs are fulfilled adequately than those come from poor

families. Family size and birth order also affects the academic performance of girl students' to a greater extent. Significant relation was found between family order and academic performance of girl students of secondary school level in Kisumu East District.

Azhar and Sameen(2013) assayed Impact of parental education and socio- economic status on academic performances of university students.The objectives of the study were;To find out the factors which affecting the academic performances of university students. To find out the affects of socio-economic status and education of parents on academic performances of the students of both genders. Total 250 nos. of students from five departments of Masters Level were selected as sample of the study. 50 students from each department were selected.The findings of study showed that education and socio-economic status of parents have immense effects on student's academic performances at masters' level. There exists relationship between parental socio-economic status and students' educational performance.

Kapinge(2014) studied the impact of parental socio-economic status on students, academic performance in secondary schools in Tanzania.The aims of the study were;To determine the impact of parents' level of education, occupation, income, home environment on academic performance of the students of secondary level.To know in what way parental awareness helps students to enhance their academic performance. The sample of the study included 60 students, parents and teachers and selected by applying purposive sampling technique.Findings of the study were;The level of education of parents' education impacts the academic performance of students. The parents who possessed secondary or higher secondary education knows the requirement of their children in education, so they can help them by fulfilling their needs. Parents those who have formal occupation stay in better position to help their children at home than the parents from informal occupation. Thus, occupation impacts on the academic performance of the students. Parents' income has positive impact on academic performance of students. Home learning environment have impact on academic performance of the students as the parents whose level of education, formal occupation, income is high they can provide all the facilities needed for their educational development. SES of parents affects academic performance of the secondary school students.

Ghaemi and Yazdanpanah(2015) investigated the relationship between socio-economic status and academic performance in the EFL classroom among Iranian university students. The

investigation was undertaken to study the effects of socio-economic status on EFL sophomore students' academic performance in the University of Iran. The samples of the study were 120 female third and fourth semester students studying in the national university of in the Department of Foreign Languages and Linguistics. The samples were selected by applying purposive sampling procedure. The result of the study showed that there exists negative relation between socio-economic status and academic performance of the junior students of the Rajasthan University.

Ogunshola and Adewene(2016) analyzed the effects of parental socio-economic status on academic performance of students in selected schools in Edulga of Kwara state Nigeria. The objectives of the study were. Determine the effects of socio-economic status of parents on academic performance of students. Determine the impact of educational background of parents on academic performance of the student. Determine the impact of educational qualification of parents on academic performance of the student. To study whether there is any link between health status and academic performance of the students. The sample of the study covers both male and female students of three senior secondary schools. Total 180 students were selected randomly as sample of the study, sixty (60) students from each school. The age of the sample student ranges from 11 to 19 and above. Results of the study showed there exist no significant effect of educational background and socio-economic status of parents on academic performance of students. Educational qualification of parents has significant effect on academic performance of students. But the result of the study clearly indicated that the mean score of the students found higher whose parents are education and belong to high SES as compared to those whose parents are not educated and belongs to low SES. There is found Health status of students have a significant relation with academic performance.

Robert and Onzima(2017) fractionated Parent's socio-economic status and pupil's education attainment in selected primary schools in Malaba town council. The objectives of the study were; To examine the relationship between educational level of parents and grade scores of pupils in 2010. To determine the relationship between income of parents and grade scores of pupils in 2010. To determine the relationship between occupation of parents and grade scores of pupils in 2010. The findings of the study were; The results of the study showed that there exist significant and positive correlation between the level of education of parents and the

performance of the pupils. It also indicates that the higher the level of education parents, the higher the attainment of performance of pupil. The income level of parents significantly affects the academic attainment of the pupils. The parents with high income can fulfilled all the educational requirement of the pupils in turn the pupils show better educational performance. Strong positive correlation was found between the occupation of parents and educational attainment of pupils in the primary schools of Malaba town council.

Yang(2017) tested dimensions of socio-economic status and their relationship to Mathematics and Science performance at individual and collective levels. The main objective of the study was to investigate whether or not the dimensions of Socio-economic Status have relation with reading performance. The samples of the study were 123,031 students and 3148 schools from 17 countries most of which are European countries, along with Hong Kong, Singapore, Canada and USA. The findings of the study were; The dimensions of SES found in the current study at both levels seen consistent with those identified in the previous studies. On performance in Mathematics/ Science at both the student and school levels the cultural factor which is an important dimension of SES has great impact. Social background is highly related to Mathematics and Science performance in school. The findings of the study showed that there exists relationship between SES dimensions and performance at the individual and school level.

Sophiean(2018) evaluated ten-year trend in SES effects on reading performance at school and individual levels: A Cross-Country Comparison. The objective of the study was to examine the changes in between school variations in reading performance and school SES effect between 1991 and 2001. A two-stage stratified cluster sample design was used in both Reading Literacy Study (RLS) 1991 and 2001. In general, schools were sampled at the first stage. At the second stage, one or more classes of the target grade in each sampled school were selected. All students in the selected classes were included in the sample. Findings; In general pattern the reading performance gaps among individual students as well as between schools was closing up in RLS 2001 for both decentralized and centralized educational systems. Extreme increase and decrease in reading performance difference both levels were found, such as for Greece and Singapore. There was found significant difference between school SES and reading performance between RLS 1991 and RLS 2001. For three countries (Italy, Singapore, and the USA), there was a significant difference in the school SES and

reading performance , and in all cases school-level SES accounted for more variance in school-level reading performance in RLS 2001 than in RLS 1991.

Jeynes(2018) judged effects of parental awareness and family structure on the academic performance of adolescents. The objectives of the study were; To study the effects of family structure of parents and other aspects awareness of parents on academic performance of children.To study the effects of parental family structure in comparison to the other aspects of parental awareness. The sample of the study consisted 18,726 students those who have respond National Education Longitudinal Survey (NELS) during 1990 and 1992. Out of the total students 69% were white, 13% were Hispanic, 11% were African American, 6% were Asian, and 1% was Native American and 89 % of parents who have high school diploma and 26% who have a 4-year college degree.The major findings of the study were;On academic performance of children, the parental family structure and awareness of parents have positive impact.Children from healthy and complete families obtained the highest scores in test, around 53 points in the various subjects. But the children from never-married single parent, widowed remarried, and cohabitation families obtained the lowest scores in test, around 45 points. This indicates that apart from parental awareness other aspects of family have positive impacts on the academic performance of students.

Zakaria and others (2019) resolved family context and its relationship with parental awareness in the education of secondary school children.

The aim of the study was to investigate the parents' awareness in the education of their secondary school children. The samples of the study were 950 government secondary school students from urban and rural areas. There were total 421 male and 529 female students. The findings of the study showed that the awareness of parents is not the only factor for better academic performance of their children, but conducive and harmonious family environment could motivate the students for their studies and gaining better results in the examination. Healthy family relation is necessary for children's academic performance.

2.4 CONCLUSION

From the above study both from Indian and foreign, it is clearly observed that the socio-economic status of parent's and their awareness in the education of their children has great impact which affects the entire educational life of the children. Parental awareness regarding the education of their children reflects in the way of awareness, motivation, care and help etc. in showing better performance in the examination. It is also found that the children with high socio-economic status showed high performance than the low socio-economic status. The review of related literature also highlighted that no systematic attempt has been made to find out the effects of parental awareness and socio-economic status on performance of the students in class-X board examination.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research Methodology is a careful and systematic investigation of new facts and a scientific process of solving the problem in a very systematic way. It is a diligent system of inquiry that requires specialized tools, instruments and procedures to be employed in order to obtain new knowledge and more adequate solution of the problem. Educational research refers to a systematic attempt to acquire better knowledge and understanding of the educational process, especially with a purpose to improving its efficiency. On the basis of the objective or purpose, the research is classified as either basic or fundamental, applied research and action research.

The decision about the method and methods to be employed always depends upon the nature of the problems selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise it will lose its significance and effectiveness. Thus, if the research methodology cannot be clearly described, chances are that the result of the study will be too vague and general (Mouly 1970).

The present chapter throws light on the research methodology being adopted for the research study i.e. sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

Research design is the systematic structure and plan for the investigation. It is also called the blueprint for the collection, measurement, analysis of data and ultimately to reach the objectives. Research design is required to go through smoothly with different research operations, thereby making research as efficient as possible. Research design for a study involves the selection of most appropriate methods and techniques to solve the problem under investigation. It provides guidelines for the researcher to enable to stay in the track, to know right direction of moving and to achieve the desired objectives. Keeping in mind the objectives of the study, the present study was designed as descriptive study and survey method was applied for collecting the relevant data.

3.2.1 Population of the Study

The population for the study comprises of 69 Higher Secondary Schools and 41,901 eleventh class students of Jammu City (School Management Information System 2020).

3.2.2 Sample

In the present study, to collect the relevant data from the respondents, three stages sampling method was applied.

In the first stage, the sample institutions were selected, and in the second stage, the sample students (as respondents) were selected from the population considered and in the third, the parents of the students were selected for the study.

In the first stage, 10 numbers of Higher Secondary Schools out of the total 69 were selected by applying the stratified random sampling. Out of 10 selected institutions, 5 were Government schools and 5 were Private schools.

In the second stage, 200 students (male 100 and female 100) were selected from the considered 10 institutions. In selection of students stratified random sample method was applied. Out of 100 selected male students, 50 students were from Government schools and 50 students from private schools. Similarly, out of 100 selected female students, 50 were from government schools and 50 were from Private schools.

In the third stage, all the parents of selected respondents (or students) were considered for the study

Table 3.1

Distribution of the Sample

SCHOOLS(10)		STUDENTS(200)		PARENTS(200)
GOVT.	PRIVATE	MALES	FEMALES	FATHER/MOTHER/GUARDIAN
5	5	100	100	200
50 M,50 F & 100 PARENTS	50 M, 50 F & 100 PARENTS	TOTAL=200		TOTAL=200

Figure 3.1

Design of the Sample

Total Students=200

- 100 Males
- 100 Females

Parents(father/mother/guardian)=200

Table 3.2

List of Government and Private Schools included in the Sample

S.NO.	GOVERNMENT SCHOOLS	NO, OF SAMPLE STUDENTS		PRIVATE SCHOOLS	NO. OF SAMPLE STUDENTS	
		MALES	FEMALES		MALES	FEMALES
1	GOVT. SRML HR. SEC. SCHOOL PARADE, JAMMU	20	0	SHRI MAHAVIR JAIN HR. SEC. SCHOOL , JAMMU TAWI	10	10
2	GOVT. GIRLS HR. SEC. SCHOOL MUBARAK MANDI, JAMMU	0	25	LUTHRA HR. SEC. SCHHOL PALACE ROAD, KACHICHAWN, JAMMU	10	10
3	GOVT. HR. SEC. SCHOOLS (BOYS) GANDHINAGAR, JAMMU	15	0	OFFG. INCHARGE VIDYAPEETH PUBLIC HR. SEC. SCHOOL CHOGANSLATHIAN, JAMMU	10	10
4	GOVT. GIRLS HR. SEC. SCHOOL BAKSHINAGAR, JAMMU	0	25	LAWRENCE PUBLIC SCHOOL, JAMMU	10	10
5	GOVT. BOYS HR. SEC. SCHOOL BAKSHINAGAR, JAMMU	15	0	DOGRA HR. SEC. SCHOOL SHASTRINAGAR, JAMMU	10	10
	TOAL	50	50	TOTAL	50	50

3.2.3 Data Collection

The data collected for the study was quantitative in nature. The quantitative data on the socio-economic status and parental awareness on the performance of students in their X-class board examination as measured by Socio-Economic Status Index (SESI) by Prof. R.P. Verma (Varanasi), Prof. P.C. Saxena (Allahabad), and Dr. (Smt.) Usha Mishra (Allahabad) (2008) and Questionnaire on Parental Awareness (QPA) by Koul (2019).

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

The following tools were administered to collect the relevant data from the selected respondents for the present study.

1. Socio-Economic Status Index (SESI).
2. Self constructed Questionnaire on Parental Awareness (QPA).

To collect the data of academic achievement of the respondents, the marks of all individual respondents were collected from the concerned institution and official tabulated marks of the Board of Secondary Education.

3.3.1 Socio-Economic Status Index (SESI)

Socio-Economic Status Index (SESI) is a standardized tool developed by R.P.Verma, P.C. Saxena and Usha Mishra published in the year of 2008 to measure the socio-economic status of the parents of the students of the secondary stage. The scale is usable in Indian socio-economic environment. The Socio-Economic Status Index (SESI) measures the socio-economic status of the subjects in terms of family status, parents education, occupation, income caste, dwelling area, possession of few prestigious commodities, membership of famous clubs, political affiliation etc. It also gives weightage to income tax as well as wealth tax payers.

3.3.1(a) Reliability of the Tool

The test is reliable and valid. The reliability of the test is determined with the help of test-retest method and is equal to 0.74. The construct validity of the test is determined by the help of inter correlation between the pairs of five tests and are equal to 0.075, 0.770, 0.661, 0.802, and 0.711

respectively. The levels of socio-economic status of the respondents is classified in to five categories as Very High SES (scores 90 and above), High SES (scores between 68 and 91), Average SES (scores between 44 and 67), Low SES (scores between 32 and 43), and Very Low SES (scores between 00 and 31).

3.3.2 Questionnaire on Parental Awareness (QPA)

The investigator constructed a questionnaire to collect information regarding the awareness of parents for the education of their children of class-X as well as the performance (or academic achievement) of the children in the class-X board examination. The items (questions) of the questionnaires are related to personal care, emotion and health, preparation for examination, expectation for better academic performance in the examination, school and home environment, relationship of the children with teachers for the better performance (or academic achievement) in the class-X board examination. The types of the questions were closed ended.

Panels of eight teachers from different colleges having researching and teaching experience were chosen as experts for selection of items for reliability of the questionnaire. Initially, fifty (50) items were selected for the questionnaires. A pilot study was carried out on the questionnaire before final execution and analyzes the items considered. Finally, after analysis of the items and discussion with the experts altogether 30 (thirty) items were selected for the study. Twenty (20) numbers of items dropped finally from the questionnaire, considering the difficulty level of the items as well as the non-relevant and ambiguous items relating to private tuition, copying in examination, using of mobile phone etc.

3.3.2(a) Reliability of the Tool

The reliability of the questionnaire was determined with the help of test-retest method and it was found as 0.84. The response of the respondents was taken in terms of 'Yes' and 'No'. Score one (1) is given for positive or yes and zero (0) for negative or no response. It is quite easy to understand that the higher the scores, the higher the level of awareness of parents for performance of their children or students of class-X board examination. To determine the level of parental awareness, quartile deviation was used. It was found from the distribution of pilot study, that the first quartile Q_1 is 17.11, third quartile Q_3 was 23.95, and the inter quartile range was $Q= 20.53$. Accordingly, the scores above Q_3 was considered as the high level, the scores between Q_1 and Q_3 was considered as the average level and the scores below Q_1 was considered as the low level of awareness. Thus as per quartile deviation, the scores between 24 and 30 is the high level, scores between 18 and 23 is the average level and scores between 0 and 17 is the low level of awareness. The final questionnaire has 30 items divided into 5 (five) dimensions namely-personal care, emotion and health (question 22,23,24,25,27,1,4,12,30), preparation for examination (questions 2,3,5,6,8,13,14,15,16,17,18), expectation for better academic performance (question 9,21), school and home environment (Question 10,11,26,28,29), relationship of the children with teachers (7,19,20) .

3.4 ADMINISTRATION OF THE TOOLS

3.4.1 Administration of the First Tool (Socio-Economic Status Index)

The investigator visited the randomly selected 10 Higher Secondary Schools of the Jammu City (5 Government and 5 Private schools) personally with the selected tools for the collection of the data. First of all, the investigator approached for permission for data collection from the heads of the institutions and the purpose of conducting test was explained to them. The tool was administered in the classrooms.

Then students of eleventh class were selected randomly by the investigator and rapport was developed with them. An attempt was made to explain the purpose of the study to the students. The students were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while responding to items of the tool. After giving the necessary instructions, the researcher distributed copies of the tool. Every attempt was made by the researcher to remove doubts and difficulties of the sample group.

The students were directed to read the statement of the questions one by one and tick mark the suitable responses for the respective statements. After filling up the responses by the students, the copies were collected back. In this way, the tool was administered in all the

schools included in the sample and the data was collected. This was the first tool Socio-Economic Status Index (SESI) filled by the eleventh class students.

3.4.2 Administration of the Second Tool (Questionnaire on Parental Awareness)

Now, there was a turn of the second tool namely Questionnaire on Parental Awareness (QPA) which was filled by those parents(father/mother/guardian) of eleventh class students who were randomly selected and already filled the first tool (Socio-Economic Status Index). The investigator personally met with the parents of randomly selected students and explained the purpose of the study to the parents at their homes. After giving the instructions, the researcher distributed copies of the tool to the parents (father/mother/guardian).

The parents (father/mother/guardian) were directed to read the statement of the questions one by one and mark the suitable responses in the form of 'Yes' or 'No' for the respective statements. After filling up the responses by the parents (father/mother/guardian) the copies were collected back. In this way, the tool Questionnaire on Parental Awareness (QPA) was administered to the parents (father/mother/guardian) of the randomly selected eleventh class students of the Jammu City.

3.5 RESEARCH METHOD CONSIDERED FOR THE PRESENT STUDY

Keeping in view the aims and objectives of the study, the descriptive survey method of research is considered as best applicable method for the present study. It is the most widely used research method in education and helps to explain educational phenomena.

Descriptive survey study is also known as normative survey study because the survey is frequently used for obtaining information about normal or typical condition or practice. It involves study of events that have already taken place and are related to a present situation. Survey method is a research method for collecting and analyzing data, obtained from a large number of respondents representing a specific population collected through highly structured and detailed questionnaire, or interviews.

Descriptive survey studies mostly give importance in collecting three types of information as- of what exists by studying and analyzing important aspects of present situation, of what we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts consider to be desirable, of how to get there through discovering the possible means of achieving the goals on the basis of the experience of others or the opinions of experts.

A survey is usually not concerned with the characteristics of individuals, but with generalized statistics of the whole population. There are clearly defined problems and objectives which requires creative planning, careful analysis, and skillful and logical reporting of the findings.

From the above discussion, it becomes clear that the present study entitled Awareness and Socio-Economic Status of Parents in relation to Performance of their Wards in class-X board examination: A Study in Jammu City requires descriptive survey method as it aims to determine the parental awareness and socio-economic status of parents in relation to performance of their wards in class-X board examination.

3.6 PROCEDURE

Phase 1

In the first phase, the researcher selected the higher secondary schools of Jammu city and prepared a preliminary draft of the tool for collecting the data for the study. The researcher undertook the review of related literature. The researchers conducted in the given research area were scanned vis-à-vis the problem at hand so as to get a holistic view of the field and topics of the study.

Phase 2

This phase was concerned with the drafting, finalization and the tuning of the tool to be utilized for the present study, At this stage, the sample details were finalized and the selected schools were identified. Further schedule of the data collection was finalized.

Phase 3

The data regarding socio-economic status and parental awareness was collected from the higher secondary schools of Jammu city.

Phase 4

In the final phase, the researcher used an appropriate technique to analyze out the final result. This was followed by report writing and consolidation.

3.7 STATISTICAL TECHNIQUE EMPLOYED

The data collected for the present study have been analyzed quantitatively. To study about the academic achievement of the students of class-X board examination, the data were collected from the concerned institutions, the data related to parental awareness and socio-economic status were collected by administering the parental awareness questionnaire and socio-economic status scale. Initially, the scores of collected data were tabulated in the frequency distribution table and treated for a number of statistical analyses. The data collected for the present study were analyzed with the help of computer using SPSS. The following statistical technique was employed for analysis the data:

- t-test

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived. The analysis and interpretation of data collected for the study is important to draw out significant conclusion. Data are meaningless without its analysis and interpretation. The most important step in any research project is analysis and interpretation of the collected data. Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques.

In this chapter an attempt has been made the study about the awareness and socio-economic status of parents in relation to performance of their wards in class-X board examination, conducted by the Jammu and Kashmir State Board of School Education (JKBOSE). To get the desired results, the data were collected from the randomly selected 200 students and their parents (father/mother).

4.2 RESULTS AND FINDINGS

The resulting data have been analyzed using statistical techniques namely Mean, Standard Deviation and t-test.

4.2.1 Research Objective 1

To study the performance of students in class-X board examination in relation to their gender

To study the performance of students in class-X board examination; Values of Mean, Standard Deviation and t have been computed. The result has been given in table 4.1.

Table 4.1

Values of Mean, Standard Deviation and t for Academic Performance of Male and Female Students in Class-X Board Examination

Gender	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom (df)	t-Value	Level of Significance
Male	100	71.04	11.38	1.13	198	1.23	NS
Female	100	73.29	14.29	1.43			

The table 4.1 indicates that t-value (1.23) is not significant at 0 .01 and 0.05 level of significance for the mean scores of secondary school students on academic performance in class-X board examination. Thus, it can be inferred that there is no significant difference in the performance of students in class-X board examination in relation to their gender.

So, Hypothesis No. 1 stating significant difference in the performance of students in class-X board examination in relation to their gender has been rejected.

4.2.2 Research Objective

To assess the difference in performance of students in class-X board examination in relation to their type of school

To find the difference in performance of students in class-X board examination; Values of Mean, Standard Deviation and t have been computed. The result has been given in table 4.2.

Table 4.2

Values of Mean, Standard Deviation and t for Academic Performance of Students in Class-X Board Examination in relation to their Type of School

School Type	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom (df)	t-Value	Level of Significance
Private	100	73.79	12.71	1.27	198	1.78	NS
Government	100	70.54	13.02	1.30			

The table 4.2 indicates that t-value (1.78) is not significant at 0.01 and 0.05 level of significance for the mean scores of secondary school students on academic performance in class-X board examination. Thus, it can be seen that there is no significant difference in the performance of students in class-X board examination in relation to their type of school.

So, Hypothesis No. 2 stating significant difference in the performance of students in class-X board examination in relation to their type of school has been rejected.

4.2.3 Research Objective 3

To study the difference in performance of students in class-X board examination in relation to their parental awareness

To analyze the difference in performance of students in class-X board examination. Values of Mean, Standard Deviation and t have been computed. The result has been given in table 4.3.

Table 4.3

Values of Mean, Standard Deviation and t for Academic Performance of Students in Class-X Board Examination in relation to their Parental Awareness

Levels of Parental Awareness	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom (df)	t-Value	Level of Significance
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High	116	72.31	13.28	1.23	168	0.13	NS
Low	54	72.03	11.93	1.62			

The table 4.3 indicates that t-value (0.13) is not significant at 0.01 and 0.05 level of significance for the mean scores of secondary school students on academic performance in class-X board examination. Thus, it can be indicated that there is no significant difference in performance of students in class-X board examination in relation to their parental awareness.

So, Hypothesis No. 3 stating that there is significance difference in performance of students in class-X board examination in relation to their parental awareness has been rejected.

4.2.4 Research Objective 4

To study the difference in performance of students in class-X board examination in relation to their socio-economic status

To study the difference in performance of students in class-X board examination. Values of Mean, Standard Deviation and t have been computed. The result has been given in table 4.4.

Table 4.4

Values of Mean, Standard Deviation and t for Academic Performance of Students in Class-X Board Examination in relation to their Socio-Economic Status

Levels of SES	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom	t-Value	Level of Significance
High	71	71.68	13.36	1.59	144	0.61	NS
Low	75	73.00	13.15	1.52			

The table 4.3 indicates that t-value (0.61) is not significant at 0.01 and 0.05 level of significance for the mean scores of secondary school students on academic performance in class-X board examination. Thus, it can be shown that there is no significant difference in performance of students in class-X board examination in relation to their socio-economic status.

So, Hypothesis No. 3 stating significance difference in performance of students in class-X board examination in relation to their socio-economic status has been rejected.

CHAPTER-V

FINDINGS, CONCLUSION AND DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

In this chapter-V, an attempt is made to summarize the findings of the study on the basis of analysis and interpretation made in chapter IV. In this chapter the researcher gave some suggestions in the light of the present study for carrying out further research study in this area.

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of the study.

As such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussions of results of the study and for indications their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main Findings
- Conclusion and Discussion
- Educational Implications
- Suggestions for Further Research

5.2 MAIN FINDINGS OF THE STUDY

The main findings of the present study are reported in the following subsections:

5.2.1 Research Objective 1

To study the performance of students in class-X board examination in relation to their gender

In this study, the result shows that there is no significant difference in performance of the students in class-X board examination in relation to their gender whereas the mean scores of gender (female) is (73.29) which is higher than the mean scores of gender (male) is (71.04) and the t-value is 1.23 which is smaller than the table value.

5.2.2 Research Objective 2

To assess socio-economic status the difference in performance of students in class-X board examination in relation to their type of school

In this study, the result shows that there is no significant difference in performance of students in class-X board examination in relation to their type of school whereas the mean scores of the private school students is (73.79) have been found to be higher than the mean scores of government school students which is (70.54) and the t-value is 1.78 which is smaller than the table value.

5.2.3 Research Objective 3

To study the difference in performance of students in class-X board examination in relation to their parental awareness

In this study, the result shows that there is no significant difference in performance of students in class-X board examination in relation to their parental awareness whereas it has been found that the mean scores of high parental awareness is (72.3) which is slightly higher than the mean scores of low parental awareness that is (72.03) and the t-value is 0.13 which is smaller than the table value.

5.2.4 Research Objective 4

To study the difference in performance of students in class-X board examination in relation to their socio-economic status

In this study, the result shows that there is no significant difference in performance of students in class-X board examination in relation to their socio-economic status whereas it has been found that the mean scores of low socio-economic status is (73.68) is higher than

the mean scores of high socio-economic status is (71.68) and the t-value is 0.61 which is smaller than the table value.

5.3 CONCLUSION AND DISCUSSION

After analyzing the determined objectives of the present study, it is concluded that there is no significant difference in performance of the students in class-X board examination in relation to their gender, type of school, parental awareness and socio-economic status.

The present study verifies the findings of Choudhary M. (2005); Gnanadevan (2007); Bhuyan&Choudhary (2008); Katya, Dayal and Garg (2007); Kristjansson&Sigfusdottir (2009); Akhtar, Zarina&Nilazi (2011); Ogunshola&Adewale (2012); Ahmar and Anwar (2013); Zakira (2013); NagrathanammaThirunala (2016) ; Dixson, Keltner, Worrel& Mello (2018) which also found that there is little knock of socio-economic status of parents and their awareness regarding their children's education and no significant difference is found in performance of students in class-X board examination in relation to their gender, parental awareness and socio-economic status.

There are also many studies had done and showed that there is very big impact of socio-economic status of parents and their awareness regarding their children's education and significant differences have found in performance of students in class-X board examination. And all of those studies, some of the them are as Joan and Jennie (2002); Panda (2002) ; Choudhary (2005); Jeynes (2005); Memones (2010); Jena and Eroase (2012); Yang (2017) which showed that there is a significant differences have found in performance of the students in class-X board examination in relation to their parent's socio-economic status and their awareness (parental awareness).

Parents have immediate relation with their children. Awareness of parent's regarding the emotion and health of the children, consciousness about the school and home environment, preparing the children for examination relationship of the children with teachers and expectation for better academic performance in the examination are some factors which affect the academic life of the children. The class-X board examination is considered as first public examination for the student appeared at the age of 16+, which is the period of adolescence. So, in this stage of secondary education, the parents must have to take special care regarding the education of their children. Awareness of parents towards the education of their children at the secondary stage is very important.

Considering many factors. awareness from the part of parents makes the children aware about their education and encourages to achieve better performance in different examinations at the secondary stage and the socio-economic status of the parents contains the factors like education, occupation, income, residential area, family type all have impacts on the performance of the students in examinations at the secondary stage.

In this study, it was found that most of the students as a whole have good socio-economic but they have average level of performance in the class-X board examination in Jammu City

during the study period, which was very low as compared to the rate of success of the Union Territory as a whole. Considering gender, the mean value of the female students found higher than the male both in high and average level of performance in the class-X board examination. But, in average there is not found significant difference on performance of the students in Class-X board examination between male and female. Same in the case of schools (government and private).

It was also observed that the parental awareness has no more impact on performance of the students in class-X board examination. Regarding the socio-economic status of parents, it was observed that most of the respondents (parents) have high socio-economic status and low level of socio-economic status, and there was found there is no significant association between levels of socio-economic status and levels of performance of the students in class-X board examination.

5.4 EDUCATIONAL IMPLICATIONS

Present study shows that parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of child. Educated parents can better understand the educational needs and their children's aptitude. They can help their children in their early education which affects their proficiency in their relative area of knowledge. Belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability of their children.

Education is a primary need in this era of globalization. Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and gives skill. Education is necessary owing to the atmosphere of competition. In every field highly qualified people are needed. As Battle and Lewis states; "In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living."

The world is making progress day by day because education is the only key to match the pace of its progress. People are giving preference to higher education. "It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country" (Saxton, 2000) The quality of students' performance remains at the top priority for educators. The variables effecting students' academic performances are both inside and outside the school. There are a number of factors that affect students' performance like parental socio-economic status, parent's education and their involvement in child's studies, student's gender, time allocation, technology, available facilities and lots of more.

Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic performance. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). Adams in 1996 stated, "Low parental socio-economic status has negative effect on academic performance of students because basic needs of students remain unfulfilled and hence they do not perform better academically."

The study of the demographic and other factors affecting students' education rooted back in seventeenth century. Up till now many researches are made on this issue. "The formal investigation about the role of these demographic factors rooted back in 17th century (Mann, 1985)." Every factor affecting students' education is worthy to be studied but the most important one is parental socio- economic status. The children of well to do parents have better sources and facilities to avail. They have the opportunity to get admission in good schools, which offer a sound base for their future career.

Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socio-economic status of learners affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). On the other hand the students having financial problems have to face various hurdles. Their financial problems distract them from their studies and they fail to get high grades and consequently have to suffer for finding a job. "The low socio-economic status causocio-economic status environmental deficiencies which results in low self esteem of students (US Department of Education, 2003).

In the present study it has been seen that parental education and socio-economic factors are of vital importance in effecting student's educational performances also. They are like backbone in providing financial and mental confidence to students. Explicit difference can be observed between those students who belong to different financial status and different parental educational level.

The following educational implications of the study are given ahead:

1. It is observed from the results of the present study in gender performance specifically that the mean value of gender (female) is higher than the mean value of gender (male). Here, it is recommended that parents should take keen interest in the educational activities of their wards only to eradicate the gender differences in the field of education. By implementing this, the educational performance of the students could be enhanced and govt. should also offer some vocational courses at secondary level without any gender discrimination.

2. The findings of the present study and the mean value of the objective number second also revealed that private schools have more favorable attitude towards students in class-X board examination than government schools with respect to the performance of students. To have greater impact in above mentioned aspect such as performance of students in class-X board examination, govt. should focus on various aspects of scheme, develop new teaching methods and educational facilities to develop more positive attitude among government schools towards the performance of students at secondary level board exams.
3. The results of the present study also show that the awareness of parents influence the education of their wards. So, it is essential to increase the amount of research on the correlation between parental awareness and education then students can bring good results in class-X board exams.
4. Keeping in view the findings, it is recommended that the Central or State Government should create some job opportunities and help the people to raise their socio-economic status which may have positive impact upon student's academic performance. Besides, classroom learning materials should be given to the low as well as the high socio-economic students for the betterment of their performance in board exams at secondary level.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The present study reveals that parental awareness and socio-economic status have no more effect on performance of the students in class-X board examination. During the period of adolescence, the students appeared the class-X board examination which is considered as a very crucial and sensitive period of life. From the study of related literature, it is found that no such studies on the matter have been conducted in any part of the country. So, the investigator hopes that there is still much scope for research in this field and put forward some suggestions for further research.

1. A comparative study on performance of students studied in private secondary schools and government/provincialised secondary schools may be carried out.
2. A comparative study among the different districts may be concluded to get a clear picture about the parental awareness and socio-economic status on academic performance of students in class-X board examination.
3. A comparative study may also be terminated among the students performance of CBSE and ICSE.
4. A study may be browned to know the effects of socio-economic status and parental awareness on higher education.

5. A comparative study may be ready to know the effects of working and non -working parents on academic performance of students.
6. A comparative study may be done thoroughly to know the effects of educated parents and uneducated parents on performance of children.
7. A study may be crisped to know the relationship between education of parents and academic performance of children.

The report of the study has been concluded with the above suggestions, keeping a hope in the mind that the present study will help the teachers, school authority, and parents to take care of the children to prepare themselves for the first public examination that is for class-X board examination for showing best performance.

SUMMARY

TITLE: AWARENESS AND SOCIO-ECONOMIC STATUS OF PARENTS IN RELATION TO PERFORMANCE OF THEIR WARDS IN CLASS-X BOARD EXAMINATION

SUPERVISOR INVESTIGATOR

Dr. Nishta Rana

Naresh Kumar

A. THE PROBLEM

Secondary education occupies a prominent place in the development of education of a country. The progress of a country largely depends on expansion and improvement of secondary education. Educational development leads transformation of social structure from one pattern to another, which can be conceived as a process of social changes. Educational development is measure by different dimensions. Performance is one of them. There are many factors that are responsible for the performance of the students. Among them parental awareness and socio-economic status are most important. Therefore, the basic problem undertaken for investigation in the present study is, “**AWARENESS AND SOCIO-ECONOMIC STATUS OF PARENTS IN RELATION TO PERFORMANCE OF THEIR WARDS IN CLASS-X BOARD EXAMINATION.**”

Parental Awareness/Parental Involvement

Awareness of parents implies the active state of mind for their children’s performance in education. Here, in this study parental awareness implies the personal care, emotion and health, preparation for examination, expectation for better academic performance in the examination, school and home environment, relationship of the children with teachers which

may affect the academic performance of the children in the examination. Parents play a crucial role in nurturing their children's educational aspirations.

Parents' involvement and interest in the child education is considered by educators, school management as well as politicians to be a key factor to success in school, and perhaps no topic about school is more professed to be important for students' improvement as parental participation. Recently parental involvement in education has become increasingly a central issue for discussion. Schools are no longer believed to be the only factor that can provide the whole of children's education or can compensate for disadvantageous backgrounds on their own unaided by the families. Parents are thought to be an integral part of the education process and a school could only realistically seek educational objectives in partnership with them. When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child's entire academic career.

Parental involvement is defined as having awareness and a commitment to consistent communication with educators about student progress. The role of parental awareness in children's education has become a central issue in educational policy and research. The main concern is how to improve student attainment and reduce educational inequities. For this parental involvement and family-school partnerships are considered among the most successful educational strategies. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope.

Although widespread support for parental awareness is reflected in current educational policies and practices, what this means is not always clear. Parental involvement includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events.

If parents are aware about their children regarding their education then we can say that parental support during board examination plays a very important role in the performance of their children. As we all know, examination time is the most stressful time for the students who are going to appear for these exams. During this time period, students become careless towards their health. They avoid taking sound sleep, eat less and do plenty of other such self-harming activities. Sometimes these activities cause irreversible loss to their health. Parents play a very important role during this time. The parents' role can act as a catalyst for increasing the performance of their child. Sometimes parent's economic status also plays very important role in the performance of the child because if parents have rich in terms of money then they will provide better education to their children and their children will take the exams without any stress.

Well preparation for examination from the very beginning of the course is necessary, but it is found that many students start their preparation for examination as soon as they get their examination time-table. So, the parents should be aware that their children start their study and preparation for examination well before the examination and they do not wait till the last moment. A hurried last minute study raises the anxiety level as it does not register well in the memory and the children drop self-confidence. Sometimes parental expectations also lead to stress or some students try to match up to their parent's expectations in spite of limited capacities and some parents persistently compare the marks of examination of their children with those of their classmates. This is an unhealthy practice of comparing. Each student is individual and unique and he should be respected and healthy competition must be encouraged. Parents should always be aware about the capacities of their children and should help them to move accordingly.

However it is, the parents should take care of emotion and health, environment of school and home, relationship of the children with teachers, preparation for examination, expectation for better academic performance in the examination etc. which may affect the future academic life of the children.

Socio-Economic Status

Socio-Economic status of an individual is his place of honor and power (economic, political, academic etc.) among the people of his society. It connotes his competence to command respect of the people around him and also his capacity to originate other that is to make others do what he likes them to do. Socio-Economic status is a continuum which has its lower and upper ends. Therefore, it is an evaluative concept which designated how much of the environmental, cultural, social and economic richness a person possesses. It also denotes his standard of living and thinking.

According to Kulshreshtha, socio-economic status is a study of individual's position within the social relationships. It influences individual's relationship with others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background.

Socio Economic Status plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio economic background of the individual. The socio-economic status pays rewards and punishment both to a person. Socio-economic status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of community.

According to Chain (1944), "Socio-economic status includes both the social and economic status of the individual in the group."

The variations in achievement are also due to the differences in socio-economic status of the children, differential treatment given by parents, parent's educational level, and influence of the surroundings and so on. The influence of socio-cultural factors on various aspects of

individual's development has particularly caught the attention of educationists. Individual success and failure can also be judged by facilities and environment provided for his study, self-concept and study habits. As pointed out by survey and Telford (1964) children belonging to higher socio-economic status are not only brilliant but also are provided better opportunities for developing intellectually, physically and emotionally. The type of intellectual environment in the home will definitely have an impact on the school achievement of the child and this intellectual environment in turn is determined by intellectual level of parents, parent's education, occupation, income, size of the family etc. During the lifespan of an individual adolescence is a stage highly influenced by so many things around the world. Adolescents are highly influenced by society, socio-economic status, self-concept, study habits, emotional maturity etc., which may enhance the academic achievement of adolescence.

The socioeconomic factors that determine health include: employment, education, and income. Socioeconomic refers to society related economic factors. These factors relate to and influence one another. Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Academic Performance of Students

Student performance has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student performance measures the amount of academic content. A student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

Successful instruction of standards results student performance. Understanding the factors that can impact a student's ability to learn is equally important in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful.

Class-X Board Examination

The primary education is considered as the foundation of the secondary education while the secondary education has been considered as the foundation for higher education, for which it is regarded as the pivot of all system of education. Secondary education is the linkage between the elementary and higher education. Generally, it covers four years of class- ix, x, xi, and xii and out of this four classes ix and x covers the age 15 and 16 years is considered as secondary and class-xi and xii covers the age 17 and 18 years is considered as higher secondary education. The education of secondary stage is very important because it opens the path of general higher education as well as professional, vocational and technical education.

The secondary stage of education defines the way of future study life. So, the performance of students in the class-X board examination obviously affects on the academic life and future

Career life of the students, in fact, every parent desires that their children should climb the ladder of performance as high as possible. However, there are many factors which may affect the performance of the students in examinations. Available literature shows that the environment of the institution, teaching and learning processes, courses and syllabus, encouragement of teachers and parents, guidance and counseling, parental education and socio- economic status (SES) as

Well as the psycho-physical characteristics affect the performance of the students in examination.

B. NEED AND SIGNIFICANCE OF THE STUDY

This study helps to know the effect of parental awareness on student's academic performance. This study also helps to know the relationship between wards and their parents regarding the socio-economic status in the society. There is a need to study this problem because by the study of this problem, we would come to know about the problems faced by the students because of bad results in their board examinations. This study also helps the parents to become aware about their children's education. This study signifies that socio-economic status of parents refers the family economic and social position in relation to their income, education and occupation which influences the academic performance and behavior of their children. Present study indicates that there is also a need to study this problem because it shows that Parents with lower socio-economic status often lack the financial, social and educational support that characterizes parents with high socio-economic status. Families with a lower socio-economic status often struggle with providing academic support for their children. Students of lower socio-economic status often face different challenges like lack of learning resources, difficult learning conditions and poor motivation that negatively affect their academic performance. This study also helps to know the good and bad relationships between the parents and their children because of how much parents are aware about their children and what is their socio-economic status. Hence the present study can be considered to be a significant one.

C. OBJECTIVES OF THE STUDY

The following objectives considered for the present study:

1. To study the performance of students in class-X board examination in relation to their gender.
2. To assess the difference in performance of students in class-X board examination in relation to their type of school.
3. To study the difference in performance of students in class-X board examination in relation to their parental awareness.
4. To study the difference in performance of students in class X-board examination in relation to their socio-economic status.

D. HYPOTHESES OF THE STUDY

Keeping in view of the objectives the following hypotheses considered

1. There is a significant difference in the performance of students in class-X board examination in relation to their gender.
2. There is a significant difference in performance of students in class-X board examination in relation to their type of school.
3. There is a significant difference in performance of students in class-X board examination in relation to their parental awareness.
4. There is a significant difference in performance of students in class-X board examination in relation to their socio-economic status.

E. SAMPLE

In the present study, to collect the relevant data from the respondents, three stages sampling method was applied.

In the first stage, the sample institutions were selected, and in the second stage, the sample students (as respondents) were selected from the population considered and in the third, the parents of the students were selected for the study.

In the first stage, 10 numbers of Higher Secondary Schools out of the total 69 were selected by applying the stratified random sampling, to give importance to the locality of the institutions. Out of 10 selected institutions, 5 were Government schools and 5 were Private schools.

In the second stage, 200 students (male 100 and female 100) were selected from the considered 10 institutions. In selection of students stratified random sample method was applied. Out of 100 selected male students, 50 students were from Government schools and 50 students from private schools. Similarly, out of 100 selected female students, 50 were from government schools and 50 were from Private schools, In the third stage, all the parents of selected respondents (or students) were considered for the study.

Table: E.1 *Design of the Sample*

SCHOOLS(10)		STUDENTS(200)		PARENTS(200)
GOVT.	PRIVATE	MALES	FEMALES	FATHER/MOTHER/GUARDIAN
5	5	100	100	200
50 M,50 F & 100 PARENTS	50 M, 50 F & 100 PARENTS	TOTAL=200		TOTAL=200
		Figure E.1 <i>Distribution of the Sample</i>		
		Total Students=200		

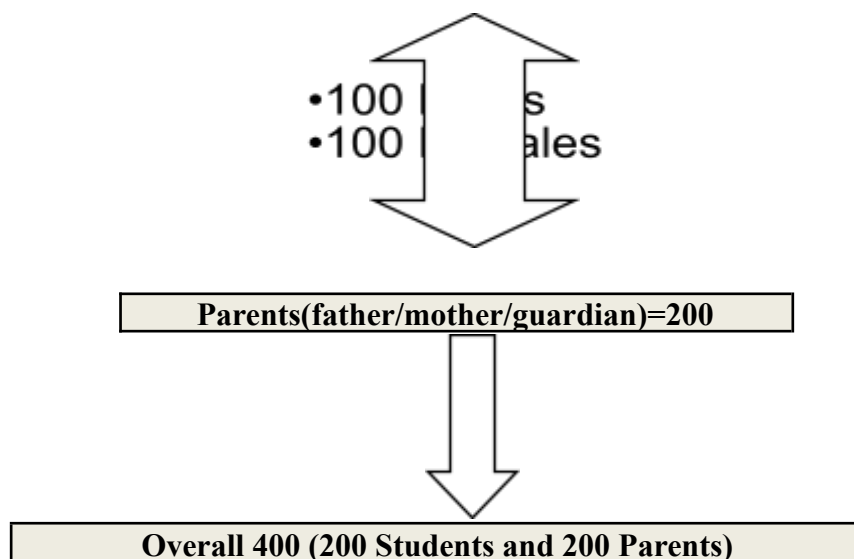


Table: E.2 *List of Government and Private Schools Included in the Sample*

S.NO.	GOVERNMENT SCHOOLS	NO. OF SAMPLE STUDENTS		PRIVATE SCHOOLS	NO. OF SAMPLE STUDENTS	
		MALES	FEMALES		MALES	FEMALES
1	GOVT. SRML HR. SEC. SCHOOL PARADE, JAMMU	20	0	SHRI MAHAVIR JAIN HR. SEC. SCHOOL , JAMMU TAWI	10	10
2	GOVT. GIRLS HR. SEC. SCHOOL MUBARAK MANDI, JAMMU	0	25	LUTHRA HR. SEC. SCHHOL PALACE ROAD, KACHICHAWN, JAMMU	10	10
3	GOVT. HR. SEC. SCHOOLS (BOYS) GANDHINAGAR, JAMMU	15	0	OFFG. INCHARGE VIDYAPEETH PUBLIC HR. SEC. SCHOOL CHOGANSLATHIAN, JAMMU	10	10
4	GOVT. GIRLS HR. SEC. SCHOOL BAKSHINAGAR, JAMMU	0	25	LAWRENCE PUBLIC SCHOOL, JAMMU	10	10
5	GOVT. BOYS HR. SEC. SCHOOL BAKSHINAGAR, JAMMU	15	0	DOGRA HR. SEC. SCHOOL SHASTRINAGAR, JAMMU	10	10
	TOAL	50	50	TOTAL	50	50

F. TOOLS EMPLOYED AND THEIR DESCRIPTION

The following tools were administered to collect the relevant data from the selected respondents for the present study.

3. Socio-Economic Status Index (SESI).
4. Self constructed Questionnaire on Parental Awareness (QPA).

To collect the data of academic achievement of the respondents, the marks of all individual respondents were collected from the concerned institution and official tabulated marks of the Board of Secondary Education.

F.1 Socio-Economic Status Index (SESI)

Socio-Economic Status Index (SESI) is a standardized tool developed by R.P.Verma, P.C. Saxena and Usha Mishra published in the year of 2008 to measure the socio-economic status of the parents of the students of the secondary stage. The scale is usable in Indian socio-economic environment. The Socio-Economic Status Index (SESI) measures the socio-economic status of the subjects in terms of family status, parents education, occupation, income caste, dwelling area, possession of few prestigious commodities, membership of famous clubs, political affiliation etc. It also gives weightage to income tax as well as wealth tax payers.

F.1 (a) Reliability of the Tool

The test is reliable and valid. The reliability of the test is determined with the help of test-retest method and is equal to 0.74. The construct validity of the test is determined by the help of inter correlation between the pairs of five tests and are equal to 0.075, 0.770, 0.661, 0.802, and 0.711

respectively. The levels of socio-economic status of the respondents is classified in to five categories as Very High SES (scores 90 and above), High SES (scores between 68 and 91), Average SES (scores between 44 and 67), Low SES (scores between 32 and 43), and Very Low SES (scores between 00 and 31).

F.2 Questionnaire on Parental Awareness (QPA)

The investigator constructed a questionnaire to collect information regarding the awareness of parents for the education of their children of class-X as well as the performance (or academic achievement) of the children in the class-X board examination. The items (questions) of the questionnaires are related to personal care, emotion and health, preparation for examination, expectation for better academic performance in the examination, school and home environment, relationship of the children with teachers for the better performance (or academic achievement) in the class-X board examination. The types of the questions were closed ended.

Panels of eight teachers from different colleges having researching and teaching experience were chosen as experts for selection of items for reliability of the questionnaire. Initially, fifty (50) items were selected for the questionnaires. A pilot study was carried out on the

questionnaire before final execution and analyzes the items considered. Finally, after analysis of the items and discussion with the experts altogether 30 (thirty) items were selected for the study. Twenty (20) numbers of items dropped finally from the questionnaire, considering the difficulty level of the items as well as the non-relevant and ambiguous items relating to private tuition, copying in examination, using of mobile phone etc.

F.2 (a) Reliability of the Tool

The reliability of the questionnaire was determined with the help of test-retest method and it was found as 0.84. The response of the respondents was taken in terms of 'Yes' and 'No'. Score one (1) is given for positive or yes and zero (0) for negative or no response. It is quite easy to understand that the higher the scores, the higher the level of awareness of parents for performance of their children or students of class-X board examination. To determine the level of parental awareness, quartile deviation was used. It was found from the distribution of pilot study, that the first quartile Q_1 is 17.11, third quartile Q_3 was 23.95, and the inter quartile range was $Q= 20.53$. Accordingly, the scores above Q_3 was considered as the high level, the scores between Q_1 and Q_3 was considered as the average level and the scores below Q_1 was considered as the low level of awareness. Thus as per quartile deviation, the scores between 24 and 30 is the high level, scores between 18 and 23 is the average level and scores between 0 and 17 is the low level of awareness. The final questionnaire has 30 items divided into 5 (five) dimensions namely-personal care, emotion and health (question 22,23,24,25,27,1,4,12,30), preparation for examination (questions 2,3,5,6,8,13,14,15,16,17,18), expectation for better academic performance (question 9,21), school and home environment (Question 10,11,26,28,29), relationship of the children with teachers (7,19,20) .

G. ADMINISTRATION OF THE TOOLS

G.1 Administration of the First Tool (Socio-Economic Status Index)

The investigator visited the randomly selected 10 Higher Secondary Schools of the Jammu City (5 Government and 5 Private schools) personally with the selected tools for the collection of the data. First of all, the investigator approached for permission for data collection from the heads of the institutions and the purpose of conducting test was explained to them. The tool was administered in the classrooms.

Then students of eleventh class were selected randomly by the investigator and rapport was developed with them. An attempt was made to explain the purpose of the study to the students. The students were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while responding to items of the tool. After giving the necessary instructions, the researcher distributed copies of the tool. Every attempt was made by the researcher to remove doubts and difficulties of the sample group.

The students were directed to read the statement of the questions one by one and tick mark the suitable responses for the respective statements. After filling up the responses by the students, the copies were collected back. In this way, the tool was administered in all the

schools included in the sample and the data was collected. This was the first tool Socio-Economic Status Index (SESI) filled by the eleventh class students.

G.2 Administration of the Second Tool (Questionnaire on Parental Awareness)

Now, there was a turn of the second tool namely Questionnaire on Parental Awareness (QPA) which was filled by those parents(father/mother/guardian) of eleventh class students who were randomly selected and already filled the first tool (Socio-Economic Status Index). The investigator personally met with the parents of randomly selected students and explained the purpose of the study to the parents. After giving the instructions, the researcher distributed copies of the tool to the parents (father/mother/guardian).

The parents (father/mother/guardian) were directed to read the statement of the questions one by one and mark the suitable responses in the form of 'Yes' or 'No' for the respective statements. After filling up the responses by the parents (father/mother/guardian) the copies were collected back. In this way, the tool Questionnaire on Parental Awareness (QPA) was administered to the randomly selected parents (father/mother/guardian) of the randomly selected eleventh class students of the Jammu City.

H. RESULTS

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in following Tables.

Table H.1

Values of Mean, Standard Deviation and t for Academic Performance of Male and Female Students in Class-X Board Examination

Gender	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom (df)	t-Value	Level of Significance
Male	100	71.04	11.38	1.13	198	1.23	NS
Female	100	73.29	14.29	1.43			

Table H.2

Values of Mean, Standard Deviation and t for Academic Performance of Students in Class-X Board Examination in relation to their Type of School

School Type	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom (df)	t-Value	Level of Significance
Private	100	73.79	12.71	1.27	198	1.78	NS
Government	100	70.54	13.02	1.30			

Table H.3

Values of Mean, Standard Deviation and t for Academic Performance of Students in Class-X Board Examination in relation to their Parental Awareness

Levels of Parental Awareness	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom (df)	t-Value	Level of Significance
High	116	72.31	13.28	1.23	168	0.13	NS
Low	54	72.03	11.93	1.62			

Table H.4

Values of Mean, Standard Deviation and t for Academic Performance of Students in Class-X Board Examination in relation to their Socio-Economic Status

Levels of SES	N	Mean	Standard Deviation	Standard Error Mean	Degrees of Freedom	t-Value	Significance
High	71	71.68	13.36	1.59	144	0.61	NS
Low	75	73.00	13.15	1.52			

I. FINDINGS OF THE STUDY

In this study, the result shows that there is no significant difference in performance of the students in class-X board examination in relation to their gender whereas the mean scores of gender (female) is (73.29) which is higher than the mean scores of gender (male) is (71.04) and the t-value is 1.23 which is smaller than the table value.

In the present study, the result shows that there is no significant difference in performance of students in class-X board examination in relation to their type of school whereas the mean

scores of the private school students is (73.79) have been found to be higher than the mean scores of government school students which is (70.54) and the t-value is 1.78 which is smaller than the table value.

In this current study, the result shows that there is no significant difference in performance of students in class-X board examination in relation to their parental awareness whereas it has been found that the mean scores of high parental awareness is (72.3) which is slightly higher than the mean scores of low parental awareness that is (72.03) and the t-value is 0.13 which is smaller than the table value.

In this existing study, the result shows that there is no significant difference in performance of students in class-X board examination in relation to their socio-economic status whereas it has been found that the mean scores of low socio-economic status is (73.68) is higher than the mean scores of high socio-economic status is (71.68) and the t-value is 0.61 which is smaller than the table value.

J. EDUCATIONAL IMPLICATIONS OF THE STUDY

Present study shows that parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of child. Educated parents can better understand the educational needs and their children's aptitude. They can help their children in their early education which affects their proficiency in their relative area of knowledge. Belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability of their children.

Education is a primary need in this era of globalization. Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and gives skill. Education is necessary owing to the atmosphere of competition. In every field highly qualified people are needed. As Battle and Lewis states; "In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living."

The world is making progress day by day because education is the only key to match the pace of its progress. People are giving preference to higher education. "It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country" (Saxton, 2000) The quality of students' performance remains at the top priority for educators. The variables effecting students' academic performances are both inside and outside the school. There are a number of factors that affect students' performance like parental socio-economic status, parent's education and their involvement in child's studies, student's gender, time allocation, technology, available facilities and lots of more.

Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and

outside school that affect students' quality of academic performance. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). Adams in 1996 stated, "Low parental socio-economic status has negative effect on academic performance of students because basic needs of students remain unfulfilled and hence they do not perform better academically."

The study of the demographic and other factors affecting students' education rooted back in seventeenth century. Up till now many researches are made on this issue. "The formal investigation about the role of these demographic factors rooted back in 17th century (Mann, 1985)." Every factor affecting students' education is worthy to be studied but the most important one is parental socio- economic status. The children of well to do parents have better sources and facilities to avail. They have the opportunity to get admission in good schools, which offer a sound base for their future career.

"Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socio-economic status of learners affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). On the other hand the students having financial problems have to face various hurdles. Their financial problems distract them from their studies and they fail to get high grades and consequently have to suffer for finding a job. "The low socio-economic status and socio-economic status environmental deficiencies which results in low self esteem of students (US Department of Education, 2003).

In the present study it has been seen that parental education and socio-economic factors are of vital importance in effecting student's educational performances also. They are like backbone in providing financial and mental confidence to students. Explicit difference can be observed between those students who belong to different financial status and different parental educational level.

The following educational implications of the study are given ahead:

1. It is observed from the results of the present study in gender performance specifically that the mean value of gender (female) is higher than the mean value of gender (male). Here, it is recommended that parents should take keen interest in the educational activities of their wards only to eradicate the gender differences in the field of education. By implementing this, the educational performance of the students could be enhanced and govt. should also offer some vocational courses at secondary level without any gender discrimination.
2. The findings of the present study and the mean value of the objective number second also revealed that private schools have more favorable attitude towards

students in class-X board examination than government schools with respect to the performance of students. To have greater impact in above mentioned aspect such as performance of students in class-X board examination, govt. should focus on various aspects of scheme, develop new teaching methods and educational facilities to develop more positive attitude among government schools towards the performance of students at secondary level board exams.

3. The results of the present study also show that the awareness of parents influence the education of their wards. So, it is essential to increase the amount of research on the correlation between parental awareness and education then students can bring good results in class-X board exams.
4. Keeping in view the findings, it is recommended that the Central or State Government should create some job opportunities and help the people to raise their socio-economic status which may have positive impact upon student's academic performance. Besides, classroom learning materials should be given to the low as well as the high socio-economic students for the betterment of their performance in board exams at secondary level.

K. SUGGESTIONS FOR FURHER RESEARCH

From the study of related literature it is found that no such studies on the matter have been conducted in any part of the country. So, the investigator hopes that there is still much scope for research in this field and put forward some suggestions for further research.

1. A comparative study on performance of students studied in private secondary schools and government/provincialised secondary schools may be carried out.
2. A comparative study among the different districts may be concluded to get a clear picture about the parental awareness and socio-economic status on academic performance of students in class-X board examination.
3. A comparative study may also be terminated among the students performance of CBSE and ICSE.
4. A study may be browned to know the effects of socio-economic status and parental awareness on higher education.
5. A comparative study may be ready to know the effects of working and non -working parents on academic performance of students.
6. A comparative study may be done thoroughly to know the effects of educated parents and uneducated parents on performance of children.
7. A study may be crisped to know the relationship between education and parents on performance of students in class-X board examination.

L. DELIMITATIONS OF THE STUDY

1. The study is delimited to a sample of 200 students and 200 parents only.
2. The study is restricted to 10 Higher Secondary Schools (5 government and 5 private Higher Secondary Schools) located in Jammu city.
3. The study is delimited to Socio-Economic Status Index (SESI) developed by Prof. R.P. Verma, Prof. P.C. Saxena and Dr. (Smt.) Usha Mishra (2008).
4. The study is delimited to Questionnaire on Parental Awareness (QPA) by Koul (2019).

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MANUAL FOR



SOCIO-ECONOMIC STATUS INDEX

SESI

Prof. R. P. Verma

*Former Dean
Faculty of Education
Banaras Hindu University*
VARANASI

Prof. P. C. Saxena

*Retd. Prof., Department of Education
University of Allahabad
Sr. Consultant, SIEMAT*
ALLAHABAD

Dr. (Smt.) Usha Mishra

*Reader
Department of Education
University of Allahabad*
ALLAHABAD

Estd. 1971



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MANUAL
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ALLAHABAD



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MANUAL FOR SOCIO-ECONOMIC STATUS INDEX (S E S I)

INTRODUCTION

Socio-economic status of an individual is his place of honour and power (economic, political, academic etc.) among the people of his society. It connotes his competence to command respect of the people around him and also his capacity to originate others that is to make others do what he likes them to do. Socio-economic status is a continuum which has its lower and upper ends. Therefore, it is an evaluative concept which designates how much of the environmental, cultural, social and economic richness a person possesses. It also denotes his standard of living and thinking.

According to Kulshreshtha, socio-economic status is a study of individual's position within the social relationships. It influences individual's relationship with others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background.

Description of the Scale

The Socio-Economic Status Index measures the socio-economic status of the subjects in terms of family status, parents education, occupation, income caste, dwelling area, possession of few prestigious commodities, membership of famous clubs, political affiliation etc. It also gives weightage to income tax as well as wealth tax payers. The test is reliable and valid. The norms of the test is also available. The details of scoring, reliability, validity and norms are given in subsequent pages.

Scoring

The system of scoring is given in the manual. The scores of the students are to be entered on the test booklet. Here the higher score denoted higher socio-economic status and lower scores lower.

1. Castes

- (i) 5 marks for high castes (Brahmin, Kshatriya, Kayastha, Bhumihar, Syed).
- (ii) 4 marks for upper middle castes (Khatri, Vaishya, Sheikh).
- (iii) 3 marks for middle castes (Jat, Yadav, Kunvi, Koiri, Kalwar, Khan, Ansari).
- (iv) 2 marks for lower middle castes (Lohar, Kumhar, Barber, Dhobi, Rajbhar, Ansari, Siddiqui).
- (v) 1 mark for schedule castes and scheduled tribes.

2. Place of Birth

- (i) 2 marks for urban
- (ii) 1 mark for rural

3. Length of Residence in the City

- (i) 1 for every five year of residence with a maximum of 3 marks.

4. Family

- (i) 2 marks for joint, 1 for single.
- (ii) 1 mark for every five member (with a maximum of 3 marks).
- (iii) (a) Mother – 2 marks for Yes, 1 for No.
(b) Father – 2 marks for Yes, 1 for No.
- (iv) 2 marks for Yes, 1 for No.
- (v) (a) 2 marks for unmarried and 1 mark for married.
(b) 2 marks for living together and 1 mark for not living together.

5. Education

- (i) Mother — 2 marks for Yes, Zero for No.
Father — 2 marks for Yes, Zero for No.
- (ii) 1 mark for High School.
2 marks for Intermediate.
3 marks for Graduate.
4 marks for Post-graduate
6 marks for B.Ed./Diploma/LL.B./Professional Engineering/Medicine.
7 marks for Ph. D. or Post-graduate in Medicine and Engineering.
- (iii) 1 mark for each brother/sister upto first degree level.
2 marks for each brother/sister upto the post-graduate level.
3 marks for each brother / sister upto professional course (Medicine, Engineering, Accountancy, Law, etc.)

6. Occupation

- (i) 1 mark for each source.
- (ii) 1 mark for labour, 2 for skilled labour.
- (iii) 3 marks for small business / class IV service / small farmer upto 5 acre / shop- keeper / green grocer / primary school teachers.
4 marks for secondary school teacher / average business / class III service / Farmer upto 20 acres.
6 marks for university teachers, I.A.S., P.C.S., Managerial executives, Doctors, Engineers, Jobs in National / Multi-national Companies, Chartered Accountants etc. (retired persons may be given half the score in the respective categories.)
- (iv) 2 marks for Yes, 1 for No.
- (v) 2 marks for Yes, 1 for No.
- (vi) 1 mark for every 5 subordinates or part thereof with a maximum of 5.

- (vii) (a) 1 mark for small scale 2 marks for Large Scale
 (b) 1 mark for Bullocks 2 marks for Tractor
 (c) 1 mark for Self 2 marks for others
 (d) 1 mark for each animal with a maximum of 5 marks.

7. Income

- (i) 2 marks for Rs. 2500 to Rs. 5000
 4 marks for Rs. 5001 to Rs. 10000
 5 marks for Rs. 10001 to Rs. 20000
 6 marks for Rs. 20001 to Rs. 35000
 8 marks for Rs. 35001 to Rs. 55000
 10 marks for Rs. 55001 to Rs. 100000
 12 marks above Rs. 100000
- (ii) Yes — 5 No — 0
- (iii) Yes — 10 No — 0
- (iv) Yes — 5 No — 0
- (v) Yes — 2 No — 0
- (a) 2 for Bungalow, 1 for Flat
- (b) 2 for Posh colony, 1 for Mohalla
- (vi) 2 marks for Yes No — 0
- (vii) 1 for each room with a maximum of 5.
- (viii) Yes — 2 No — 0
- (ix) 1 for each servant with a maximum of 3.

8. Others

- (i) Yes — 5 No — 0

(ii) & (iii) If near relation : —

Minister — 10 marks

M.P., M.L.A. — 5 marks

M.M.C. — 3 marks

M. G. S. — 1 mark

(iv) Yes — 1 No — 0

Truck, Car, Jeep — 5 marks.

Scooter, Motor-cycle — 2 marks.

(v) 1 mark for 1 car.

2 marks for more than 1 car.

2 marks for car like Toyota, Scorpio, etc.

1 mark for small car like maruti 800, Zen, etc.

(vi) AC I — 4 marks.

AC II — 3 marks.

AC III — 2 marks.

Sleeper — 1 mark

General class — 0 mark.

(vii) 5 marks for Air

3 marks for Car.

1 mark for Railway

(viii) Yes — 2 marks No — 1 mark

2 marks for Laptop 1 marks for Desktop

Reliability

The test-retest reliability of the SESI using a sample of 50 students was found to be 0.74 after the interval of three months.

Validity

Validity of SESI lies in its capacity to classify the people in the society in the correct classes formed on the basis of their socio-economic status. It was

administered on a known group of 50 people from the city of Varanasi and 95 per cent classifications were found to be true. It shows that the Index is fairly valid tool to assess socio-economic status.

Construct Validity

Construct validity was found out in terms of inter-correlations between the five sub-tests of the SES scale and correlations between the five sub and total score. The inter-correlation matrix is given in Table 1.

TABLE 1
Showing the inter-correlation between five sub-tests of SES scale and correlation between five sub-tests of SES scale and correlation between five sub-tests and their total (N = 900)

Sub-tests	Family demography and size	Family education	Family occupation	Family income	Family social status in society	Total
Family demography and size	1.00	-.101*	.101*	.034	-.139*	.075*
Family education		1.00	.473*	.369*	.594*	.770*
Family occupation			1.00	.431*	.416*	.661*
Family income				1.00	.336*	.802*
Family social status in society					1.00	.711*

* Significant at .01 level of significance

** Significant at .05 level of significance

Construct validity was also sought in terms of the correlation of intelligence, both verbal and non-verbal, and achievement with the total score on SES and its dimensions. The values are reported in Table 2.

TABLE 2

Showing the correlation between SES dimensions with intelligence and achievement (N = 900)

Sr. No.	Variables	SES Dimensions					
		Family demogra- phy & size	Family educa- tion	Family occupa- tion	Family income	Family social status in society	Total SES Score
1.	Verbal Intelligence	-.160*	.352*	.225*	.267*	.312*	.359*
2.	Non-verbal intelligence	-.160*	.279*	.222*	.188*	.273*	.283*
3.	Achievement	-.016	.202*	.244*	.269*	.115*	.277*

* Significant at .01 level of significance.

The correlation coefficients of the variables (column 2) with components of SESI have expected sign and values except with the family component. It means that information about family demography and size does not belong to the other classes of information such as education, occupation, etc. and also has negative bearing on intelligence (verbal as well non-verbal).

Norms of the test

In order to facilitate the interpretation of raw-scores, norms of the test were prepared on a sample of 1000 boys and girls of class X selected from the various institutions of Varanasi City. T-score, Z-score and Stanine score equivalents of the raw scores were prepared and given in Table 3.

TABLE 3*Showing the mean, S.D. and standard error of mean*

N	Mean	S.D.	S _{EM}
1000	53.76	16.56	0.53

It is clear from Table 3 that the standard error of mean is only .53 score unit, that is very small. In 95% cases it is likely that the true mean will be within the narrow range of $53.76 + 1.96 \times .53$ that is between 52.72 and 54.80.

TABLE 4*Showing the raw scores, Z-scores, T-scores and Stanine score*

Sr. No.	Raw Scores	Z-score	T-score	Stanine Score
1.	104 – 109	2.54	75	9
2.	98 – 103	2.20	72	9
3.	92 – 97	1.99	70	9
4.	86 – 91	1.75	67	8
5.	80 – 85	1.48	65	8
6.	74 – 79	1.25	62	7
7.	68 – 73	1.02	60	7
8.	62 – 67	0.75	57	6
9.	56 – 61	0.43	54	6
10.	50 – 55	0.07	51	5
11.	44 – 49	-0.34	47	4
12.	38 – 43	-0.78	42	3
13.	32 – 37	-1.27	37	2
14.	26 – 31	-1.81	32	1
15.	20 – 25	-2.41	26	1

TABLE 5
Interpretation of raw scores

Sr. No.	Raw Scores	Stanine	Interpretation
1.	92 and above	9	Very high SES 1
2.	68 – 91	7–8	High SES 2
3.	44 – 67	4–6	Average SES 3
4.	32 – 43	2–3	Low SES 4
5.	20 – 31	1	Very low SES 5

The above table indicates that on the measure of 'Socio-Economic Status Index' students whose raw scores fall between the range of 20 and 31 belong to very low socio-economic status. In the same way if the students raw scores fall between 32 and 43, they belong to low SES; between 44 and 67, average SES; between 68 and 91, high SES; and if the scores are 92 and above they belong to very high socio-economic status.



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1st Floor, Plot No. 10, Sector 10, Gurgaon, Haryana-122001
Telephone No. 012-2601080

Prof. R. P. Verma (Varanasi)
Prof. P. C. Saxena (Allahabad)
Dr. (Smt.) Usha Mishra (Allahabad)

Consumable Booklet
of
SESI-VSM
(English Version)

Please fill up the following details (Student Introduction): Date

--	--	--	--	--	--	--	--

Name _____

Class _____ Age _____ Year _____

School _____

INSTRUCTIONS

- ◆ It is not important to know the mental and educational capability of students in order to provide educational and vocational guidance to them but it is also important to have adequate knowledge of their economic and social background. The objective of this questionnaire is to gain knowledge about it. Each student and parent has to give the following information honestly. The information will be kept confidential and will be used for the benefit of the student.
- ◆ Wherever two answers to a statement are given. Put a ☒ mark in front of the correct answer for example, in statement 4 (i) if your family is nuclear put a ☒ mark in front of 2 ☒. If any statement is not applicable on you put a (X) mark in front of it.
- ◆ If you find difficulty in understanding anything you can ask the investigator.
- ◆ Now start answering the statements.

Scoring Table

	Raw Score			Stanine	Level of Socio-Economic Status
Page	2	3	4		
Score					
Total					

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2 | Consumable Booklet of SESI-VSM

Sr. No.	STATEMENTS
1.	Caste _____ Religious _____
2.	Place of Birth : 1. City _____ 2. Village _____
3.	Period of stay in the city _____ year _____
4.	Family
	[i] What is the type of your family ? 1. Joint ☐ 2. Nuclear ☐
	[ii] How many members are there in your family ? Members
	[iii] Are your parents alive ? Mother : 1. Yes ☐ 2. No ☐
	Father : 1. Yes ☐ 2. No ☐
	(iv) Does any one apart from your parents provide monetary help to you ?
	1. Yes ☐ 2. No ☐
	If yes, who ? (Brother, sister, uncle, grand parents)
	In case of brother and sister state whether he or she is :
	[a] Married or Unmarried ☐
	[b] Stays with you or does not stay with you ☐
5.	Education :
	[i] Are your parents educated ? Mother : 1. Yes ☐ 2. No ☐
	Father : 1. Yes ☐ 2. No ☐
	[ii] If yes what is their highest qualification ? Mother : Class ☐ Degree ☐
	Father : Class ☐ Degree ☐
	[iii] Are your other brothers and sisters also studying ? Yes ☐ No ☐
	[a] Secondary level : 1. Yes ☐ 2. No ☐
	[b] Degree level : Technical ☐ Law ☐ Medical ☐
6.	Occupation :
	[i] What are the sources of income in your family ? (eg. job, personal business Shopkeeper, Tuition labour, etc.)
	1. _____ 2. _____ 3. _____
	[ii] If its job : (Specify) -
	[a] field of medicine ☐
	[b] engineering ☐
	[c] business ☐
	[d] in the armed forces ☐

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Sr. No.	STATEMENTS
---------	------------

[e] teaching :

primary ☐ secondary ☐ degree (university or in technical institutions) ☐

[f] private sector :

national ☐ multinational ☐

[g] insurance, share market etc. ☐

[h] others ☐

[iii] If any them is in a job please give the following information.

Relation	Mother	Father	Unmarried brother living with you	Unmarried sister living with you
Designation				
Department				
Institution				
Total Monthly Income				

[iv] Does the shop owned by your family have a computer ? 1. Yes ☐ 2. No ☐

[v] Does the shop owned by your family have an AC ? 1. yes ☐ 2. No ☐

[vi] How many workers are employed in the shop ? / business

[vii] How much agricultural land does your family own ? Acres

If yes give the following details :-

[a] Is it on a small scale ☐ or large scale ? ☐

[b] What are the means of agriculture ? 1. Bullock ☐ 2. Tractor ☐

[c] Is farming done by your family or is done by someone else ?

[d] How many animals like cow, bullock, buffalo etc. do you have ?

7. Income :

(i) Including all sources of income, what is the total monthly income of your family ?
(Put a tick mark ☒ in front of the appropriate income group)

- ◆ Rs 2,500 to Rs 5000 ☐
- ◆ Rs 5001 to Rs 10,000 ☐
- ◆ Rs 10,001 to Rs 20,000 ☐
- ◆ Rs 20,001 to Rs 35,000 ☐
- ◆ Rs 35,001 to Rs 55,000 ☐
- ◆ Rs 55,001 to Rs 1,00,000 ☐
- ◆ Rs 1,00,000 and above ☐

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Sr. No.	STATEMENTS	
[ii]	Does any member of your family pay income tax ?	1. Yes ☐ 2. No ☐
[iii]	Does any member of your family pay property tax ?	1. Yes ☐ 2. No ☐
[iv]	Is any one from your family member of clubs (Lions, Rotary etc ?)	1. Yes ☐ 2. No ☐
[v]	Do you live in the house owned by your family ?	1. Yes ☐ 2. No ☐
	(a) If yes, is it a flat or a bungalow ?	
	(b) Do you live in a posh colony or in a locality ?	
[vi]	Do you have a separate study room ?	1. Yes ☐ 2. No ☐
[vii]	How many rooms are there in your flat ?	
[viii]	Is your house air-conditioned ?	1. Yes ☐ 2. No ☐
[ix]	How many servants are there in your house ?	
8. Others :		
[i]	Is there any political leader in your family ? (For e.g. Minister, MP, MLA, member of municipal corporation)	1. Yes ☐ 2. No ☐
[ii]	If yes what is his/her designation and how are you related to him/her ? Designation Relation	
[iii]	If any one from your family was a political leader in the past, then write his designation and your relation with him. Designation Relation	
[iv]	Does your family own any vehicle ? (Motorcycle, scooter, car, jeep, truck, tractor etc)	1. Yes ☐ 2. No ☐
[v]	In case your family own cars, write the number of cars and their brand name(s) ? 1. 2. 3.	
[vi]	In which class your family members usually travel by train ? 1. AC I ☐ 2. AC II ☐ 3. AC III ☐ 4. Sleeper ☐ 5. General ☐	
[vii]	Your family members usually travel by (a) Aeroplane ☐ (b) Train ☐ (c) Car ☐ (d) By all three ☐	
[viii]	Do you own a computer ? If yes : (a) Desktop ☐ (b) Laptop ☐ (c) Both ☐	1. Yes ☐ 2. No ☐

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QUESTIONNAIRE ON PARENTAL AWARENESS

Name of the father_____

Name of the mother_____

Name of the student_____

Mr. NARESH KUMAR
RESEARCH SCHOLAR,
PG DEPARTMENT,
MIER COLLEGE OF EDUCATION

JAMMU

Dr. ANNIE KOUL (2019)
RESEARCH GUIDE,
PG DEPARTMENT,
MIER COLLEGE OF EDUCATION

Instructions

➤ In this questionnaire, there are some questions both for father and mother of the students, related to awareness of parents regarding the education of children studying in class-X. The responses of the questions should be given by the parents after discussion between them. Every question has two alternative responses Yes or No. Please read the questions carefully and attentively according to your own judgment. If your response is 'Yes' then give a tick mark (✓) above 'Yes' and if your response is 'No' then give a tick mark (✓) above 'No'. Your responses will be kept confidential and will be use for research purpose only. I shall be obliged if you do the needful and give right responses without any hesitation.

Q1 Are you interested about the education of your children?

Yes / No

Q2 Do you like to study regularly to encourage your children towards education?

Yes / No

Q3 For obtaining satisfactory results in examination, do you help the children in their study?

Yes / No

Q4 Do you agree that parent's education affects the academic life of children?

Yes / No

Q5 Do you prepare any time routine of study for your children at home?

Yes / No

Q6 'Private tuition is necessary for satisfactory/ best performance in the

examination'- do you agree?

Yes / No

Q7. Do you suggest your children to follow the advice of teachers to show good results in examination?

Yes / No

Q8. Do you think that it is necessary to keep notice on the child at the time of study at home?

Yes / No

Q9. Do you expect that your child must have to pass in the examination?

Yes / No

Q10. 'Home environment affects the academic performance of the children' do you agree?

Yes / No

Q11. Do you think that economic condition of parents affects on the academic achievement of the students?

Yes / No

Q12. Are you in favour of giving pocket money to the children for their personal expenditure?

Yes / No

Q13. Do you think that both the working and non-working parents should become aware about the academic achievement of their children in examination?

Yes / No

Q14. Do you think that both the educated and uneducated parents have equal responsibility for their children's best performance in examination?

Yes / No

Q15. Do you think that both the mother and father should conscious and take care of their children to prepare them for examination?

Yes / No

Q16. Are you agree that only the study of text book can help for showing better performance in examination?

Yes / No

Q17. Do you think that regular class test is necessary for better achievement in examination?

Yes / No

Q18. Do you take mock test to prepare children for examination time to time at home?

Yes / No

Q19. Do you want to discuss the monthly progress report of children with the teacher

to guide the children in education?

Yes / No

Q20. Do you think that parent teacher association is one of the important factors for student's academic achievement?

Yes /No

Q21. Have you ever suggest your child to achieve good results in examination for making bright professional career?

Yes / No

Q22. Do you feel that it is necessary for parents to share the feeling of children?

Yes / No

Q23. Do you think that parents have to take extra care to their children during the adolescence period?

Yes / No

Q24. Do you think that regular physical exercise, play etc. is necessary to make the children attentive in their study?

Yes / No

Q25. Do you think that balanced diet is necessary for students to perform well in academic life?

Yes / No

Q26. Do you think that conducive school environment is helpful for better academic performance of children?

Yes / No

Q27. Do you think that for better achievement in examination of the students, cocurricular activities are also necessary in schools?

Yes / No

Q28. Do you think that well equipped laboratory, computer and other infrastructural facilities can improve the academic environment of the institution to impart quality education?

Yes / No

Q29. Do you think that frequent bandh called by political or non-political organizations affect the educational environment of the institutions?

Yes / No

Q30. Do you think that television, radio, news paper etc. have good influence on the academic side of your children?

Yes / No

