

**A CRITICAL ANALYSIS ON SOCIO-ECONOMIC CONDITION OF SENIOR
SECONDARY SCHOOL STUDENTS AND IT'S IMPACT ON ACADEMIC
PREPARATION FOR ADMISSION TO PROFESSIONAL AND TECHNICAL
PROGRAMMES**

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Abstract:

Investigating the impact of family socio-economic condition on pupils' academic achievement was the primary goal of this study. The research design was a descriptive survey. Students from Science (Senior Secondary grade) made up the target audience. A stratified random selection procedure was used to select 172 students from the target demography. The findings revealed that family income did not significantly affect students' academic achievement; that there was a statistically significant negative relationship between sex and students' academic achievement; and that family education level contributed 40.96% to students' academic achievement, with 59.04% being unaccounted-for variables. Families should have access to education, it was said, to motivate their kids to attend school. In order to maintain the harmony among the children of the country, socioeconomic policies should be developed that give children from poor economic status the same opportunities as children from high economic families.

Keywords:

Professional Programmes, Technical Programmes, Unemployment Rate, Modern Education System, Socio-economic Condition

Introduction:

It is well acknowledged that in order for students to fully benefit from their education, their families must provide them their unwavering support. Governments, administrations, educators, and family organizations all across the world are working to increase parental involvement in education (Scott, 2003).

Families are expected to contribute to school improvement and the democratization of school government, as well as to the promotion of their own children's accomplishments. For instance, according to the European Commission (Scott, 2003), the level of parental involvement is a key predictor of the effectiveness of education. Education is highly regarded in the Federal Democratic Republic of Ethiopia since it serves to foster production, eradicate poverty, disease, and illiteracy by providing the right human capital (FDRE, 2001). Female education, in

particular, benefits many elements of women's life, including longer longevity, improved family health and nutrition, lower fertility rates, and lower rates of linked infant death (Psacharopoulos & Patrinos, 2002).

Additionally, according to Psacharopoulos and Patrinos (2004, 2018), private returns to higher education have grown over time, creating questions about funding and equity. At the secondary and postsecondary stages of education, social returns to education are still strong, exceeding 10%. Girls' education continues to be a priority as evidenced by the fact that women continue to return to school at higher average rates. In nations with low incomes, returns are higher. The private sector of the economy generates larger returns than the state sector, supporting the idea that education has a practical value.

Therefore, family education and encouragement are closely associated to improving student achievement in both sexes. Family influence is a key component affecting both female students and male students' academic achievement. At all educational levels, pupils' academic success is influenced by factors such as family education and socioeconomic background. Students who come from families where both parents have college degrees typically perform at the top levels. According to statistics, children from households with high educational levels have a much better likelihood of enrolling in tertiary education (Oloo, 2003).

Ahawo (2009), who noted that family influence played a very important part in the academic life of a student in modern culture, provides additional support for this. Otula (2007) furthered this point by noting that collaboration between students, teachers, and parents is essential for optimal learning. Additionally, he noted that families' contributions affect how emotionally and materially students are motivated to pursue their degree. Academic achievement is influenced in one way or another by a family's socioeconomic situation. All children have particular physical and sociological demands, which, when addressed, favorably affect their academic achievement, according to Omoraka (2001). These requirements can include a comfortable environment for reading, wholesome food, a play area, the availability of books and other materials, and enrollment in the best schools accessible. All of these assist pupils in fostering successful learning and academic success in the classroom. In order to support social and economic production sectors, which facilitate wealth creation and raise living standards, quality education is essential (Abdullah, 2011).

According to a Department of International growth report from 1998, countries assign an annual

basic considerable amount of resources to education because they value it as a key component of their overall socioeconomic growth. For a female student, post-primary education has significant personal advantages in terms of her opportunities and resources over the course of her lifetime. The benefits to society include improved economic growth, education for the next generation, healthier young females and families, and a decrease in maternal fatalities; these advantages extend beyond the female student and have an impact on her family and society as a whole (UNICEF, 2004). The advantage of education for women and society can be described by how it has empowered women to learn and employ new skills, as well as to engage in social and economic conduct that has an impact on societal transformation (Moulton, 1997).

Wanjiku (1994) argues that male education should come first in families with limited resources. Females have been indoctrinated to accept this, and as it is less acceptable for girls to perform poorly in school, they typically quit school to help their boys. In agreement with Udo (1979), Psacharopoulos and Woodhall (1985) also stated that families, particularly mothers, promote boys' education because it will help adults pay for long-term care insurance. Since a lack of education for women has a detrimental impact on child mortality, economic growth, and fertility rates (Kitaev, 1999), this could ultimately result in poor female academic participation at any level of school. According to Ayodo (2010), both customers and producers of education services in Ethiopia and other developing nations continue to be deeply concerned about the availability of high-quality education. The UNESCO (1994) report, which states that quality education has dominated the education debate since the early 1980s and has continued to be a key concern in the twenty-first century, supports this.

Academic achievement for women has been hampered by socio-cultural attitudes, practices, and school-related issues, including inappropriate school curricula and materials, poorly trained teachers, unwelcoming training methods, and a lack of role models (Mbilinyi, 2003).

The majority of Ethiopian Regional States were significant places for this study, especially Eastern Ethiopia because the district's projected 38.9% poverty rate (World Bank, 2005) was there. In nomadic areas, raising livestock, growing cereal crops, conducting small-scale business, and raising other associated cash crops were the main economic activity. However, these operations don't generate enough money because of the inadequate infrastructure and the lack of a market. Although the academic performance of female students was often below average, it is recognised that educated women play a more important role in society than their educated male

counterparts. This is primarily due to the fact that women typically play important roles in providing families with critical services, particularly when it comes to raising young children. In contrast to their male counterparts, female pupils still perform poorly in school in Ethiopia, the country where this study was conducted. As a result, a study was required to determine the impact of family socioeconomic position on students' academic progress in the research region.

Objective of the study:

The main objectives of the research are given bellow –

- Determine how much the educational attainment of families affects both male and female pupils in the research area.
- Determine how family income affects both sexes' academic success in the research area.
- Find out how much the study's chosen family size influences academic attainment for both sexes.
- The importance of the effects of family size, family income, and educational attainment on both sexes.

Methods :

For this study, a descriptive survey research design was used. Senior Secondary students from the schools affiliated to West Bengal Council of Higher Secondary Education made up the target population. The sample for this study was drawn from four schools, and 172 students were included. 85 of the 172 pupils were female, compared to 87 of their male peers. First, distinct subdivisions in the targeted population needed to be taken into account, hence the stratified random sampling technique was used. Second, there were variances in the populations' sizes across the several strata in this situation (sex, schools, and sections). The researcher employed interview schedules and questionnaires.

In order to evaluate research topics, the first set of questionnaires included inquiries about respondents' particular demographic data as well as on the impact of family income, family support, and family education level on pupils' academic accomplishment. To test the reliability using Cronbach Alpha, a pilot study was done with 32 students (12 females and 20 men), who were representative of the population but did not make up the sample. As a result, the researcher was able to determine which questionnaire characteristics needed to be changed, as well as

which technical terms or phrases were too technical to these respondents. For the sets of questions, the reliability of the questionnaire was calculated as 0.84, 0.86, and 0.79, respectively. Therefore, using them was appropriate. The second set of items was a triangulation-focused interview with questions on three different topics.

Frequencies, percentages, means, and standard deviation were utilized by the researcher to describe the dispersion or variability of the respondents in order to facilitate the descriptive interpretation of the findings. Additionally, inferential statistics (bivariate correlation, one-way ANOVA, and stepwise multiple regression) were employed to demonstrate the strength of the association, the differences between and within groups, and the average relationship estimate that represents the most likely value of those variables, respectively. The significance threshold used was 0.05.

Results and Discussions:

The characteristics of the respondents and the impact of family socioeconomic status on pupils' academic achievement are the topics of this section of the study. Additionally, it discusses the discussions as well as the results by giving empirical study results that either confirm or refute the present conclusions.

According to the results, 50.58% of the respondents were male and 49.42% were female students. Hyde, Fennema, and Lemonj's (1990) discovery that boys generally perform better than girls in several courses lends credence to this conclusion. Even though this research was Science-subject based, Fox and Cohn (1980) discovered that males fared noticeably better than females on the mathematics portion of the achievement test.

It is revealed that (49.42%) of the respondents' fathers completed primary school (grades 1–8), 18.02% of them completed general secondary school (grades 9–12), 12.22% completed college, 8.72% completed university education, and 11.63% did not complete any of the aforementioned levels of education. On the other hand, the majority (60.47%) of the respondents' mothers had completed primary school (grades 1–8), 15.70% had finished general secondary school (grades 9–10), 9.88% had finished college, and 13.95% had not finished any level of education. None of the respondents' mothers had, however, completed a first degree or a university education. These findings suggested that most respondents' mothers had completed their primary education more successfully than respondents' fathers.

Sewell and Mauser (1975), Hill (1979), and Rollins and Thomas (1979) made the claim that

parents have an impact on their children's academic aspirations and success. By functioning as role models of achievement (Hill, 1979; Rumberger, 1983; Shaw, 1982) and explicitly outlining particular goals for the student (Cohen, 1987; Sewell & Hauser, 1975), parents encourage higher academic success and educational ambitions. The youngster is given confirmation of the value of achievement and performance through reinforcement with praise (Rollins & Thomas, 1979). Based on their research with preschool, elementary, and middle school students, Hess and Halloway (1984) identified five distinct processes that relate to family and academic achievement: (1) verbal interaction between mothers and children; (2) parents' expectations for achievement; (3) positive affective relationships between parents and children; (4) parental beliefs and attribution about the student; and (5) discipline and control techniques.

Conclusions:

The following conclusions were arrived at based on the findings of the current investigation. First, it was discovered that respondents in the research area had sex differences. The respondents with significant potential for future professional and educational advancement for the nation's future generations.. The majority of the respondents' fathers had completed elementary school, but there were fewer of them than there were respondents' mothers. There was no statistically significant difference in academic achievement between male and female students in the Science, despite the fact that male students performed better than their female counterparts.

Both sexes and family education level had marginally beneficial associations. However, there was a statistically significant inverse association between students' academic success and their sexual orientation. Additionally, there was a weakly positive correlation between student academic achievement as evaluated by CGPA and Family Total Income per Month (FTIPM). Through advice, counseling, and efficient supervision, families who were educated were able to support their children's academic success, as opposed to families who were uneducated, who were unable to do so. In contrast, non-educated families and family education level made up 40.96% of the factors that affected pupils' academic success, while unaccounted-for factors made up 59.04%.

While 65.19% of the factors influencing children' academic success were unaccounted for, respondents' sex, family, and parental assistance with homework each contributed 34.81% to

students' achievement. The benefit of education for women, men, and society should therefore be explained in terms of how it empowers individuals to acquire and use new skills, engage in social and economic behaviors that influence societal change, and improves students' academic performance at all educational levels.

Recommendations:

The conclusions of the current study were used to inform the following recommendations. In order to improve academic accomplishment, the government should first educate families on the necessity and significance of supporting their children's education. Second, university administrators, school administrators, school principals, homeroom teachers, and education administrators ought to give families advice on how to effectively use their resources to promote their children's academic progress at whatever level of education. Thirdly, even though education benefits women more than men in many ways, including increased longevity, improved family health and nutrition, decreased fertility rates, and decreased rates of related child mortality, the government should balance the effect of affirmative action in education by giving both female and male students equal opportunities. as well as behavioral sciences.

Therefore, it is important to reduce the impact of family education on children' academic success at all levels of educational institutions. In Ethiopia, children from households with high educational levels have a much better statistical likelihood of enrolling in postsecondary education. In order to prepare the country for the better economic, social, intellectual, political, and developmental challenges of the next generation's life, the government should create a succession plan. To find the most theoretically sound indicators for use with school pupils, explanations for the relationship between socioeconomic position and academic achievement must be taken into account. Because of this, it is important for policymakers, researchers, curriculum designers, politicians, leaders, and media professionals to seriously discuss how severely underprivileged students from low-income families are in terms of their academic performance in school, completion of high school, and participation in post-secondary education and training.

Mothers typically have a closer connection to a child's success than the child's or his father has. In order to improve their children's academic performance at all educational levels in particular, Ethiopian government entities should encourage mothers' education in general and female education in particular. It is always the parents' job to raise their children. Since this is being taught at home, it is relevant to this debate that educational psychologists frequently claim that

education can be a tool for cultural transformation. It is reasonable to assume that parental socioeconomic situation may have an impact on their children's academic performance in school. One of the most significant factors that directly or indirectly affect pupils' academic progress is the educational level of the parents.

Social and economic measures should be implemented to provide children of low-income parents with an equitable opportunity to further their children's education.

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