

## INFLUENCE OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF SCHEDULED TRIBE STUDENTS OF SECONDARY SCHOOLS OF RANGIA SUB-DIVISION OF KAMRUP (RURAL) DISTRICT, ASSAM

**ATUL CHANDRA BARO\***

\*Guest Faculty, Dept. of Education, K.B.V. S. & A. Studies University, Assam, India

### **ABSTRACT**

*Academic achievement is greatly influenced by socio-economic status. The present study was conducted to study the influence of socio-economic status on academic achievement of Scheduled Tribe students of secondary schools. An incidental sample of 167 students belonging to scheduled tribe category was selected from secondary schools of Rangia Sub-Division of Kamrup (Rural) District, Assam. Socio-Economic Status Index developed by R. P. Verma, P. C. Saxena and Usha Mishra were used for collection of data. In order to analyze the collected data, the investigator used statistical techniques such as- Percentage, Pearson's Co-efficient of Correlation and 't' test. The result of the present study showed that there is a significant relationship between socio-economic status and academic achievement of Scheduled Tribe students of Secondary Schools.*

**Keywords:** *Academic achievement, socio-economic status, scheduled tribe students.*

### **1.0 INTRODUCTION**

Socio-economic status means one's family status, parent's education, occupation, income, caste, possession of few prestigious commodities, political affiliation, payment of income tax, etc. In the measurement of socio-economic status of an individual includes both a measure of social and economic aspects. Socio-economic status of a family not only helps a student in achieving higher level of education but also it helps in his scholastic achievement.

Socio-economic status of an individual is his place of power (economic, political, academic etc.) and honour among the people of his society. It implies his competence to command respect of the people around him and also his capacity to originate others that is to make others do what he likes them to do. Socio-economic status

is a continuum which has its lower and upper ends. Therefore, it is an evaluative concept which designates how much of the environmental, social, cultural and economic richness a person possesses. It also refers to his standard of living and thinking.

### 1.1 SCHEDULED TRIBES

The Scheduled Tribe (ST) is an official designation given to various groups of historically disadvantaged indigenous people in India. The term 'Scheduled Tribe' is recognized in the Constitution of India and the various groups are designated in one or other of the categories. The Scheduled Tribes comprise about 8.6 percent of India's population as per the census of 2011. The Constitution (Scheduled Tribes) Order, 1950 lists 744 tribes across 22 states in its First Schedule.

In Assam, there are many Scheduled tribes (STs), they are- Boro, Rabha, Dimasa, Tiwa, Soronia Kachari, Deori, Sonowal Kachari, Mech, Miching, Karbi, Singpho, Khampti, Garo, Chakma, Hajong, Barmans in Cachar, Hmar, Kuki Tribes, Naga Tribes, Pawi, Syntheng, etc.

### 1.2 KAMRUP DISTRICT OF ASSAM

Kamrup is one of the districts of Indian state of Assam which has two Civil Sub-Divisions namely- Kamrup Sadar Sub-Division and Rangia Sub-Division. Rangia is a city and a sub-division of Kamrup district of Assam. It is situated 52 kilometers away from the state headquarters Guwahati.

## 2.0 REVIEW OF RELATED LITERATURE

**Lamare, R. (2010)** conducted study on "A Study of Academic Achievement in Relation to Some Psycho-Social Variables of Secondary School Students in East Khasi Hills District, Meghalaya". This study shows that there was a great influence of socio-economic background on academic achievement; and non-tribal students are significantly better in their achievement than the tribal students both in case of average and low achievers.

**Ahmar, F. and Anwar, E. (2013)** conducted a study on "Socio-Economic Status and its Relation to Academic Achievement of Higher Secondary School Students" and the result of this study indicated that there was no significant difference between academic achievement of male and female students of high socio-economic status; and there was no significant difference between academic achievement of male and female of low socio-economic status.

**Banerjee, S. (2015)** studied on “A study of relationship between socio-economic status and academic achievement of SC and ST students of secondary level in the district of Bankura in West Bengal”. This study showed that there is positive correlation between Socio-economic Status and academic achievement of SC and ST students; and there is significant mean difference of academic achievement with respect to SC and ST students.

It is clear from the above studies that few researches were conducted on academic achievement of Scheduled Tribe students in relation to socio-economic status yet, it needs to be studied.

### **3.0 STATEMENT OF THE PROBLEM**

The present problem has been stated as “**Influence of Socio-Economic Status on Academic Achievement of Scheduled Tribe Students of Secondary Schools of Rangia Sub-Division of Kamrup (Rural) District, Assam**”.

#### **3.1 OPERATIONAL DEFINITIONS:**

##### ***a) ACADEMIC ACHIEVEMENT***

According to Cosmo Dictionary of Education, “Achievement is a performance in school or college on standardized series of education tests. The term is used more generally to describe performance in the subjects of the curriculum”.

In the present study, academic achievement refers to the percentage of marks obtained in aggregate by the Scheduled Tribe students of secondary schools (i.e. class X) of Rangia Sub-Division of Kamrup (Rural) District, Assam in the Final Examination of class IX held in 2016.

##### ***b) SOCIO-ECONOMIC STATUS***

According to Kulshreshtha, “Socio-economic status is a study of individual’s position within the social relationships. It influences individual’s relationship with others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background”.

In the present study, socio-economic status refers to the socio-economic background of the Scheduled Tribe students of secondary schools of Rangia Sub-division of Kamrup (Rural) district of Assam and it is

interpreted as the score obtained in the Socio-Economic Status Index (SESI) developed by Prof. R.P. Verma, Prof. P.C. Sarma and Dr. Usha Mishra.

#### **4.0 SIGNIFICANCE OF THE STUDY**

Academic achievement is the outcome of the instruction imparted by the teachers to the students in schools or any other educational institutions which is determined by the grades, or marks obtained by the students in the examination. The academic achievement is the criteria for assessing the outcomes of students' learning through the syllabus. Scholastic achievement of the pupils by and large is determined by the different factors namely- family, school, peer group, school environment, intelligence and socio-economic status etc. A large number of students belonging to Scheduled Tribe (ST) are lagging in academic achievement due to various factors such as illiteracy of parents, lack of parental encouragement, language problem, etc. Since independence in our country, the Indian Government has been implemented many schemes and programs to improve and promote education as well as socio-economic conditions of ST population. Keeping in view the significance of the study, the present study was undertaken to study the influence of socio-economic status on academic achievement of scheduled tribe students.

#### **5.0 OBJECTIVES OF THE PRESENT STUDY**

The objectives of the present study were:

1. To find out the level of socio-economic status of Scheduled Tribe (ST) students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.
2. To study the relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.
3. To compare the academic achievement between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.
4. To compare the socio-economic status between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

## 6.0 HYPOTHESES OF THE PRESENT STUDY

The following were the null hypotheses of the present study:

- H<sub>01</sub>:** There is no significant relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.
- H<sub>02</sub>:** There is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam in relation to academic achievement.
- H<sub>03</sub>:** There is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam with respect to socio-economic status.

## 7.0 DELIMITATIONS OF THE PRESENT STUDY

1. The present study has been delimited to the scheduled tribe students studying in class X belonging to Provincialized and Private secondary schools under Board of Secondary Education, Assam (S.E.B.A.) of Rangia Sub-division of Kamrup (Rural) District, Assam.
2. This study was delimited to the students belonging to Scheduled Tribes Plain only.

## 8.0 METHODOLOGY

### 8.1 METHOD

For the present study, Descriptive or Survey method was adopted by the investigator.

### 8.2 POPULATION OF THE PRESENT STUDY

In the present study, the population consisted of all the scheduled tribe students studying in secondary schools of Rangia Sub-Division of Kamrup (Rural) District in Assam.

### 8.3 SAMPLE OF THE PRESENT STUDY

Purposive sampling method was used for selecting the schools and incidental sampling was adopted for selecting the student sample in the present study. A sample of 167 scheduled tribe students studying in the ten secondary schools of Rangia Sub-division of Kamrup (Rural) district of Assam was selected.

#### 8.4 TOOLS USED

For the present study, the two tools were used for collection of data such as- R. P. Verma, P. C. Saxena and Usha Mishra's Socio-Economic Status Index (SESI-VSM), and Academic Achievement Score. Here, academic achievement score refers to the percentage of marks obtained in aggregate by the Scheduled Tribe students of secondary schools (i.e. class X) of Rangia Sub-Division of Kamrup (Rural) District, Assam in the Final Examination of class IX held in 2016.

#### 8.5 STATISTICAL TECHNIQUES USED

The investigator used statistical techniques to analyze the collected data such as- Percentage, Pearson's Co-efficient of Correlation and 't' test.

### 9.0 ANALYSIS AND INTERPRETATION OF DATA

**9.1 Objective 1:** To find out the level of socio-economic status of Scheduled Tribe (ST) students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

In order to find out the level of socio-economic status, Mean, Standard Deviation, Skewness and Kurtosis of Socio-Economic Status Scores of ST Students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam are computed which are shown in the following table:

**Table-1 shows Variable, N, Mean, Standard Deviation, Skewness and Kurtosis of Socio-Economic Status Scores of Scheduled Tribe Students**

VARIABLE	N	MEAN	SD	SKEWNESS	KURTOSIS
SOCIO-ECONOMIC STATUS	167	54.40	11.80	0.91	0.85

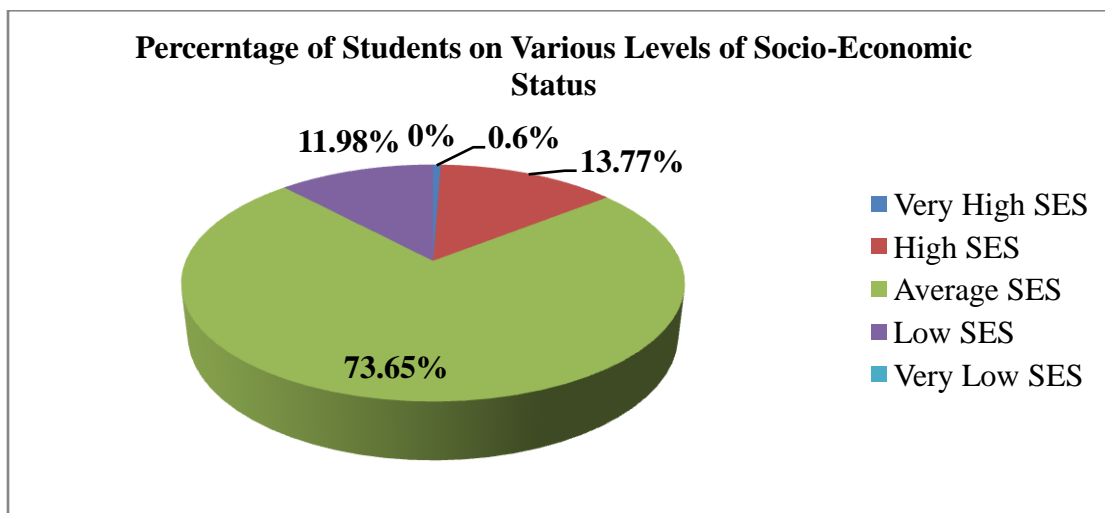
Table-1 shows that the calculated value of skewness of the distribution is 0.91 which reveals that the distribution of socio-economic status scores is skewed in positive direction or to the right. The computed value of kurtosis is 0.85 which means the distribution of socio-economic status scores is leptokurtic which indicates that the distribution is more peaked than the normal curve.

The following table shows the socio-economic status of the ST students of secondary schools of Rangia Sub-division of Kamrup (Rural) District, Assam as per the Manual of R. P. Verma, P. C. Saxena and Usha Mishra’s Socio-Economic Status Index (S E S I–V S M):

**Table-2 shows Classification, Criteria of Categorization and Percentage of Students for Socio-Economic Status Scores of Scheduled Tribe Students**

CLASSIFICATION	CRITERIA OF CATEGORIZATION	PERCENTAGE OF STUDENTS
Very High SES	92 and above	0.6
High SES	68-91	13.77
Average SES	44-67	73.65
Low SES	32-43	11.98
Very Low SES	20-31	0
<b>TOTAL</b>		<b>100</b>

Table-2 indicates that on the measure of ‘Socio-Economic Status Index’ only 0.6% of the students fall between the range of 92 and above, they belong to very high socio-economic status (SES); 13.77% of the students fall between the range of 68 and 91, they belong to high SES; 73.65% of the students fall between the range of 44 and 67, they belong to average SES; and 11.98% of the students fall between the range of 32 and 43, they belong to low socio-economic status.



**Fig.-1: Percentage of Students on Various Levels of Socio-Economic Status**

**9.2 Objective 2:** To study the relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

**H<sub>0</sub>1:** There is no significant relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

**Table-3 shows ‘r’ Value and Level of Significance between Socio-Economic Status and Academic Achievement of ST students**

SAMPLE	N	VARIABLES	df	‘r’ VALUE	LEVEL OF SIGNIFICANCE
ST STUDENTS	167	SOCIO-ECONOMIC STATUS	165	0.42	Significant at 0.05 level
		ACADEMIC ACHIEVEMENT			

Table-3 reveals that it is a positive and marked relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-Division of Kamrup (Rural) District, Assam. Again, it indicates that the ‘r’ value is 0.42 which is higher than the table value .159 at 0.05 level of significance. Hence, null hypothesis is rejected and it indicates that there is a significant relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

**9.3 Objective 3:** To compare the academic achievement between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

**H<sub>0</sub>2:** There is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam in relation to academic achievement.

**Table-4 shows ‘t’ Ratio, and Significance Level of Academic Achievement between Male and Female ST students**

GROUP	N	MEAN	SD	SE <sub>D</sub>	df	‘t’ VALUE	LEVEL OF SIGNIFICANCE
MALE	77	54.10	13.66	2.20	165	0.17	Not significant at 0.05 level
FEMALE	90	53.72	14.83				



Table-4 shows that the calculated ‘t’ value is 0.17 which is smaller than the table value 1.98 at 0.05 level of significance. Hence, null hypothesis is accepted and it reveals that there is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam in relation to academic achievement.

**9.4 Objective 4:** To compare the socio-economic status between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

**H<sub>03</sub>:** There is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam with respect to socio-economic status.

**Table-5 shows ‘t’ Ratio, and Significance Level of Socio-Economic Status between Male and Female ST students**

GROUP	N	MEAN	SD	SE <sub>D</sub>	df	‘t’ Value	LEVEL OF SIGNIFICANCE
MALE	77	54.58	11.86	1.83	165	0.18	Not significant at 0.05 level
FEMALE	90	54.24	11.81				

Table-5 indicates that the calculated ‘t’ value is 0.18 is less than the table value 1.98 at 0.05 level of significance. Thus, null hypothesis is accepted and it shows that there is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam with respect to socio-economic status.

**10.0 MAJOR FINDINGS**

**10.1.** Majority or 73.65% of the students fall in average socio-economic status (SES), and 0.6% of the students come under very high socio-economic status category.

**10.2.** There is a significant relationship between socio-economic status and academic achievement of ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam.

**10.3.** There is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam in relation to academic achievement.

10.4. There is no significant difference between male and female ST students of Secondary Schools of Rangia Sub-division of Kamrup (Rural) District, Assam with respect to socio-economic status.

## 11.0 CONCLUSION

It was evident from the present that the components of socio-economic status greatly impact on academic achievement of scheduled tribe students. So, the parents and teachers should be much more conscious with a view to improving the academic performance of their children in this highly competitive world. Parental influence is an important factor for educational progress of their children. The congenial and motivating learning environment should be created by each and every family member at home so as to develop the children's inherent potentialities and qualities.

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