



Critical Evaluation Of Minority Students' Academic Success In West Bengal After Independence And Their Socio-Economic Status

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ABSTRACT

A student academic achievement is used to track his or her schooling. Academic achievement is the most important aspect of the broader term "educational progress." It is important to overstate the importance of academic success. It improves people's moods. Good academic records serve as the foundation for all that occurs in the future. Academic achievement has always been the focus of educational research, and while various people have different beliefs about what the goals of education are, academic development of the child remains the primary and most important purpose of education. Life has become extremely competitive in general, and especially for students. A poor pupil has no place in school today. Only the greatest can make it to the top, where there isn't much room. Education researchers have had to confront important questions concerning the importance of school and academic performance. What variables contribute to pupils' academic achievement? In this case, socioeconomic position is important since it influences a person's personality, learning, development, and academic achievement.

INTRODUCTION

Socio-Economic Status

The American Psychological Association (APA) defines socioeconomic status as a person's or group's social standing or class, and it is frequently measured as a mix of education, income, and occupation. Students' socioeconomic status is determined in this study as well by the responses they provide to a questionnaire regarding their parents' and/or spouses' employment, level of education, average income, and the number of persons in their homes. They are divided into two groups. The first group consists of students with a middle or high socioeconomic status. Students from low socioeconomic backgrounds comprise the second group.

Academic Achievement

Academic achievement study has proven how essential a teen's grade point average is to their total academic achievement, and grade point averages are used to gauge academic

success in many academic settings. Academic achievement is also assessed in this study by the grade point averages of sophomore English language and linguistics students. This study's participants all received these grade point averages for the same term.

Research on Socio-economic Status and Academic Achievement

Few studies have examined how socioeconomic position influences academic achievement, and even fewer have examined how it influences foreign language learning. Researchers in a rural subdistrict of Bangladesh examined how secondary school pupils' family achievement affected their English grades. The findings revealed that rural students performed poorly in English achievement, and there were connections between the students' family income, parental education, and English achievement. Students with higher schooling and a larger family were more likely to perform well on the proficiency test and in English on the Secondary School Certificate examination.

It was discovered that students with higher incomes performed consistently better than students with lower incomes. He suggested that students from higher-income households may have higher English skills since they were recommended to private English-medium schools earlier than students from lower-income families.

Relationship between achievement and student socioeconomic background

“One of the most commonly studied phenomena in the social sciences is socioeconomic status (SES), which is an indication of one's total social position or prominence in society. It is typically measured in conjunction with education, employment status, and income. The association between socioeconomic status and child development has been thoroughly researched throughout the last several decades. Children and adolescents from low-income families had higher rates of anxiety, depression, and conduct disorders as compared to children and adolescents from high-income families. Numerous studies have also linked socioeconomic status to children's and teenagers' IQ levels and academic achievement (National Institute of Child Health and Human Development)”.

LITERATURE REVIEW

Rajak, P., Tattwasarananda, S (2020) According to the 1986 National Policy on Education, "higher education allows people to think about the most fundamental social, economic, cultural, moral, and spiritual concerns confronting humanity." It promotes development by disseminating specialized information and skills. As a result, it is an essential component of survival. It is a type of higher education that is part of the formal education system. This sector has risen rapidly since India's independence. In terms of student enrollment, it is India's third-largest education system behind China and the United States. We all know that in the history of education, places like Nalanda, Taxila, and Vikramshila were well-known around the world for their achievements. Even though British India had more colleges and institutions, it also had new issues and concerns. West Bengal has contributed significantly to the modernization of the nation's higher education system. In light of this, the current study focused on how the number of higher

education institutions for higher learning in West Bengal has changed, particularly since independence. It also reviewed the accreditation status of these institutions, which were evaluated by the NAAC for upholding standards and providing quality education to benefit national growth and society as a whole.

Singh, P., & Choudhary, G. (2015) This study investigated how the socioeconomic status of Delhi city high school students affected their academic performance. The researcher conducted the study at both public and private schools in Delhi, and 15 schools were ultimately picked. The data was collected by a normative survey method with 450 samples from class XI. The "Socio-economic Status Scale" (SESS) was employed, and the students' total grades from the preceding class, referred to as "standard X," were used to determine achievement. The data was examined using the mean, standard deviation, one-way ANOVA, and the t-test. The study's findings revealed a distinction between groups with high and low socioeconomic status. Gender influences academic achievement in the secondary school (Standard - XI) level, according to this study. It was also discovered that a person's socioeconomic status influenced how well they performed in school, with those with a high or middle socioeconomic status performing best. Based on these findings, some key recommendations for practice and further study were suggested.

Bhat, M. A., Joshi, J., & Wani, I. A. (2016) The important function of the educational system is to provide students with the knowledge, career skills, and cognitive abilities required to participate in society. As a result, it is important to determine what motivates students to succeed in school. The household income, the earner's education and occupation, and the person's own traits are all considered and compared when determining a family's socioeconomic status. Socioeconomic status is typically split into three categories: high socioeconomic standing, moderate socioeconomic standing, and low socioeconomic standing. This describes the events that lead to a family or individual falling into one of these three categories. Any or all of the three qualities of income, education, and occupation may be considered when defining an individual or family.

Mohanty, P.(2016) The National Policy on Education (NPE) of 1986, which was modified in 1992, and its Program of Action (POA) state that increased attention should be directed to the education of educationally backward minority in the interest of equality and social justice. "Some minority groups are educationally poor or behind," according to the NPE, which was written in 1986 and amended in 1992. In the interest of equality and social justice, more emphasis will be placed on educating these communities, particularly Muslims. This will, of course, include the constitutionally guaranteed rights to establish and administer their own schools, as well as to maintain their languages and cultures. Since India's independence, the government has formed a variety of committees and commissions to investigate issues concerning all children's education. Several programs are being developed to assist children in receiving a decent education and to strengthen it. According to the Education Commission's (1964-1966) report, "a society that cares about social justice, seeks to improve equality for the average person, and wants to develop all talent must ensure that all portions of the population have equal possibilities

to succeed." This is the only way to ensure that a fair and humane society is developed, in which the weak are not exploited as much. Over the last few decades, the government of India has assisted states in achieving their goals for educating girls in general, and Muslim girls in particular, through the DPEP and SSA programs. Enrolling Muslim females is just as vital as ensuring they receive a solid education for their personal success.

Tomul, E., & Polat, G. (2013) The purpose of this research is to discover how a student's social and economic background influences how well they perform in school, as well as how these elements interact with one another. "The 691 senior undergraduate students of Suleyman Demirel University who were chosen based on their Weighted Quantitative Composite scores on the Student Selection Examination are being studied. The dependent variables in the study are the scores' Student Selection Examination Weighted Quantitative Composite scores, which were considered when they were accepted into their departments, and their average grade from their student year to their academic year". The average grade point is the average of the students' academic scores from the beginning of their last year in their departments up until the start of their final year. The study examines the parents' level of education, the family's income, where the family resides, the father's employment, the number of siblings, and the student's level of education prior to the Student Selection Examination as independent variables. Family-related characteristics are poor predictors. Because education institutes prior to higher education also accept students based on a nationwide exam, the profile of higher education students has become more similar.

Ahmar, F., & Anwar, E. (2013) Humans are the finest thing God ever created, and our existence include biological as well as sociological or cultural components. The first is maintained alive and transmitted down by eating and having children, whereas the second is maintained alive and transmitted down through education. Education makes a young person brighter and more educated, giving him the capacity to influence his surroundings for the better or for the worse, depending on his desires. In reality, education, like various biological processes, is one of the most crucial "life processes" for humans. Therefore, education may be seen as a crucial activity in the social sciences. Academic Achievement is of utmost importance in the framework of an education system geared toward the students' increasing scholastic achievement and the macro-level development of human resources. The monitoring of a child's education is based on his academic performance.

Choudhary, S. K. (2008) The essay examines the Indian higher education system both before and after independence. Higher education can play a critical role in economic development and recession recovery in the twenty-first century global economy. In this perspective, higher education is an important education sector for both short- and long-term economic growth and human resource development, with the potential to bear responsibility for India's economic, social, and scientific development both before and after independence. It was formerly the central center of the entire developed world. Today, only a comprehensive higher education system can help people comprehend that

knowledge is power. The goal of this research study is to assess India's higher education system prior to independence, as well as the growth and development trends of higher education institutions in India following independence.

Farid, G., & Mahbudah, Y. (2014) According to Battle and Lewis (2002), the most crucial reason for this conclusion is the apparent link between a person's education and their life prospects, income, and health. Low status students are frequently more depressed and concerned about their finances than middle and high status students. In addition, they do not always have enough time to study and do other assignments. As a result, in addition to providing kids with the materials and facilities they require to learn and succeed in school, the socioeconomic status of the students or their families may influence how they feel about school and how motivated they are to learn. Stern (1963, as referenced by Burstall, 1975) also stated that there is a critical need to investigate the motivational factors that cause pupils to have good or negative opinions toward a foreign country's culture, language, and people. These attitudes can either aid or hinder the growth of a foreign language. As some scholars, such as Gayton (2010), have pointed out, much has been published about how other macro-level factors, such as gender, influence motivation to learn a language, but less has been written on how socioeconomic status influences motivation to learn a language. The difference in performance based on SES has not been the primary focus of research in the field of educational attainment, particularly in Iran and among college students.

Thomson, S. (2018) For a long time, educational researchers have been interested in how socioeconomic background impacts educational attainment. According to the influential Coleman Report¹, schools do little to affect a student's academic performance beyond what the student brings to school: "the inequalities imposed on children by their home, neighborhood, and peer environment are carried along and become the inequalities they face in adult life when they leave school." A lot of new research on this literature has been done in the last 50 years, including a number of high-quality meta-analyses. Smith-article Wooley's wonders if a student's socioeconomic background is more essential than clever genes passed down from parents. Van Dongen's article, on the other hand, says that it's most likely a combination of genetics and socioeconomic background. They investigate how the environment influences the epigenetic state of genes important in learning and memory.

METHODOLOGY OF THE STUDY:

Sample:

For the present study the researcher took sample from five number of Higher Secondary Schools of different blocks; 200 (104 boys and 96 girls) number of students were selected as sample for the present study.

Tools and techniques

In the present study, following standardized tools were used:-

1. 'Socio-economic Status Scale' (SESS) standardized socio-economic status scale (2015) was utilized to measure the socioeconomic status of students.

2. Academic achievement- the academic achievement of students was recorded from school record.

The data was collected through administration of standardized questionnaire developed by Udai Pareek (2005) from the sample. For the analysis of data certain procedures was followed for treatment of data which includes data collection, organization of data, presentation of data in graphs and analysis of data through statistical techniques. On the descriptive data analysis mean & SD was found out. For testing, means was found out by application of T-Test. Then Interpretation was made as per data analysis.

Results and Discussion

The data was utilized to compare male and female pupils' academic achievement. The findings reveal that there is no significant difference in academic achievement between males and females. (df=198 t=0.549).

The Importance of the Difference in Academic Achievement Between Boy and Girl Students.

| Gender | N | Mean | Standard Deviation | Standard error Mean | t-value |
|--------|-----|--------|--------------------|---------------------|---------|
| Boy | 104 | 50.297 | 58.198 | 1.269 | 0.529 |
| Girl | 96 | 59.066 | 14.250 | 1.289 | Df=194 |

“The total numbers of boy and girl student were 104 & 96 respectively as indicated by the table 1. The mean of achievement score of boy students is 58.198 and the mean score of girl students is 59.066. The S.D of the achievement of boy students is 14.250 and the S.D of the achievement of girl students is 15.500. S.E. Mean of the achievement score of boy and girl students are 1.269 and 1.289 respectively. The statistically calculated t-value is 0.529 which is not significant at 0.05 level with 194 df. Thus, null hypothesis which states that there is no significant difference between the academic achievement of the boy and girl students shall be accepted. It indicates that gender does not affect academic achievement”.

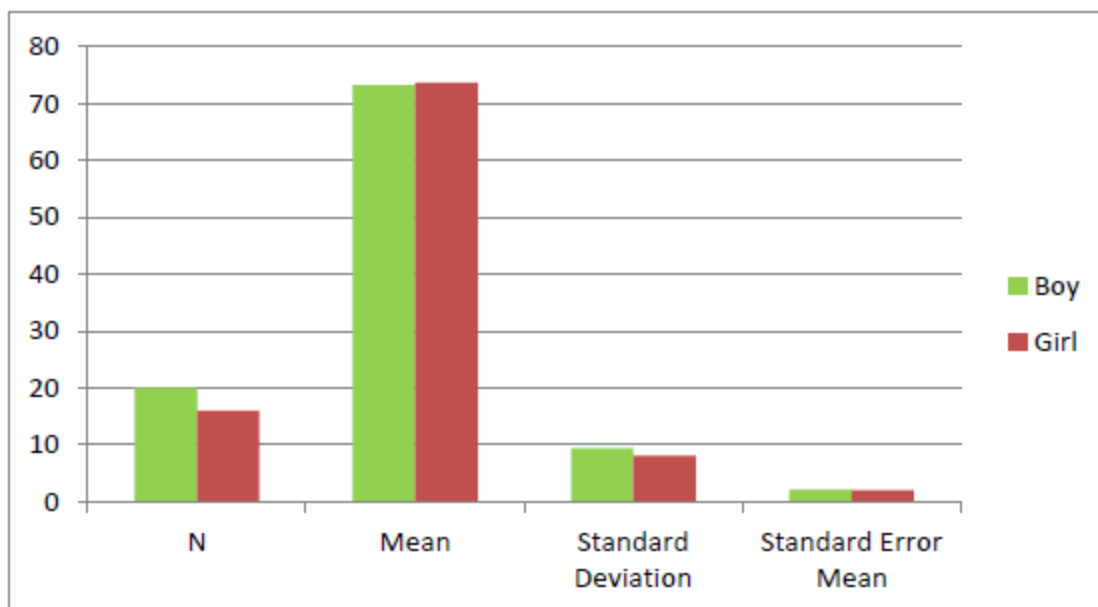
Figure 1 Academic Achievement Scores of Boy and Girl Students



“Significance of the difference between means of Academic Achievement of Boy and Girl Students of High Socio Economic Status”

| Gender | N | Mean | Standard Deviation | Standard error Mean | t-value |
|--------|----|--------|--------------------|---------------------|---------|
| Boy | 20 | 72.250 | 8.430 | 2.105 | 0.152 |
| Girl | 16 | 72.250 | 7.980 | 2.016 | df=35 |

“The above table shows that there were 20 boy students and 16 girl students of high socio economic status. The mean of achievement of boy (high SES) is 72.250 and the mean of achievement of girl (high SES) is 74.250 .The standard deviation of achievement of boy students is 9.430 and the standard deviation of girl students is 7.980.The standard error mean of achievement score of boy students is 2.105 and that of girl students is 2.016. The t-value is 0.152 which is not significant at 0.05 level of significance. So the null hypothesis which states that there will be no significant difference between academic achievement of boy and girl students of high socio economic status shall be accepted. It indicates that academic achievement of boy and girl students of high socio-economic status does not significantly differ”.

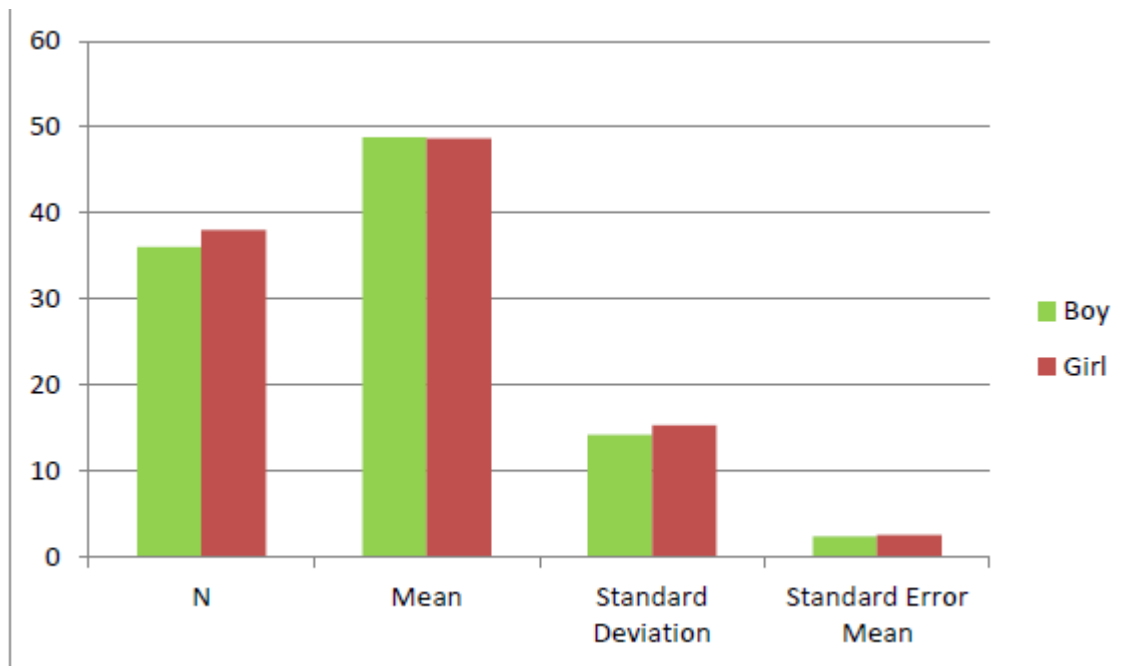


Achievement scores of Boy and Girl of High Socio Economic Status

Significance of the difference between Means of Academic Achievement of Boy and Girl Students of Low Socio Economic Status

| Gender | N | Mean | Standard Deviation | Standard error Mean | t-value |
|--------|----|--------|--------------------|---------------------|---------|
| Boy | 36 | 48.772 | 14.132 | 2.355 | 0.04 |
| Girl | 38 | 48.635 | 15.238 | 2.472 | df=38 |

According to the data above, there were 36 boys and 38 girls from low-income homes. The average achievement of low-achievement boys is 48.772, while that of low-income girls is 48.635. The standard deviation of students' achievement is 14.132, while the standard deviation of kids' school performance is 15.238. A girl's achievement score has a standard error mean of 2.355 for students and 2.472 for students. The t-value of 0.04 with 72 degrees of freedom is not significant at the 0.05 threshold of significance. As a result, the null hypothesis, which states that there will be no significant difference in how well boys and girls from low-income homes perform in science, will be accepted. It demonstrates that there is no significant difference in how well boys and girls from low-income families perform in science.



CONCLUSION

If the goal of education isn't simply to keep individuals from becoming equal, we need to understand what the goal of socioeconomic background is. Despite the fact that much research has been undertaken in the last 50 years, and we are very certain that a person's socioeconomic background has an effect on how well they do in school, we are no closer to understanding how this effect is transmitted. It will be difficult to deal with till we are. Two new pieces of information have been contributed to this corpus of knowledge in this edition of Science of Learning. These may indicate to new directions that need to be explored in order to advance this understanding.

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