



Relation of socioeconomic status of the family to aptitude skills of job seekers: facts or fiction?

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Abstract:

This study was purposefully conducted in the district of Charkhi Dadri in the state of Haryana. A total sample of 200 job seekers between the ages of 18 and 27 who were looking for coaching from various coaching institutes was included in this study. This study examined the relationship between the academic achievement of job searchers and their socio-economic status (SES) status by evaluating their status in percentage while aptitude abilities were analyzed by acquiring their score forms from the coaching institute where they were enrolled. This relationship in this area still needs more research, though; because of the conceptual and empirical arguments supporting the notion that socio-economic class has a significant impact on an individual's performance. There were two main sections; In the first section, the socioeconomic level of job seekers was evaluated using summative content analysis. In the second section, an assessment of their academic achievement-related test scores from each month was used to calculate their aptitude scores. To determine whether two variables are related, the chi-square test was applied which was measured at the significant level of 0.05. The results of the study on the relationship between SES and mental capacities revealed that the following socio-economic factors i.e. parental education, family size, family type, and family income were the socio-personal variables that had the strongest correlations with aptitude skills of the job seekers. All of the results in this study have a 95% confidence interval. When p is less than 0.05, it indicates a substantial association between the variables. There was a clear correlation between dependent and independent variables.

Key Words: Socio-economic status, coaching, aptitude test, job seekers.

Introduction:

A family's overall wealth, degree of education, professional position, and subjective perceptions of their social class and rank are all considered components of their socioeconomic status (SES). SES represents possibilities and aspects of quality of life that people in society can enjoy, and it reliably predicts a broad range of mental or psychological outcomes. The relationship between a family's socioeconomic position (SES) and the professional and academic accomplishments of various age groups of job seekers has been the subject of much research and publication over the past few decades. However, it is still unclear how family SES influences job candidates' mental capacities to meet their professional goals on a basic level. 200 job seekers between the ages of 18 and 27 were examined in this study to determine the impact of socioeconomic status. Liu et al. (2019) observed no moderating influence of SES measure type on the association between SES and academic accomplishment, even though it was shown that SES played a critical role in defining the future of young job seekers by altering their academic achievement in earlier years (Ajayi, K. O., & Muraina, K. O., 2011). Parents' Education, Occupation and Real Mother's Age as Predictors of

Students' Achievement in Mathematics. To summarize the results, the analysis of the current study revealed that parental occupation has the greatest influence on adolescents' academic achievement and that different SES measures mitigate the relationship between SES and academic performance that helped them achieve their career objectives. The results showed a strong correlation between the job seekers' performance and their higher overall aptitude test scores when they were from higher socio-economic classes. Students' career decisions are influenced by socioeconomic factors such as the number of family members, parents' income, parents' occupation, and parents' educational attainment. Better socioeconomic standing, which includes better parental education levels and family money, tended to positively influence their career choices because these individuals did well in all types of examinations, particularly those that were relevant to their choice of employment.

Methodology:

The current investigation was carried out in a district of the state of Haryana that was specifically chosen. 200 respondents were chosen at random, keeping in mind the study's requirements, which were enrolled with one or another coaching

institute preparing for govt. job and fell between the ages of 18 and 27. There were two different kinds of variables used in this work: dependent and independent. Presumptive causes are the independent variables, while results are the dependent variables. To find out how independent factors affect observed phenomena, they can be changed and controlled. When the independent variables fluctuate, so do the dependent variables. Personal details such as name, age, education, parent's educational background, occupation, family income, and so forth were examples of independent variables. However, the content was divided into two groups for the dependent variables. First was personal information which was termed SES included personal skills, which were further separated into sociability and everyday living abilities and second was aptitude which was measured considering academic skills, which comprised knowledge of science, math, English, physics, and general knowledge. Additionally, these abilities' domains were graded using a blended methodology that incorporated both qualitative and quantitative data. Every Saturday, students take an aptitude test that was created by the staff of their coaching institutes, given to them for a set duration, and then collected to mark their scores using quantitative methods based on test results. However, life skills were assessed qualitatively by giving each student a questionnaire, which was then examined.

By distributing a self-prepared questionnaire. On the spot, data was gathered by the authors. Additionally, a percentage was computed for the results. With the head of the coaching center's assistance, each respondent was given a personalized copy of the questionnaire.

Results and Discussion:

By using both qualitative and quantitative scales, the socio-economic position of the job seekers' families and their aptitude skills were analyzed to find out their relation with each other. The findings were as follows: Table 1 To investigate the association between how family size helps to improve aptitude skills during the job searching years, a chi-square test of the independent variable family size was conducted. The table displays the members of the nuclear family scored high on aptitude tests as opposed to job aspirants with more than ten family members' The chi-square value is 15.67, (N=200) which was significant at 0.05 level. (Halim L. et al. 2018.) There is a strong correlation between mother education and students' achievement, according to the statistics shown in Table 2. (Ajayi, K. O., & Muraina, K. O.,2011) The table makes it evident that mothers who fell into the category of illiteracy had scored low and who scored higher on the aptitude test were educated mothers. Cui Y., Liu H., and Zhao L. 2019 reported that there is a relationship between Mother's education and intellectual.

Table 1: Association between family size and aptitude skills of job seekers.

Family type ↓	Aptitude Skills				Chi-Square
S. No	Low ($\geq 50\%$)	Medium (50-70%)	High ($\leq 75\%$)	Total	15.67 P < 0.05
Small (0-5)	19(4.8)	20(0.32)	45(2.18)	84	
Medium (5-10)	17(0.00)	12(0.37)	19(0.13)	48	
Large (10)	36 (5.42)	10 (1.28)	22(1.79)	68	
Total	72	42	86	200	

Significant at 0.05 level.

Table 2: Association between mother education and aptitude skills of the job seekers.

Mother education ↓	Aptitude skills				Chi-Square
S. No	Low ($\geq 50\%$) %	Medium (50-75) %	High ($\leq 75\%$)	Total	18.10 P < 0.05
1. illiterate	10 (13.32)	10 (0.77)	09 (0.96)	29	
2. up to 12th	05 (1.91)	37 (0.01)	38 (0.37)	80	
3 above 12th	08 (0.58)	44 (0.16)	39 (0.00)	91	
Total	23	91	86	200	

Significant at 0.05 levels.

According to Table 3 data, fathers who participated in labor activities accounted for low scorers. This percentage decreased as the job candidates' fathers' occupations improved because those whose fathers were employed performed

better than those who weren't. Therefore, it is evident from the table that there is a relationship between the job-seeking years' aptitude qualities and the occupation of their parents (Rindermann H., Ceci S.J. 2018).

Table 3: Association between parent's occupation and aptitude skills of respondents.

Parents occupation ↓	Aptitude Skills →				Chi-Square
Category	Low (> 50%)	Medium (50-75) %	High (< 75%)	Total	
Labor	41(1.75)	12 (2.90)	08(4.59)	61	37.66 P<0.05
Farming	30(0.05)	23(0.00)	18 (0.12)	71	
Service	10(11.17)	29(2.41)	29(5.67)	68	
Total	81	64	55	200	

Significant at 0.05 levels.

Table 4 Association between coaching classes' attendance and aptitude skills of job aspirants.

Coaching classes ↓	Aptitude skills →				Chi-Square
Category	Low>50	Medium (50-75)	High <75	Total	
Irregular	59 (14.51)	03(14.51)	06(10.16)	68	101.12 P<0.05 Significant
Sporadic	14(4.64)	30(8.01)	17(0.09)	61	
Regular	08(14.98)	26 (1.23)	37(11.57)	71	
Total	81	59	60	200	

Significant at 0.05 levels.

Table 4 shows the correlation between job seekers' aptitude skills and coaching class attendance. To investigate the correlation between the respondents' attendance at coaching classes and their aptitude skill scores, a Chi-Square test of Independence was conducted. A significant correlation was found between these variables: Chi (1, N=200) = 101.12, (Mohd, Y.Y., et.al 2021) supported the that those seeking jobs who regularly attended lessons scored higher on the ability assessment.

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