Impact of socio economic condition on academic achievement of students

Education

Research Proposal On Impact of Socio Economic Condition onAcademicAchievement of Students IntroductionEducationprovides individual children with the knowledge and skills necessary to advance themselves and their nation economically. Socioeconomic factors, such asfamilyincome level, parents' level of education, race and gender, all influence the quality and availability of education as well as the ability of education to improve life circumstances. (Jennifer, 2005).

A person's education is closely linked to their life chances, income, and well being. Therefore, it is important to have a clear understanding of what benefits or hinders one's educational attainment (Barry 2005). Socioeconomic status (SES) is often measured as a combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized.

Understanding the effects of socioeconomic status on academic performance is important in determining effective and valid testing for students. Determining the correlation between these two variables is important for all educators to understand, so that all students can achieve to their academic potential. Finding the correlation between academic performance and socioeconomic status can assist educators in determining instructional strategies that best fit each individual student (Brent, 2009).

The issue of socioeconomic status and its relationship in the academic performance creates an emerging study in academic research. The link between the economic status of the family and its influence in the student's pursuance for education is one of the issues that the educators are

attempting to address. In public institutions all levels of students are getting chance to study according to their merit. After getting the scope to study in public universities, it is not a very easy task for all students to carry on their studies in present circumstances.

According to statistical reports 23-25% students of public universities are come from those families which are living below thepovertyline (Dr. Abdul Hai, 2009). Problem Statement The level of family income, what level of income a family is in, has the potential to influence a child's ability to perform from one extreme to the other. Parents with higher status often have more opportunities in preparing their young children for school because they typically have access to a wide range of resources in contrast to parents with lack of financial and social status.

Parents with inadequate resources and limited access can negatively affect their young children's development in learning (Eamon, 2005). In the other developing country, like Bangladesh which is a populous country, socio-economic status of a family is usually linked with the family's income, parent's educational level, parent's occupation and the social status of other relatives. This logic is said to create great parental influences on the student's university performance (Okafor, 2007). The university effectiveness is also addressed in the determining the outcome of the students.

This justification motivated to investigate the socio-economic condition of the parents and its impact on their children's' academic achievements in Department of Business Administration Literature Review We know that the link between a child's socio-economic status (SES) and school achievement

is real; it is a very tight link as such things go, and the link has existed for decades (Grant, 2005). The level of family income, what level of income a family is in, has the potential to influence a child's ability to perform from one extreme to the other.

If a parent is financially able to clothe, feed and entertain their children it appears they should have all the support they would need to score well on exams. However on the flip side, if parents are not financially able to support their children with just the basic needs, it is possible that will have an effect on the child's scores as well(Ima, 2008). Extensive research in thesociologyof education offers conclusive evidence of a positive relationship between family socio? economic status (SES) and the academic achievement of students (Sirin, 2005; White, 1982).

On this relationship, Bone (1981) studied and concluded that the students belong to the family of high socio-economic condition have effective academic achievements than students belong to poor family. Sirin (2005) conducted research and the result showed medium to strong relationship between socio-economic condition and academic achievements. The socio-economic condition of a family is an important factor which affects the learning achievements (Iqbal, 2012). According to Bon (1981) Socio-economic status can be measured in a number of different ways.

Most commonly it is measured by parents' education, occupation and income and the responsible factor is father, but sometimes mother's education or occupation, family income resources or household possession are used, especially in combination. Whatever the measurement is the socio-economic status is positively correlated with both educational attainment

and achievement. The socioeconomic background was founded and recognized from the wealthy and well-educated parents that can help to ensure the future of their children.

Because of their influence, it is believed that the background of a student is favorable for their learningenvironment, better education, and good jobs. On the other hand, the children who have the low socioeconomic background are believed to lack in education and obtaining an opportunity in the future may be difficult. Because of the importance of family backgrounds in other countries, it is also referenced to be the major influence on the student school success. The relationships of the student environment have established many variables that can be direct or indirect in the student's success (Okafor, 2007).

Objectives The main aim of the study is to examine the impact of socio-economic condition of parents and its relationship with academic achievements of children. In order to provide the idea regarding the study, there are other objectives that should be considered. * To recognize the perceptions of the students regarding the family status and academic achievements. * To examine the impact of socio-economic condition of parents and its relationship with academic achievements of children. * And to suggest the other possible ways to increase the competitiveness of the academic settings.

Methodology This study is an exploratory in nature. For exploring and explaining the impact of socioeconomic condition on academic achievement, the researchers apply both qualitative and quantitative method. To collect information we use various techniques likeinterview, observation. * Sources

of data: The study will be based on bothprimary and secondarydata. The respondents are the source of primary data and the literature (research reports, journals, articles, bulletins) related to the socioeconomic status will be considered as secondary sources of data. Population: Target population of the research is 350 students of Business department. Sampling procedure: As a sample technique we use probability sampling, because every member of the population has a known, non-zero probability of selection. All probability sampling are designed or based on selection criterion and among them we select stratified sampling, a probability sampling procedure in which simple random subsamples that are more or less equal on some characteristics are drawn from within each stratum of the population.

Stratified sampling is of two types, proportional stratified sample and disproportional stratified sample. For purpose of our study we use proportional stratified sampling, a stratified sample in which the number of sampling units drawn from each stratum is proportional to the population size of that stratum. We have stratified 350 students of Business department in seven batches and randomly select seven students from each stratum. * Sample size: The total numbers of sample is 49.

All respondents will be selected for interview. Techniques of data collection Research data will be collected by using the techniques of interview. During the interview phase selected respondent will be formally invited to participate in the session. A convenient place of respondent will be fixed according to their yearning. Tools of data collection For collecting data the following tools will be used- * Interview schedule with open and close ended questions * Unit of analysis:

Every student of the study will be the unit of analysis. * Respondents: The respondents will be selected on basis of following three criteria. Such as- * Who currently study in Business Administration Department * Those who are engaged on tuition for supporting their study * Those who live in the student hall or Boarding house Data processing and interpretation As result being conducted using the tools of interview schedule. So it will transcribe the data and carefully reexamine to minimized errors in the data.

Collected data will be classified into different socio-economic characters. Analysis work after tabulation will generally based on the computation of various percentages. Researcher will use various statistical tools like regression analysis, correlation analysis and also dispersion for analyzing the data. References * Ahmad Iqbal (31 July, 2012), Relationship between parental socio-economic conditions and student's academic achievements: A case of district dir, Timergara, Pakistan [online] accessed on 21 December 2012. Barry Jennifer (2005), The Effect of Socio-Economic Status on Academic Achievement [online] Accessed on 15 December 2012. * Blevins M Brent (2009), Effects of socioeconomic status on academic performance in Missouri public schools [online] Accessed on 15 December 2012. * C. R. Kothari (2005), Research Methodology: Methods & Techniques – Page: 95-122, used for collecting and analyzing the data. * Ima (November 2008), Socioeconomic Status and School Achievement [online] accessed on 20December 2012. * Okafor, P. (2007) ACase Study: Factors Contributing to the Academic Achievement of Low-Socio Economic Status Students in Anambra South County, Anambra State Nigeria[Online] Available at: http://patrickokafor. com/LeadingtoThesisProposal1. pdf [Accessed 01

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