

Research Article

IMPACT OF SOCIO-ECONOMIC STATUS OF HIGHER SECONDARY SCHOOL STUDENTS STUDYING IN DIFFERENT MEDIUM

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Abstract

Education is essential in determining how people and civilizations will develop in the future. Socioeconomic status (SES) is a significant predictor among the many elements affecting educational achievement. The statement of the problem is “Impact of socio-economic status of higher secondary school students studying in different medium”. The study's data was gathered at random from representative samples of 400 higher secondary school students. The samples consisted of boys and girls both 188 students from Tamil and 212 students from English medium of higher secondary school. For the present study Investigator modified the tool Socio economic status index (SESI) which was conducted and standardized by prof.R.P.Verma, P.C.Saxena and Dr.Usha Mishra. Hypothesis of the study is, there is no significant relationship between Socio economic status and the selected personal Variable medium of instruction. The study reveals that English medium students are better than Tamil medium students in their socio-economic status in higher secondary school.

Keywords: Socio-Economic Status, Higher Secondary School Students, Medium of Instruction, Academic Achievement,

Introduction

Education plays a pivotal role in shaping the future of individuals and societies. Among the various factors influencing educational outcomes, **socio-economic status (SES)** stands out as a critical determinant. SES encompasses elements such as family income, parental education, occupation, and access to resources, which collectively shape a student's learning

environment, opportunities, and overall development. In the context of higher secondary education, students studying in different mediums of instruction—such as English, regional languages, or bilingual systems—experience varied challenges and opportunities influenced by their socio-economic backgrounds. The medium of instruction often reflects and reinforces socio-economic disparities. For example, students in English-medium schools may have access to more resources, better infrastructure, and enhanced career opportunities compared to those in regional-language schools. Conversely, students from disadvantaged socio-economic backgrounds may face difficulties adapting to certain mediums, leading to academic stress and performance gaps. This topic gains significance as higher secondary education acts as a bridge to higher education and professional careers. The interplay between SES and the medium of instruction can significantly impact students' academic achievement, career aspirations, and personal growth. Understanding these dynamics is crucial for educators, policymakers, and stakeholders to design inclusive educational strategies and reduce inequalities in academic outcomes. This study aims to explore the impact of socio-economic status on the academic performance, self-esteem, and future prospects of higher secondary students across different mediums of instruction. By examining this relationship, the research seeks to provide insights into how educational policies and interventions can address socio-economic disparities to create a more equitable learning environment.

Statement of the Problem

The statement of the problem is “Impact of socio-economic status of higher secondary school students studying in different medium”.

Need of the Study

The need for this study arises from the critical influence of socio-economic status (SES) on the academic performance, learning opportunities, and prospects of higher secondary school students. SES disparities often intersect with the medium of instruction, creating unequal educational experiences and challenges for students from disadvantaged backgrounds. Understanding this interplay is essential to identify barriers faced by students and to bridge gaps in access to resources, support systems, and opportunities. By examining these dynamics, the study aims to provide valuable insights for policymakers and educators to design inclusive

strategies, promote equitable resource allocation, and ensure that education serves as a platform for social mobility and empowerment, regardless of socio-economic or linguistic backgrounds.

Reviews

1) POLIDANO et.al. (2013)

Topic: Explaining the socio-economic status school completion gap.

Objectives: To find out the socio-economic status of school completion gap.

Methodology:

Design: Survey method was used for the present study.

Sample: Sample.

Findings: The two most important contributing factors are found to be lower educational aspirations of low SES students and their parents and lower numeracy and reading test scores at age 15.

2) SUPHI et.al. (2012)

Topic: Effects of learning Approaches Locus of control, Socio-Economic status, and Self-Efficacy on Academic Achievement.

Objectives: In this study the effects of hearing approaches, Locus of control, Socio-economic status and self-efficacy undergraduate students was investigated.

Methodology:

Design: Stratified random sampling technique is used for the present study.

Sample: Four questionnaires were administrated on 99 students.

Findings: No direct significant relationship between SES and academic achievement was found.

Nature and Selection of the Sample

The data for the study was collected randomly, Representative samples of 400 Higher Secondary School Student in Tirunelveli were collected. For the present study samples were collected from Government, Government Aided and private school Both arts and science

students were included. The samples consisted of boys and girls both Tamil (188) and English medium (212) students.

Hypothesis

H1: There is no significant relationship between Socio economic status and the selected personal Variable medium of instruction

Tools Used for the Study

For the present study the following tool was employed to collect the data.

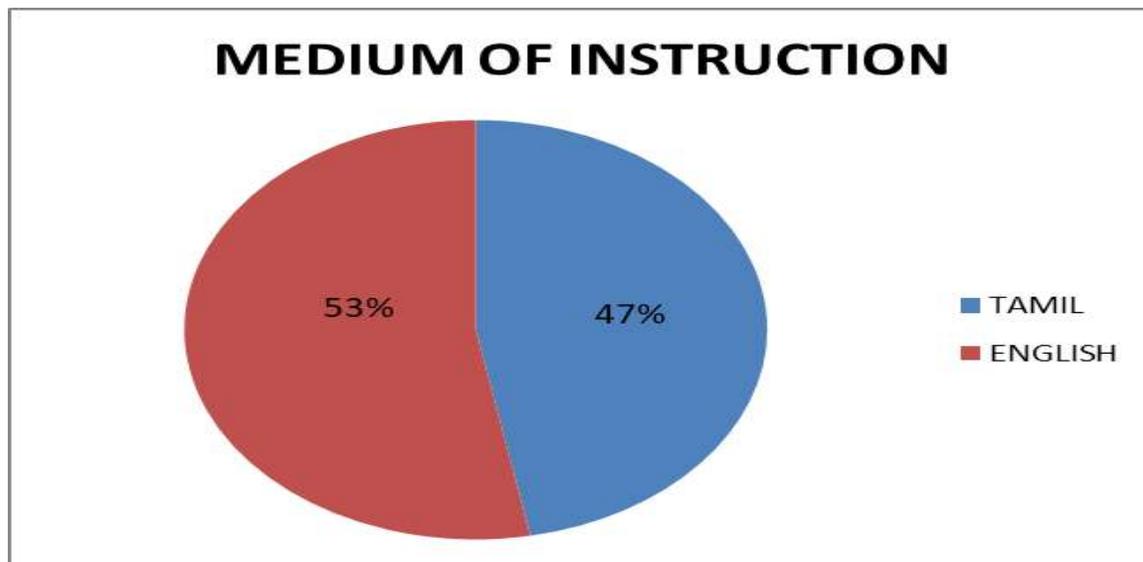
- Socio economic status index (SESI) was conducted and standardized by prof.R.P.Verma, P.C.Saxena and Dr.Usha Mishra (modified by the investigator).

Reliability of Socio-Economic Status Index (Sesi)

The test-retest reliability of the socio-economic status index (SESI) using a sample of 50 students was found to be 0.74.

Fig 1.1

Pie Chart Showing Sampling Distribution according to Medium of Instruction



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Interpretation of the Data

There is no significant difference in the socio-economic status of higher secondary students with regard to medium of instruction.

Table. 1.1

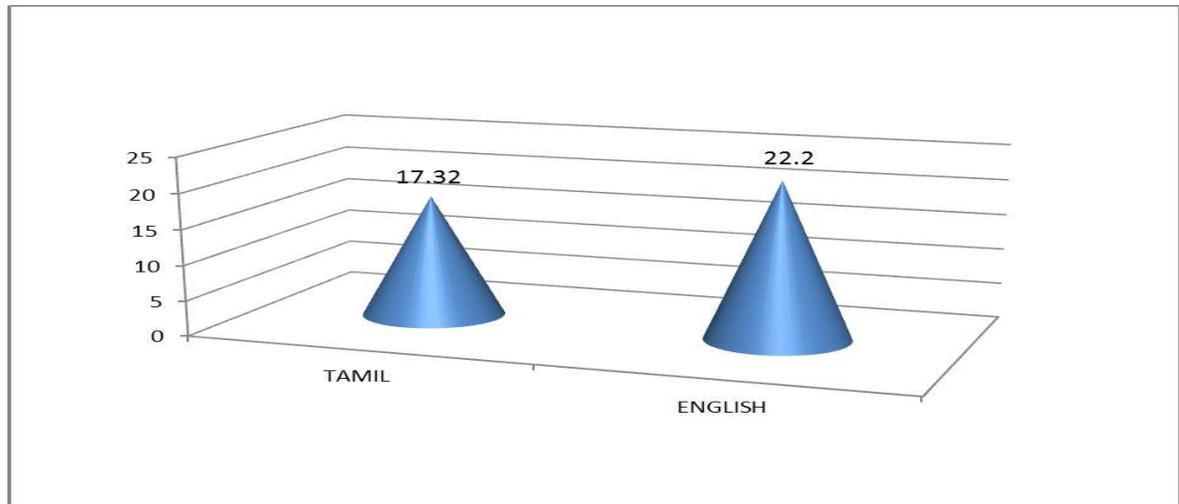
*Difference in the Socio-economic status of Higher Secondary Students
with regard to Medium of Instruction*

Medium of Study	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Tamil	188	17.32	3.380	13.888	1.96	S
English	212	22.20	3.644			

From the above table, it is inferred that the calculated 't' value is greater than the table value at 5% level of significance, the null hypothesis is rejected.

Fig.1.2

Bar diagram showing the mean value of medium of instruction



Finding of the Study

The study reveals that English medium students are better than Tamil medium students in their socio-economic status in higher secondary school.

Educational Implications

The findings highlight the need for interventions to bridge socio-economic gaps between English and Tamil medium students. Policymakers should focus on equitable resource allocation to Tamil medium schools. Curriculum and teaching methods in Tamil medium institutions may require modernization to enhance outcomes. Providing access to career-oriented training for Tamil medium students can help mitigate socio-economic disadvantages. English language proficiency programs could empower Tamil medium students in academic and professional contexts. Parental awareness initiatives can encourage better socio-economic support for Tamil medium learners. Schools should foster inclusive practices to reduce disparities based on medium of instruction. Scholarships and financial aid targeted at Tamil medium students can enhance educational equity. Cross-medium peer learning programs may improve socio-economic outcomes for disadvantaged students. Continuous research is necessary to monitor and address evolving inequalities in socio-economic status.

Conclusion

The study concludes that English medium students exhibit higher socio-economic status compared to Tamil medium students in higher secondary schools, underscoring the need for targeted interventions to address this disparity and promote equity in educational outcomes.

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