EFFECT OF SOCIOECONOMIC STATUS ON VOCABULARY PERFORMANCE OF FEMALE SCHOOL STUDENTS

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Abstract: Researchers have long acknowledged the important role of Socioeconomic Status has always influenced the vocabulary performance of the students. Because of the importance of vocabulary, it is necessary to determine how to ensure that all students are making adequate vocabulary gains. The present study investigates the effect of vocabulary performance on different levels of SES group students on three types of Synonym levels. The study also examines the relationship between SES and vocabulary performance of 60 ESL – 6th & 7th, 7th & 8th-grade government medium female school students of Coimbatore city of Tamilnadu (India). This study investigates the interaction effect between socioeconomic status groups and grades of the students. Data analysis on SPSS shows the effect of female socioeconomic status group students on each synonym levels.

Keywords: Grade, Socioeconomic Status, Synonyms, Vocabulary Performance.

Introduction: Vocabulary cannot be avoided as the intrinsic factor of each language system and vocabulary knowledge has a significant role in language perception and yielding. Laufer (1997) argues for the fact that vocabulary learning is at the heart of any language learning and language use.

For long the area of vocabulary and SES has been undervalued by many researchers but now in recent years, it's gaining its importance. Numerous researchers on the analysis of socioeconomic status and vocabulary performance of the school students confirm of parallel connection between these two factors. Despite various researches the prevalence of source to the dissimilarity in vocabulary order levels of school children positioned on the socioeconomic status class, there is not a right amount of factual substantiation that describes the cause of inequality. It is essential to investigate what factors cause the dissimilarity in vocabulary order level between low and high socioeconomic status children. Finding the primary factor for the cause of inequality for the vocabulary level will aid to resolve how to amend the dissimilarity.

Firstly, research has found out that lexical problems commonly intervene with exchanging information, conversation hampers when a person is not able to use right words (Allen, 1983). For long the area of vocabulary has been undervalued by many researchers but now in recent years, it's gaining its importance. Hence, it is essential for the instructor to select the vocabulary learning approaches that enhance the student learners to progress their lexical categories. It is mandatory to examine the student's knowledge on vocabulary skills to implement them with improved vocabulary learning space. Vocabulary as one of the lexical knowledge acts a paramount importance for English as second language learners. Thus, knowing ESL learners' attitude towards the importance of vocabulary learning is crucial.

Secondly, recent research also signifies that parents of low SES income group children do not give satisfactory results in the school states Eamon (2005). Datum also specifies that there is always an interaction between the performance of low SES group students and low parental socioeconomic status level this is because the parent's low income impedes the students to access the various source of knowledge at the end their performance levels are crippled. In contrast to high and middle SES parents, they give their children a better learning atmosphere because of their high income. This result is confirmed by many earlier studies such as Khan (1991) who conducted investigated on socioeconomic status and students performances in schools, Chopra (1969 and 1982) Frempong (2000) and White (1982).

Finally, gender acts as a prime factor in language. In SES group and vocabulary performance female gender students plays a serious view for the many researchers. As gender is a subject with significant controversies with SES, the researchers have taken an edge for its advancement only on female gender. Because of this study, SES female group vocabulary performance in rural government school could be known. This point is strongly confirmed through White (1982) and Srivastava (1974) as they stated socioeconomic status to be the strong predictor of vocabulary performance among SES female students. Researchers found in rural girls of low SES group are normally busy in home helping mother and most of the low income parents are illiterate, they wish their daughter to be at home and doesn't give importance to education for the female gender, as a result, their performance level would be very low. And the writer in the present study researched this study to understand whether this trend is advantageous to students' learning and improving vocabulary.

Research Hypotheses:

1. There is significant difference between the interaction of female gender in SES group and Grade with the effect of synonym easy level.
2. There is significant difference between the interaction of female gender in SES group and Grade with the effect of synonym average level.
3. There is significant difference between the interaction of female gender in SES group and Grade with the effect of synonym difficult level.

Methodology: Based on the random sampling from 6th&7th, 7th&8th grade, a total of 60 available Socioeconomic status female- Government medium students participated from Coimbatore, Tamilnadu whose consent were obtained to participate in this study. The manual questionnaire contains three levels of synonyms words (Easy, Average, Difficult) analyzed on the students of three level of Socioeconomic status (Low, Middle, High).

Results and Discussion:

Objective 1: To investigate the difference on the synonyms easy level words among female SES students.

Table.1 Univariate Anova Data Of Synonyms Easy Level Among Female Students

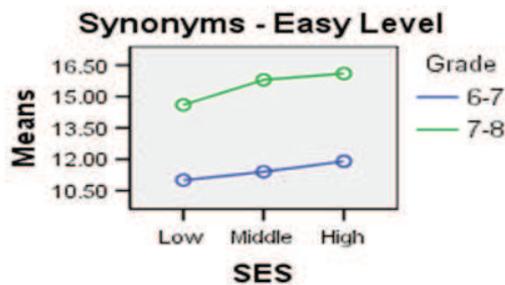| Source	df	Mean Square	F	Sig.
SES-GROUPS	2	7.47	4.79	.012
GRADE	1	248.1	159.1	.000
SES-GROUPS * GRADE	2	.867	.556	.577

Figure1. Mean Level by SES Group and Grade

F-statistic for SES group is 4.79, which is insignificant as p-value = 0.012. Thus SES group has no significant affect on synonym- Easy level. F-statistic for grade is 159.1, which is significant as p-value = 0.000. Thus grade has significant affect on synonym- Easy level. F-statistic between SES group and grade is 0.556, which is insignificant as p-value = 0.577, also with quite a bit of variability within each group (see Figure 1). Therefore, 1st hypothesis is false, interaction level between SES group and grade does not affect the synonym-Easy level of 6&7, 7&8 grade students.

Objective 2: To investigate the difference on the synonyms average level words among female SES students.

Table.2 Univariate Anova Data of Synonyms Average Level Among Female Students

Source	df	Mean Square	F	Sig.
SES-GROUPS	2	2.45	7.52	.001
GRADE	1	5.40	16.57	.000
SES-GROUPS * GRADE	2	1.35	4.14	.021

F-statistic for SES group is 7.52, which is significant as p-value = 0.001. Thus SES group has no significant affect on synonym-average level. F-statistic for grade is 16.57, which is significant as p-value = 0.000. Thus grade has significant affect on synonym-Average level.

F-statistic between SES group and grade is 4.14, which is insignificant as p-value =0.021, also with quite a bit of variability within each group (see Figure 2). Therefore, 2nd hypothesis is false, interaction level between SES group and grade does not affect the synonym-average level of 6&7, 7&8 grade students.
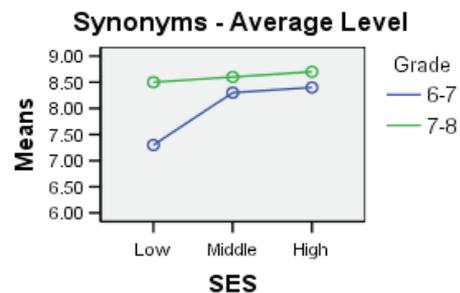
Figure2. Mean Level by SES Group and Grade

Objective 3: To investigate the difference on the synonyms difficult level words among female SES students.

Table.3 Univariate Anova Data Of Synonyms Difficult Level Among Female Students

Source	df	Mean Square	F	Sig.
SES-GROUPS	2	.267	.444	.644
GRADE	1	6.67	11.1	.002
SES-GROUPS * GRADE	2	.067	.111	.895
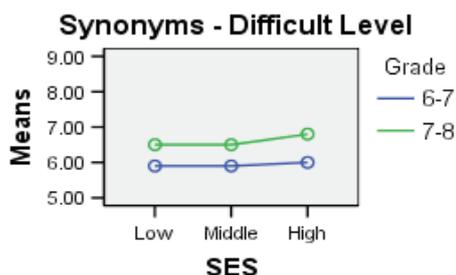
Figure3. Mean Level by SES Group and Grade

F-statistic for SES group is 0.444, which is insignificant as p-value = 0.644. Thus SES group has no significant affect on synonym-difficult level. F-statistic for grade is 11.1, which is significant as p-value = 0.002. Thus grade has significant affect on synonym-Average level.

F-statistic between SES group and grade is 0.111, which is insignificant as p-value =0.895, also with quite a bit of variability within each group (see Figure 3). Therefore, 3rd hypothesis is false, interaction level between SES group and grade does not affect the synonym- difficult level of 6&7, 7&8 grade students.

The results of this study on the whole has shown that vocabulary performance in easy, average, difficult level of synonyms between SES group and grade among female students had no significant effect on students' achievement in English vocabulary.

Conclusions: Finally, the investigated results on rural government school students show, the individual result on that high SES and grade of female students had a greater achievement on synonyms – easy, average and high-level tests. But the findings on overall between SES group and grades do not show any significant difference on synonyms – easy, average and high level of female students. Therefore the vocabulary performance of female gender on low, average and high SES group students in rural places must be improved and coached through fruitful strategies.

Limitations:

- We cannot generalize these results to all school as data is taken only from few schools.
- This research paper is only analyzed through the manual questionnaire; the investigation could be widened through time analysis on the female gender.

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