



SOCIO – ECONOMIC STATUS AND ATTITUDE TOWARDS LEARNING OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study investigates the socio-economic status and its relationship with the attitude towards learning among higher secondary school students. It also explores differences in socio-economic status and learning attitudes based on various demographic factors. A random sample of 250 students from Cuddalore District was selected for the study. The socio-economic status was assessed using the revised Kuppaswamy Socio-Economic Status Scale (Rahul Sharma, 2017), while the Attitude Towards Learning Scale was developed and validated by the investigator and research guide (2014). The findings indicate that a majority of students belong to the upper socio-economic class. However, the results reveal a negligible relationship between socio-economic status and attitude towards learning. Furthermore, there is significant differences were observed in socio-economic status and learning attitudes based on gender, location, or family type. This suggests that factors beyond socio-economic status, such as personal motivation, school environment, and parental involvement, may play a more crucial role in shaping students' attitudes toward learning.

Keywords: *Socio Economic Status, Attitude towards Learning and Higher Secondary School Students.*

INTRODUCTION

Education is a powerful tool that shapes an individual's future, equipping them with the necessary skills and knowledge to navigate societal challenges. Attitude towards learning plays a significant role in determining academic achievement and personal growth. It influences students' motivation, engagement, and willingness to absorb new information. The learning process is complex, encompassing cognitive, emotional, and social dimensions that interact dynamically to affect student performance.



Socio-economic status (SES) is widely recognized as a crucial determinant of educational attainment. It comprises multiple factors, including family income, parental education, and occupational status, all of which contribute to a student's access to resources, learning opportunities, and overall academic performance. Research has consistently shown that students from higher socio-economic backgrounds tend to have better educational outcomes due to increased access to quality instruction, extracurricular activities, and supportive learning environments.

Conversely, students from lower socio-economic backgrounds often face multiple challenges, including limited access to educational materials, inadequate school infrastructure, and less parental involvement in academic affairs. Despite these obstacles, some students exhibit resilience and determination, achieving academic success through self-motivation and external support systems such as mentorship and scholarship programs.

Beyond socio-economic factors, psychological attributes such as self-efficacy, goal-setting, and peer influence also play a vital role in shaping a student's attitude towards learning. Teachers and educational institutions must adopt inclusive strategies to support all students, ensuring that socio-economic disparities do not hinder academic progress. By fostering an equitable learning environment, society can empower students to reach their full potential, regardless of their financial background.

This study aims to explore the relationship between socio-economic status and attitude towards learning among higher secondary school students. It also examines whether gender, locality, and family structure influence students' learning attitudes. Understanding these associations can provide valuable insights for educators and policymakers to develop interventions that promote positive learning attitudes and bridge socio-economic gaps in education.

REVIEW OF LITERATURE

Crnic and Lamberty (2005) investigated the impact of SES on students' readiness for college and found that socio-economic disparities often limit students' exposure to enriching learning environments, thereby affecting their preparedness and attitudes toward academic



challenges. Similarly, Makde et al. (2012) examined scientific aptitude in relation to study habits and revealed that while SES plays a role, individual motivation and environmental factors can sometimes mitigate its effects.

Krynowsky (2006) studied the relationship between students' attitudes towards Grade 10 English and classroom learning environments. The findings suggested that beyond SES, factors such as teacher support, peer interaction, and classroom dynamics significantly influenced students' learning attitudes. Likewise, Sewell and Orenstein (2005) analyzed occupational aspirations and found that students from lower SES backgrounds exhibited lower career ambitions compared to their higher SES counterparts, often due to limited resources and guidance.

Research also suggests that students from affluent backgrounds have greater access to educational resources such as tutoring, extracurricular activities, and digital learning tools, all of which contribute to a positive learning attitude (Sashiprbha, 2007). However, a study by Mohsin and Naeem (2013) on children with learning difficulties highlighted the importance of parental involvement, demonstrating that supportive parental engagement can bridge SES-related gaps in academic performance.

Furthermore, Krasu (2002) explored the link between delinquent tendencies and SES, revealing that students from lower SES backgrounds may struggle with behavioral challenges that indirectly impact their academic attitudes. However, this study also emphasized that school interventions and mentorship programs can play a critical role in fostering positive educational attitudes among disadvantaged students.

NEED AND IMPORTANCE OF THE STUDY

Attitude has three important elements. They are a belief or opinion about an idea, feelings about that idea and a tendency to act towards that idea in certain ways. These attitudes come from the culture in which an individual grows, the people who raised the individual, and those with whom the individual is associated with, for example the peers. All these shape an individual's attitude. The efforts of an individual to adapt thyself to the environment, and to overcome frustration in achieving the gratification of his needs, may be called the learning process. Interest in learning is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. The process of learning has two



primary elements, one the needs of the individual and two, the circumstances that influence those needs. A child should have a good attitude and interest in learning; the relationship between the teacher and student should be congenial. Students should know how to adjust with their classmates. The teachers should have unbiased opinion about the students. He should also clear his doubts in the classroom and mingle with his classmates and the teachers, which will lead to better educational learning.

Study implies investigation for the mastery of facts, ideas or procedures, yet unknown or only partially known to the individual. Any application of energy directed towards the learning of new material, the solution of a problem, the discovery of new relationships, or similar purposeful activity can be considered to be significant to perform better. There are numerous reasons related to the performance of students to study. Study can be interpreted as a planned programme of subject matter mastery. It is generally believed that achievement of students is influenced by number of factors like attitude, interest, learning and socio-economic status, etc, Therefore, it is visualized that for drawing the best of creative talent and intellectual potentialities of students in the Higher Secondary School level and as well as in domestic life, there is a need to recognize such psycho-social problems and study them in depth. In today's changed scenario of education whoever is seeking promising solutions and to perform better a worthy attention, dignity and cooperation are needed and these will help them to maintain a healthy mind in a healthy body.

OBJECTIVES OF THE STUDY

1. To find out the level of parental socio-economic status and attitude towards learning of Higher Secondary School Students.
2. To examine there is any significant difference in socio economic status and attitude towards learning of Higher Secondary School Students with respect to the following sub samples Gender (Male/Female), Locality of students (Rural/Urban) and Type of family (Nuclear family/Joint family).

HYPOTHESES OF THE STUDY

1. There is no significant relationship between socio economic status and attitude towards of Higher Secondary School Students.
2. There is no significant difference in socio economic status and attitude towards of Higher



Secondary School Students with respect to selected demographic variables.

METHODOLOGY

In order to realize the above said objectives “Normative Survey” method was adopted. The normative Survey method study describes and interprets what exists at present. These are concerned with the existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 250 students in Cuddalore District were selected by using Random Sampling Technique. For Achievement in science the marks scored by the Higher Secondary School Students are collected from the school records. The statistical techniques such as mean, standard deviation, ‘t’ test have been used for the analysis of the data.

RESULTS

Table -1

Pearson Correlation Co-efficient between Parental Socio-Economic Status and Attitude towards Learning

Variables	Attitude towards Learning
Parental Socio-Economic Status	.086*

*Correlation at 0.05 level

It is seen from table – 1 the correlation co efficient among the Parental Socio-Economic Status and Attitude towards learning of Higher Secondary School Students is positive and significant. It is inferred from the above table that Parental Socio-Economic Status and Attitude towards learning is significant and positively correlated. It means if the Parental Socio-Economic Status is higher, the students Attitude towards learning is favorable.

Table 2

Mean, SD and ‘t’ value of Attitude towards Learning based on demographic variables

Demographic variables	N	M	SD	t-value
Male students	125	164.04	29.36	9.183 (S)



Female students	125	187.41	28.84	
Rural Higher Secondary School Students	150	171.74	30.88	6.245 (S)
Urban Higher Secondary School Students	100	188.72	28.93	
Students belonging to Nuclear Family	175	165.91	29.80	6.070 (S)
Students belonging to Joint Family	75	182.79	30.50	

S- Significant

It is seen from Table-2 that there is significant difference between the means of Attitude towards learning scores of Male and Female students ($t=9.183$, is significant at .01 level), Rural and Urban Higher Secondary School Students ($t= 6.245$, is significant at .01 level) and Nuclear Family and Joint Family ($t= 6.070$, significant at .01 level). Therefore, in respect of the above three pairs of sub samples the null hypotheses concerned were rejected as their t-value were significant at .01 level. The mean score of Attitude towards learning of Female students (164.04) is lesser than the mean score of Male students (187.41). Likewise, the mean score of Attitude towards learning of Rural Higher Secondary School Students (171.74) is lesser than the mean score of Urban Higher Secondary School Students (188.72) also like wise mean score of Attitude towards learning of nuclear family (165.91) is lesser than the mean score of Joint family students (182.79).

Table-3:

Mean, SD and 'value of parental socio-economic status scores based on demographic variables

Demographic variables	N	M	SD	t-value
Male students	125	22.22	4.00	14.02 (S)
Female students	125	11.27	3.80	
Rural Higher Secondary School Students	150	22.89	3.76	14.12 (S)
Urban Higher Secondary School Students	150	11.81	3.99	
Students belonging to Nuclear Family	175	18.96	5.29	15.04 (S)
Students belonging to Joint Family	75	7.82	2.36	

S = Significant

It is seen from Table – 3 that there is significant difference between the means of Parental Socio-Economic Status scores of Male and Female students ($t=14.02$ significant at .01 level).



There is significant difference between the means of Parental Socio-Economic Status scores of Rural and Urban Higher Secondary School Students ($t= 14.12$ significant at .01 level). There is significant difference between the means of Parental Socio-Economic Status scores of Nuclear Family and Joint Family students ($t= 15.04$ significant at .01 level). Therefore, in respect of the above three pairs of sub-samples the null hypotheses concerned were rejected as the t-value were significant at .05 level. It is inferred from the above table that Male and Female students, Rural and Urban Higher Secondary School Students, students belonging Nuclear and Joint Family differ significantly in their Parental Socio-Economic Status. Parental Socio-Economic Status of Male and Female students are middle and lower middle class respectively. Parental Socio-Economic Status of Rural and Urban Higher Secondary School Students are middle and lower middle class respectively. Parental Socio-Economic Status of Nuclear Family and Joint Family Higher Secondary School Students are Middle and Upper Lower Middle class respectively.

CONCLUSION

The study examined the relationship between socio-economic status and attitude towards learning among higher secondary school students in Cuddalore District. The findings indicate a positive but weak correlation between parental socio-economic status and students' attitudes towards learning. While students from higher socio-economic backgrounds generally exhibited more favourable learning attitudes, the differences were not substantial. Furthermore, significant variations were observed in learning attitudes based on gender, locality, and family structure. Female students, urban students, and those from joint families demonstrated more positive attitudes towards learning compared to their counterparts. Similarly, socio-economic status varied significantly across these demographic factors.

Limitations

1. The study was conducted within a limited geographical area (Cuddalore District), which may limit the generalizability of the findings to other regions.
2. The sample size of 250 students, while representative, may not fully capture the diversity of socio-economic conditions and learning attitudes across larger populations.



3. The study relied on self-reported data, which could be subject to response biases such as social desirability or misinterpretation of questionnaire items.
4. Only a quantitative approach was used, which may not fully capture the qualitative aspects of students' attitudes and experiences towards learning.

Suggestions for Future Study

1. Future research should consider expanding the sample size and covering a broader geographical region to enhance the generalizability of the findings.
2. A mixed-method approach that incorporates both qualitative and quantitative data could provide deeper insights into students' attitudes towards learning.
3. Longitudinal studies could be conducted to examine how socio-economic status influences learning attitudes over time and across different educational stages.

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