

# TO STUDY EDUCATIONAL INTEREST OF X<sup>th</sup> CLASS STUDENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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## **Abstract**

*The purpose of present study is to look into educational interest patterns of x<sup>th</sup> class students in relation to socio-economic status levels. For this purpose t-test was applied to find out significance of mean difference in different interest areas namely (agriculture, commerce, fine arts, home science, humanities, science, technology) for male and females and groups of students in terms of high, average and low socio-economic status groups.*

## **INTRODUCTION**

Education in India is marching ahead in all sectors of education due to the effective efforts of government and the diversified educational interests of the students. A large number of students study different educational courses according to their interests, through there are other aspirations and pressures from their parents, peers and public.

Modern education requires that each student must be given the opportunity to advance as fast as he could or as slowly as he must. The choice of education is one of the very important decisions a person must make for himself and his choice is a long process rather than simple incident. Educational Interests' choices take place as a result of developmental process that has been traced to early days of individual life.

The nature of education interest pattern is determined by individual's mental ability, personality, characteristics, sex, and socio-economic status and by the opportunities to which he/she is exposed. Intellectual abilities of an individual are one of the important variables which affect the educational thinking.

In the present study, it is assumed that socio- economic status of family may be important variable that affects the educational interest of students.

At x<sup>th</sup> stage students have to make relevant choice in subjects. So it is very important that they should be mature enough to select right education for them. Educational choice can make or mark the carrier of student. Proper guidance should be given to the child, so that they can choose education according to their abilities, interest, capacities, potentials etc. The choices are influenced by many hereditary and environmental factors. As hereditary factor cannot be changed but developed. So, environmental factors go a long way in making individual's educational interest high. School, home, peer group and society influences the educational interests of the students. Socio-economic variable is considered to be an important environmental factor contributing in educational interest. Therefore, an attempt is made to study the effect of socio- economic status of family on educational interest of student. The present study entitled, "To study the Educational Interest of x<sup>th</sup> class students in relation to their socio- economic status" is designated to test the assumptions that socio-economic status affects the educational interest.

## **OBJECTIVE OF THE STUDY**

To study the educational interest of Secondary School students in relation to socio-economic status.

## **HYPOTHESES OF THE STUDY**

1. There are no significant difference in educational interest among students belonging to high, average and low socio-economic status.
2. There are no significant difference in educational interest of male students belonging to high, average and low socio-economic status.
3. There are no significant difference in educational interest of female secondary students belonging to high, average and low socio-economic status.

## **DELIMITATIONS OF THE STUDY**

1. The study will be delimited to X<sup>th</sup> class students
2. The study will be delimited to Fatehgarh Sahib District only.

## **SAMPLE and sampling technique**

In the present study stratified random sampling has been used as it happens to be the most convenient method for data collection. A sample of 200 students, both boys (Rural 50 and Urban 50) and girls (Rural 50 and Urban 50) of X<sup>th</sup> class was drawn from eight schools, situated in Fatehgarh Sahib district. The following table shows the sample of study.

## **TOOLS USED FOR THE STUDY**

### **1) Educational Interest Record (EIR)**

By Dr. S.P. Kulshrestha (2005)

### **2) Socio-Economic Status Scale (SESS)**

By Dr. Meenakshi (2004)

## **STATISTICAL TECHNIQUES**

Mean, Standard deviation, significance of difference between two means

## **RESULTS AND DISCUSSION**

The results have been discussed under the following headings:

1. Comparison of Educational Interest of high, average and low socio-economic status groups.
2. Gender differences in Educational Interest Areas at various socio-economic status levels.

### **1. COMPARISON OF EDUCATIONAL INTERESTS OF HIGH, AVERAGE AND LOW SOCIO-ECONOMIC STATUS GROUPS**

#### **1.1.1 Comparison of educational interest of high and Average socio-economic status groups**

The means and SD's of average socio-economic status and high socio-economic status students in different educational areas along with t-values are given in table 1.

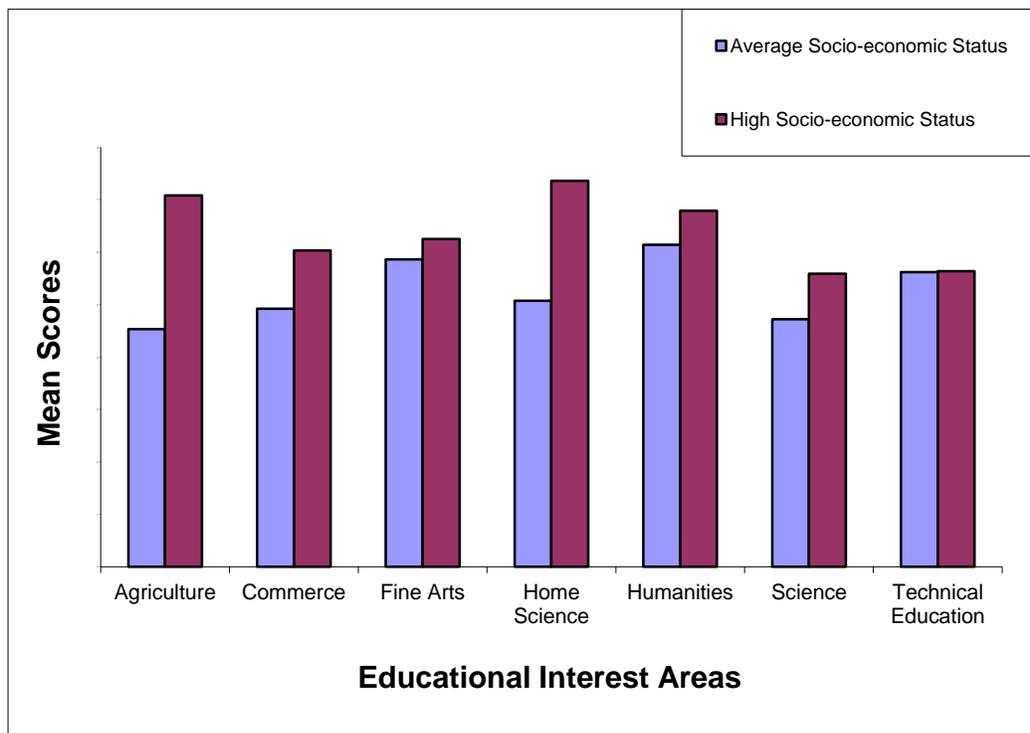
**TABLE 1**

**MEAN'S AND SD'S OF SECONDARY SCHOOL STUDENTS OF AVERAGE SOCIO-ECONOMIC STATUS AND HIGH SOCIO-ECONOMIC STATUS ALONG WITH T-VALUE**

	Average Socio-economic Status (N = 100)		High Socio-economic Status (N =50)		t-value
	Mean	SD	Mean	SD	
Agriculture	4.53	2.84	7.08	2.67	5.67**
Commerce	4.92	2.59	6.03	1.87	3.00**
Fine Arts	5.86	2.41	6.25	2.77	0.92
Home Science	5.07	2.54	7.36	2.76	5.32**
Humanities	6.14	2.26	6.79	1.98	1.86
Science	4.72	2.74	5.59	2.86	1.89
Technology	5.62	2.76	5.64	2.11	0.05

\*\* p<.01

The mean performance of high and average socio-economic status groups may be pictorially shown a figure 1



**FIG. 1: MEAN'S AND SD'S OF SECONDARY SCHOOL STUDENTS OF AVERAGE SOCIO-ECONOMIC STATUS AND HIGH SOCIO-ECONOMIC STATUS ALONG WITH T-VALUE**

The table 1 shows that the X<sup>th</sup> class average socio-economic status students have a mean score of 4.53, 4.92 and 5.07 in the interest areas of agriculture, commerce and home science respectively. The respective mean scores for X<sup>th</sup> class high socio-economic status students came out to be 7.08, 6.03 and 7.36. The t-values testing the significance of mean difference in the interest areas of agriculture, commerce and home science came out to be 5.67, 3.00 and 5.32. All the t-values are significant. It may be noted that high socio-economic status students have significantly higher level of educational interest in agriculture, commerce and home science as compared to average socio-economic status students group.

In case of interest areas of fine arts, Humanities, Science and technology the t-values testing the significance of mean difference between average socio-economic status and high socio-economic status students turned out to be 0.92, 1.86, 1.89 and 0.05 respectively and this are not significant even at .05 level.

**1.1.2 Comparison of educational interest of high socio-economic status and low socio-economic status groups.**

The mean's and SD's of high socio-economic status and low socio-economic status students in different educational areas along with t-values given in table 2.

**TABLE 2**

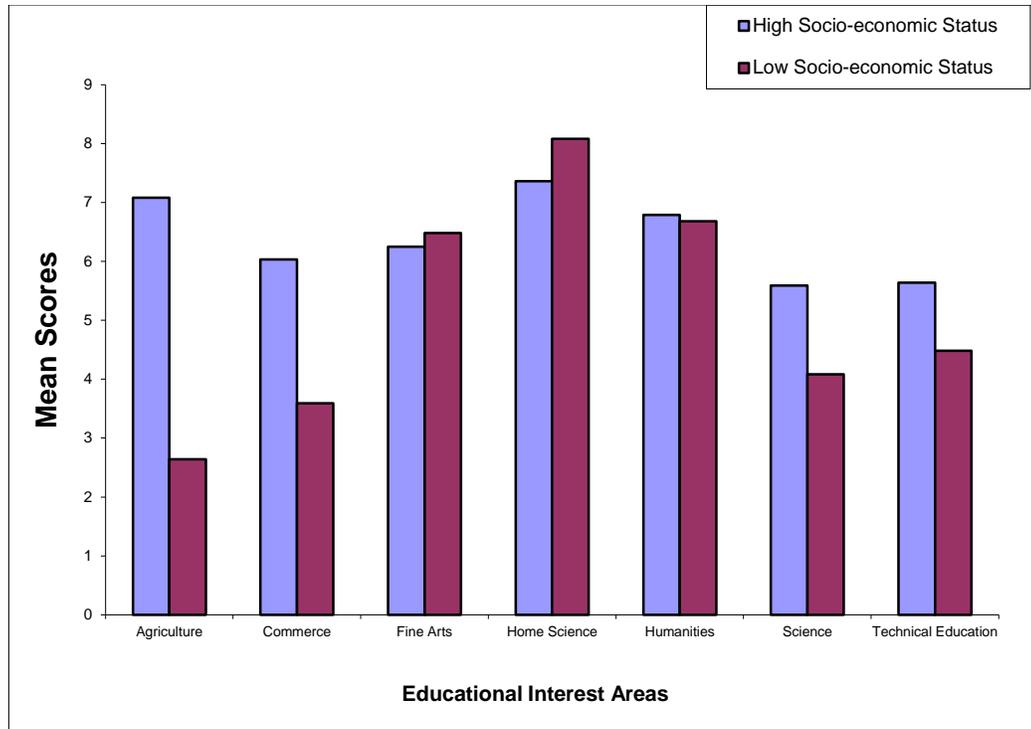
**MEAN'S AND SD'S OF SECONDARY SCHOOL STUDENTS OF HIGH SOCIO-ECONOMIC STATUS AND LOW SOCIO-ECONOMIC STATUS ALONG WITH T-VALUES**

	High Socio-economic Status (N =50)		Low Socio-economic Status (N = 50)		t-value
	Mean	SD	Mean	SD	
Agriculture	7.08	2.67	2.64	2.79	8.07**

Commerce	6.03	1.87	3.59	3.16	4.69**
Fine Arts	6.25	2.77	6.48	1.83	0.49
Home Science	7.36	2.76	8.08	2.29	1.41
Humanities	6.79	1.98	6.68	2.21	0.26
Science	5.59	2.86	4.08	2.89	2.65*
Technology	5.64	2.11	4.48	3.18	2.15*

\* p< .05 \*\*p <.01

The table 2 shows that high socio-economic status students have a mean score of 7.08, 6.03, 5.59 and 5.64 in the interest areas of agriculture, commerce, science, and technology respectively and shown in the figure 2. The respective mean scores for low socio-economic status students came out to be 2.64, 3.59, 4.08 and 4.48.



**Fig.2 Mean's and SD's of Secondary School Students of High Socio-economic Status and Low Socio-economic Status along with t-values**

The t-values testing the significance of mean difference in the interest area's of agriculture, commerce, science, and technology came out to be 8.07, 4.67, 2.65 and 2.15. All the t-values are significant. It may be noted that high socio-economic status students have significantly higher level of educational interest in agriculture, commerce, science and technology as compared to low socio-economic status students.

In case of interest area's of fine arts, home science and humanities, the t-values testing the significance of mean difference between high socio-economic status and low socio-economic status students turned out to be 0.49, 1.41 and 0.26 respectively and this are not significant even at .05 level.

### **1.1.3 COMPARISON OF EDUCATIONAL INTEREST OF AVERAGE SOCIO-ECONOMIC STATUS AND LOW SOCIO-ECONOMIC STATUS GROUP**

The means and SDs of average socio-economic status and low socio-economic status students in different educational areas along with t-values are given in table 3.

**TABLE 3**

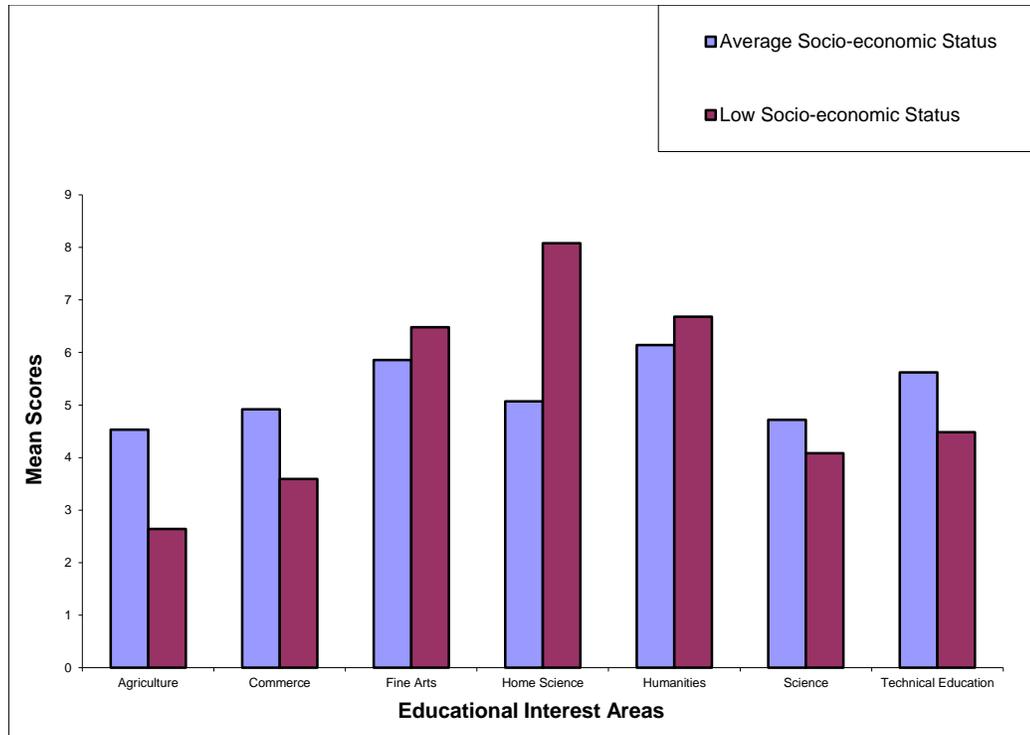
**Mean's and SD's of Secondary School Students of Average Socio-economic Status and Low Socio-economic Status along with t-value**

	Average economic (N=100)		Socio-Status		t-value
	Mean	SD	Low economic (N=50)	Socio-Status	
Agriculture	4.53	2.84	2.64	2.79	4.11**
Commerce	4.92	2.55	3.59	3.16	2.83**
Fine Arts	5.86	2.41	6.48	1.83	1.77
Home Science	5.07	2.54	8.08	2.29	7.72**
Humanities	6.14	2.26	6.68	2.21	1.50
Science	4.72	2.74	4.08	2.89	1.39
Technology	5.62	2.76	4.48	3.18	2.33*

\* p < .05

\*\* p < .01

The table 3 shows that Average socio-economic status students have a mean score of 4.53, 4.92, 5.07 and 5.62 in the interest areas of agriculture, commerce, home science and technology respectively as shown in the figure 3. The respective mean score's for X<sup>th</sup> class low socio-economic status students came out to be 2.64, 3.59, 8.08 and 4.48.



**Fig 3: Mean's and SD's of Secondary School Students of Average Socio-economic Status and Low Socio-economic Status along with t-value**

The t-values testing the significance of mean difference in the interest areas of agriculture, commerce, home science and technology came out to be 4.11, 2.83, 7.72 and 2.33. All the t-values are significant. It is evident from mean value that average socio-economic status students have significantly higher level of educational interest in agriculture, commerce, and technology as compared to low socio-economic status student groups. On the other hand low socio-economic status group students have significantly higher level of educational interest in home science as compared to average socio-economic status group students.

In case of interest area's of fine arts, humanities and science the t-values testing the significance of mean difference between average socio-economic status and low socio-economic status group students turned out to be 1.77, 1.50 and 1.39 respectively and these are not significant even at.05 level . Hence the hypothesis *"there is no significance difference in educational interest of senior Secondary*

students belonging to high, average, low socio-economic status group students" is rejected. It may be concluded that:

- (i) High socio-economic status students group have significantly higher level of educational interest in agriculture and commerce as compared to average socio-economic status and low socio-economic status.
- (ii) High socio-economic status students groups have significant higher level of educational interest in science as compared to average socio-economic status and average socio-economic status students groups have significant higher level of educational interest in science as compared to low socio-economic status groups.
- (iii) Low socio-economic status students groups have significant lower level of educational interest in home science and technology as compared to high socio-economic status students group.
- (iv) Low socio-economic status students group have significant lower level of educational interest in science as compared to average socio-economic status students group.

## 1.2 GENDER DIFFERENCE IN EDUCATIONAL INTEREST AREAS AT VARIOUS SOCIO-ECONOMIC STATUS LEVELS

The means and SDs of male and female students at various socio-economic status levels in different educational areas are given in table 4 and pictorially shown in figure

4

TABLE 4

	High Socio-economic Status (N=50)				Average Socio-economic status (N=100)				Low Socio-economic Status (N=50)			
	Male (N=22)		Female (N=28)		Male (N=56)		Female (N=44)		Male (N=22)		Female (N=28)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Agriculture</b>	<b>7.08</b>	<b>3.80</b>	<b>7.07</b>	<b>1.79</b>	<b>5.96</b>	<b>3.29</b>	<b>2.98</b>	<b>2.42</b>	<b>3.64</b>	<b>2.64</b>	<b>1.86</b>	<b>2.92</b>
<b>Commerce</b>	<b>7.09</b>	<b>2.06</b>	<b>5.21</b>	<b>1.73</b>	<b>6.33</b>	<b>2.70</b>	<b>3.06</b>	<b>2.56</b>	<b>4.00</b>	<b>3.36</b>	<b>3.28</b>	<b>3.01</b>

Fine Arts	6.36	2.84	6.14	2.72	4.95	2.21	7.22	2.45	4.82	2.12	7.78	1.61
Home Science	6.10	3.49	8.36	2.19	4.94	2.31	7.79	2.23	5.18	2.82	10.36	1.87
Humanities	7.27	1.71	6.42	2.19	6.91	2.24	5.53	4.25	5.91	2.01	7.28	2.37
Science	6.09	3.29	5.21	2.54	5.15	2.96	3.97	2.67	3.54	2.93	4.50	2.87
Technology	5.64	2.27	5.64	1.99	6.83	2.32	6.95	2.63	5.00	3.86	4.07	2.52

MEAN'S AND SD'S OF MALE AND FEMALE STUDENTS AT VARIOUS SOCIO-ECONOMIC STATUS LEVELS IN DIFFERENT EDUCATIONAL AREAS

The t-values testing the significance of gender difference in educational areas separately in high, average and low socio-economic status group are given in table 5

TABLE 5

THE T-VALUE TESTING SIGNIFICANCE OF MEAN AND SD'S IN EDUCATIONAL INTEREST OF MALE AND FEMALE STUDENTS AT DIFFERENT SOCIO-ECONOMIC STATUS LEVELS

Sr. No.	Interest Areas	High Socio-economic vs Average Socio-economic Status	High Socio-economic vs Low Socio-economic Status	Average Socio-economic vs Low Socio-economic Status
1	Agriculture	5.67**	2.25*	4.11**
2	Commerce	3.00**	1.12	2.83**
3	Fine Arts	0.92	5.58**	1.77
4	Home Science	5.32**	7.62**	7.72**
5	Humanities	1.86	2.21*	1.50
6	Science	1.89	1.17	1.39
7	Technology	0.05	1.01	2.33*

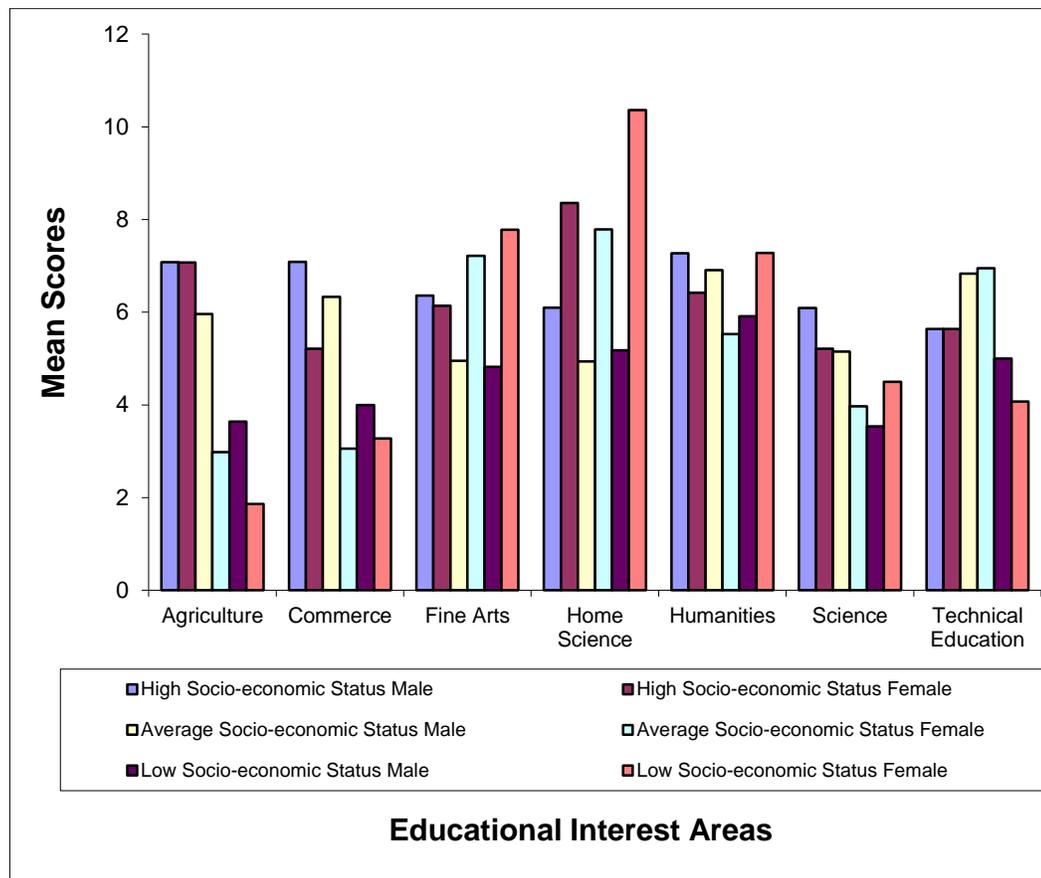
\* p < .05    \*\* p < .01

1.2.1 High Socio-economic Status students groups

Table 5 shows that male students have a mean score of 7.09 and 6.10 in the interest areas of commerce and home science respectively. The respective mean scores

for X<sup>th</sup> class female students came out to be 5.21 and 8.36. The results may be shown pictorially in figure 5.

The t-values testing the significance of mean difference in the high socio-economic status vs average socio-economic status levels the interest areas of agriculture, commerce and home science came out to be 5.67, 3.00 and 5.32. All the t-values are significant.



**FIG.5: MEAN'S AND SD'S OF MALE AND FEMALE STUDENTS AT VARIOUS SOCIO-ECONOMIC STATUS LEVELS IN DIFFERENT EDUCATIONAL AREAS ALONG WITH T-VALUES**

In case of interest areas of fine arts, humanities, science and technology the t-values testing the significance of mean difference between high socio-economic status and average socio-economic status group students turned out to be 0.92, 1.86, 1.89 and

0.05 respectively and these are not significant even at .05 level. The results are suggestive of the fact that: (i) Male students of high socio-economic status group have significantly higher level of educational interest in commerce as compared to female students of high socio-economic status Students group; and (ii) female students of high socio-economic status group have significantly higher level of educational interest in home science as compared to male high socio-economic status students group.

### **1.2.2. Average socio-economic status students group**

Table 5 shows that male students have a mean score of 5.96, 6.33, 4.95, 4.94, 6.91 and 5.15 in the interest areas of agriculture, commerce, fine arts, home science, humanities, and science respectively. The respective mean scores for X<sup>th</sup> class female students came out to be 2.98, 3.06, 7.22, 7.79, 5.53, 3.97 and 6.95. These values may be presented in fig. 5.7. The t-values testing the significance of mean difference in the high socio-economic status and low socio-economic status levels the interest areas of agriculture, fine arts, home science and humanities came out to be 2.25, 5.58, 7.62 and 2.21. All the t-values are significant. In case of interest areas of commerce, science and technology the t-values testing the significance of mean difference between high socio-economic status and low socio-economic status group students turned out to be 1.12, 1.17 and 1.01 respectively and these are not significant even at .05 level. It may be concluded that: (i) Male students of average socio-economic status group have been significantly higher level of educational interest in agriculture, commerce, humanities and science as compared to female students of average socio-economic status group; and (ii) female students of average socio-economic status group have been significantly higher level of educational interest in fine arts and home science as compared to male students of average socio-economic status group.

### **1.2.3 Low Socio-economic Status Students Group**

The table 5 shows that male students have a mean score of 3.64, 4.82, 5.18 and 5.91 in interest areas of agriculture, fine arts, home science and humanities respectively. The mean scores for X<sup>th</sup> class female students came out to be 1.86, 7.78, 10.36 and 7.28 respectively. The t-values testing the significance of mean difference in the average

socio-economic status and low socio-economic status levels, the interest areas of agriculture, commerce, home science and technology came out to 4.11, 2.83, 7.72 and 2.33. All the t-values are significant. It may be concluded that (i) Male students of low socio-economic status group have significantly higher level of educational interest in agriculture as compared to female students of low socio-economic status group; and (ii) female students of low socio-economic status group have significantly higher level of educational interest in fine arts, home science and humanities as compared to male students of low socio-economic status group.

In case of interest areas of fine arts, humanities and science the t-values testing the significance of mean difference between average socio-economic status and low socio-economic status students group turned out to be 1.77, 1.50 and 1.39 respectively and these are not significant even at .05 level. Hence the hypothesis, "*there is no significant difference in educational interest of male and female students belonging to high,, average sand low socio-economic status students group*" is rejected. It may be concluded that:

- (i) Male students have been significantly higher level of educational interest in agriculture and commerce as compared to female students of high, low and average socio economic status groups.
- (ii) Female students have been significantly higher level of educational interest in fine arts and home science as compared to male students of high, low and average socio-economic status students groups.

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