# EFFECT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF TRIBAL STUDENTS AT SECONDARY LEVEL IN DHANBAD DISTRICT

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Abstract

Education is a fundamental right of every Indian child. It is the most important element for growth and prosperity of the nation. Human beings are uniquely endowed with many abilities. The intellectual and cultural aspects of human beings distinct from other animals. Unlike other creatures, humans are capable of learning and being educated. Education ensures survival of the human race, maintains its intellectual and cultural traditions and helps in developing enlightened civilizations that history has witnessed through ages. Education is an essential ingredient of socio-economic development. Tribal students being socially disadvantaged have significantly lower academic achievement as compared to the non-tribal students. Theirs' levels of performance are very much low due to psycho-social factors rooted in it. They need proper help, motivation, encouragement, guidance and remedial instruction. The proper diagnosis of their educational backwardness and corrective treatment are also necessary ingredients of a sound educational programme for the deprived tribal students' population in comparison to socially advantaged groups. Dhanbad is a district of Jharkhand. As per 2011 census 28.5% ST People live in Dhanbad district and the literacy rate of tribal people is 49.29%. Among the tribal people 98.06% people live in rural areas where as 1.94% people live in urban areas. Another interesting and important feature is that 18 types are found to live in Dhanbad district. They are handicapped socially as well as educationally and found to be educationally backward.

Keywords: *Socio-Economic Status, Academic Achievement, Schedule Tribe & Secondary Level.*
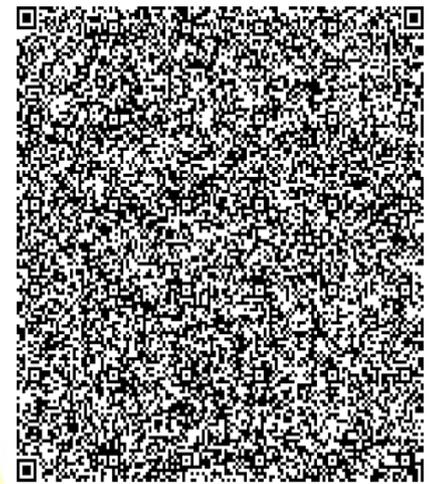
1.1 Introduction

The concept of social disadvantage, is a powerful combination of poverty and prejudice. The excellent potentialities of the child are destroyed prematurely or are allowed to develop only partially by the adverse socio-economic conditions. A large number of scheduled tribe families live below the national poverty line. The economic backwardness is linked with social backwardness in a vicious circle strengthening each other. Taking to the problems of tribal people, both the central and state governments have extended facilities by providing school building, teachers, free studentship, free textbooks and uniforms, free boarding and lodging facilities and mid-day meals, opening of ashram schools, establishing hostels, post-matric scholarship, remedial coaching, and guidance and counselling service in educational, vocational and personal problem from time to time to better the situations in India in general, states in particular.

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Education is recognized as an engine of social and economic development of a country. Education on the one hand improves the quality of life of the people through improvement in views, attitudes, perceptions and understanding and on the other improves livelihood opportunities and health and hygiene seeking behaviour. The educational level of the Tribals of Jharkhand, however, is very low, not only less than the state and national average but is also less than the average of the Tribals of the country. As per 2011 census 2,86,580(18.2%) are SC, 4,49,456(28.5%) and 840833(53.3%) other people lives in Jharkhand. Among them 1454882 (92.26%) are in rural and 121987 (7.74%) are in are in urban areas. Out of 449456 ST people 440775 (98.06%) are lives in rural area and 8681(1.94%) people are lives in urban areas. Out of total population in Jharkhand district 787101(49.91%) are male and 789768 (50.09%) are female. Out of 449456 ST people 221171 (49.21%) are male and 228285 (50.79%) are female. Out of 221171 ST male 216883 (98.06%) are live in rural area and 4288 (1.94%) are live in urban area. Out of 228285 ST female 223892(98.08%) are lives in rural area and 4393 (1.92%) are lives in urban areas. As per 2011 census total population under 6 years is 222570 (14%). Total literate is 802036(59.22%). Male literate is 484177(71.90%). Female literate is 317859 (46.68%). Total illiterate is 774833. Male illiterate is 302924 and female illiterate is 471909.

1.2 Rationale of the Study

Education and academic achievement is closely related to each other. The whole system of education revolves round the academic achievement. In our society academic achievement is as a key criterion to judge one's total potentialities and capacities. Good defined academic achievement as "the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher." It means the student's performance in school subjects and the behavioural changes which take place on individual as a result of learning experience. Academic achievement is of paramount importance to pupils themselves of any stage i.e., secondary, higher secondary, college, and University as well as teachers, parents, educational administrators, and policy makers. It plays a vital role in almost all aspects of human life. It is the major criteria for further administration, promotion and employment. Academic achievement at the secondary stage works as a foundation of education for further education of the child. Setting the stage for the achievement of the youth is thus a fundamental obligation of the educational system at the school stage. Academic achievement is a dependent variable and its success depends upon so many independent variables like intelligence, interest, creativity, adjustment, personality pattern, achievement motivation, study habits, family climate, socio-economic status, social attitude, role of parents and mental health etc.

1.3 Research Questions

On the basis of the above background of the problem the following research questions are raised by the researcher in his mind through the present piece of research work: -
1. What is the level of academic achievement of tribal students at secondary level?
2. Is the academic achievement of tribal students affected by socio-economic status?
3. Is there any difference in socio-economic status of three special category tribes namely Bhutia, Bhumij and Baiga ?
4. Is there any difference among special category tribes in terms socio-economic status and academic achievement?
5. Is there any difference in between of boys and girls' students of three special category tribes namely Bhutia, Bhumij and Baiga in terms of socio-economic status and academic achievement?
6. Is there any interaction effects of socio-economic status and academic achievement of tribal secondary school students?

1.4 Statement of the study

In order to find out the answers of above research questions, the problem of the present study is stated as follows:-
"EFFECT OF SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF TRIBAL STUDENTS AT SECONDARY LEVEL IN DHANBAD DISTRICT"

1.5 Review of Related literatures

The researchers conducted an intensive an intensive review of available kinds of literature related to academic achievement and socio-economic status. There are so many determinants of academic achievement. Socio-economic status is one among them. It measures education, income and Occupation of family members.

Chattopadhyay and Durdhawale (2019) have concluded that economic uncertainty and financial hardship are the contributing factors for the age-old disinterest in education among the tribes.

Jamila (2019*)* conducted a study on parent's socio-economic status and children's academic performance and found positive association between parental education level and children's academic performance.
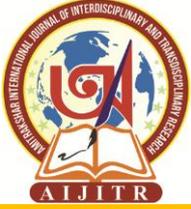
Garnaik and Barik(2022) have reported that poverty is a major contributing factor for educational backwardness of tribal children. It is clear from the above-mentioned studies that socio-economic status is an important factor in determining academic achievement.

1.6 Objectives of the study:- Objectives of the study were as follows.

1. To study the level of socio-economic status, and academic achievement of tribal students at secondary level

2. To study the relationship of socio-economic status with academic achievement of tribal students at secondary level

3. To compare mean scores of socio-economic status and academic achievement of tribal students of special category tribes at secondary level

4. To compare the mean scores of socio-economic status and academic achievement of tribal boys and girls students of special category tribes at secondary level

1.7 Hypotheses of the study:-

The hypotheses of the present study are stated as follows:-

1. There exists no significant relationship of socio-economic status with academic achievement of tribal students at secondary level.

2. There exists no significant differences in mean scores of socio-economic status and academic achievement of tribal students at secondary level.

3. There exists no significant differences in mean scores of socio-economic status and academic achievement of tribal boys and girls students of special category tribes at secondary level

4. There exists no interaction effect between socio-economic status and special category tribes on the academic achievement of tribal students at secondary level.

1.8 Delimitation of the study

 The present study has been limited in the following manner:

 The study is limited to two major variables i.e. Socio- Economic Status and Academic Achievement.

 The study is limited on class X secondary school tribal students of Govt. and Govt. aided studying under Board of Secondary Education, Jharkhand .

 The study is delimited to only Lakhiserai district of Jharkhand.

 The study is delimited to scheduled tribe students (class X) belonging to three specific tribes i.e. Bhutia, Bhumij and Baiga.

1.9 Research Method

So as the research methodology is concerned, the present study comes under the scope of "Ex-post facto research design", as the effect of socio-economic status has been investigated.

1.10 Population and Sample

All the tribal students studying in class X under the Board of Secondary Education, Jharkhand of Dhanbad district from the population of the present study. The investigator has collected the data of 300 tribal students (150 boys and 150 girls) randomly, out of these selected schools, which are treated as the sample of the present study. Further, the same 300 sample students belong to three specific tribes i.e., Bhutia, Bhumij and Baiga consisting 100 from each category. Again each 100 tribal students of specific category 50 are boys and 50 are girls.

1.11 Tools and Techniques Used

The investigator has used the following tools in the present study: Revised form of Kuppuswamy Socio-Economic Status scale revised by researcher in Hindi version. And Annual result of class IX level as Academic Achievement Score The total achievement scores (that is the aggregate of all the subjects) were recorded from students' previous year's (class IX) annual examination results collected from the mark register of the school. The percentage of the total achievement score was calculated as the index of the academic achievement, which is used for analysis and interpretation of data.

1.12 Statistical Techniques Used

In order to analyze the data with suitable statistical techniques, the following statistics were employed:- Frequency Polygons, Product moment correlation, Mean, SD, 't' test and ANOVA.

Analysis and interpretation

Objective-1 For this purpose the researcher distributed the raw scores with some class intervals having frequencies. On the basis of the distribution of scores the levels of socio-economic status and academic achievement are found i.e., above average, average and below average. Therefore, the three levels were interpreted in percentages that near about

46%students were having below average academic achievement level, 28% students were having average academic achievement level and 26% students were having above average academic achievement level.

Objective 2-Product-moment coefficients of correlation were computed for this purpose and the results are given in Table No- 1

Sl No	Variables	N	coefficients of correlation	Significant
1	socio-economic status and academic achievement	300	r-0.269	Yes

Table No-1 Correlation coefficients (r) & N

Socio-Economic Status and Academic Achievement

The correlation coefficient between socio-economic status and academic achievement was found to be .269, which is significant at .01 level of significance. This shows that socio-economic status has a significant bearing on the academic achievement scores of tribal students of X class. Thus, the hypothesis of no significant correlation between socio-economic status and academic achievement is rejected and alternative hypothesis is accepted. Therefore, it may say that there is significant positive correlation between socio-economic status and academic achievement of tribal students.

Analysis of differences in independent and dependent variable in terms of special category tribes.

Objective-3 One of the objectives of the present study was to compare mean scores of Bhutia, Bhumij and Baiga tribes in terms of socio-economic status and academic achievement. For this purpose one way ANOVA has been used by the investigator.

Differences in special category tribes in terms of socio-economic status
Table-2 – Descriptive statistics of socio-economic status

Tribes	N	Mean	SD	SEm	Minimum	Maximum
Bhutia	100	34.85	13.68	1.36	19.25	102.60
Bhumij	100	33.35	13.77	1.37	13.40	92.50
Baiga	100	37.05	16.32	1.63	16.50	107.40
Total	300	35.08	14.67	0.84	13.40	107.40

The table-2 shows the mean, SD, N, Standard error, minimum and maximum values of socio-economic status of Bhutia, Bhumij and Baiga tribe students. However, in order to study significance of difference among the three special tribes, one-way ANOVA was run and the results are given below.

Table-3 Results of ANOVA in terms of SES

	SS Score	df	MS Score	F	Result
Between Groups	691.330	2	345.665	1.611	Not Sig.
Within Groups	63715.695	297	214.531		
Total	64407.025	299			

From table -3 it is evident that the F value is 1.611, which is not significant at 0.05 level and 0.01 level of significance with df= 2/297. It shows that the mean scores of socio-economic status of Bhutia, Bhumij and Baiga tribe don't differ significantly. Thus, the null hypothesis that there is no significant difference among mean scores of socio-economic status of Bhutia, Bhumij and Baiga tribe is accepted. Therefore, it may be said that there is no significant difference in the means of socio-economic status of Bhutia, Bhumij and Baiga tribal students. As the result of ANOVA was not significant, so Post-hoc-test was not applied for further analysis of the objectives.

Differences in special category tribes in terms of Academic Achievement
Table-4 – Descriptive statistics of Academic Achievement

Tribes	N	Mean	SD	SEm	Minimum	Maximum
Bhutia	100	39.73	8.48	0.84	16.83	67.50
Bhumij	100	39.39	10.02	1.002	20.00	69.16
Baiga	100	47.29	10.13	1.01	19.83	72.00
Total	300	42.14	10.21	0.59	16.83	72.00

However, in order to study significance of difference among the three special tribes one-way ANOVA was run the results are given below.

Table-5 Results of ANOVA in terms of Academic Achievement

	SS Score	df	MS Score	F	Result
Between Groups	3986.325	2	1993.163	21.731	Significant
Within Groups	27241.017	297	91.721		
Total	31227.342	299			

From table -5 it is evident that the F value is 21.731, which is significant at 0.05 level of significance with df= 2/297. It shows that the mean scores of academic achievement of Bhutia, Bhumij and Baiga tribe differ significantly. Thus, the null hypothesis that there is no significant difference among mean scores of academic achievement of Bhutia, Bhumij and Baiga tribe is rejected. Therefore, it may be said that there is significant difference in the means of academic achievement of Bhutia, Bhumij and Baiga tribal students. . As per the data presented in the table it is evident that the mean difference between Bhutia and Bhumij is significant at 0.05 level as the p. value was less than 0.05. Thus, there is significant difference between mean scores of academic achievement of Bhutia and Baiga tribe. As the mean score of Baiga tribe was significantly higher than Bhumij so it may be said that the Bhutia, tribal students differ significantly from Baiga tribal students in terms of academic achievement.

Analysis of Differences of socio-economic status and academic achievement of boys and girls in terms of their tribe i.e., Bhutia, Bhumij and Baiga

Another objective of the present study was to find out the differences between Mean Scores of boys and girls tribal students of class X belonging to special category tribes i.e. Bhutia, Bhumij and Baiga on variables socio-economic and academic achievement. Hence, 't' test was computed for the purpose. The values of 't' test, Mean, S.D. for given variables are provided in below Table.

Significance of difference between Mean Scores of tribal boys and girls of Bhutia, Bhumij and Baiga in terms of Socio-Economic Status.

Table No- 6

Sl.No	Variable	Tribe	Gender	N	Mean	SD	T-Value	Signi.
1	SES	Bhutia	Boys	50	34.46	7.80	0.286	NS
			Girls	50	35.25	17.80		
2		Bhumij	Boys	50	35.11	13.11	1.283	NS
			Girls	50	31.59	14.31		
3		Baiga	Boys	50	36.84	14.81	0.128	NS
			Girls	50	37.26	17.86		

Analysis of Achievement Scores of Tribal Students of Bhutia, Bhumij and Baiga Tribes

One important objective of the present research work is to study the effects of socio-economic status and tribe on academic achievement of special category tribes at secondary level. So, to analyze the data of present study, the investigator has adopted Two Way ANOVA technique of statistics. In the 2-way ANOVA, the variables like socio-economic status and tribe are taken as Way ANOVA was used for analyzing the data;

Tribe 7 Socio-Economic Status (3x2)

Sl No	Variables	Leven's statistics	Df-1	Df-2
1	Tribes X socio-economic status	1.82	5	294

The table-7 shows the Leven's statistics and degree of freedom. As per the data of the table, it was found that Leven's statistics value of tribe verses socio-economic status level found to be less than the table value at 0.05 level(2.25) and 0.01 (3.08) level of significance vide 5/294 df. Thus, it was concluded that the variances within the groups don't differ significantly, so the assumptions of homogeneity of variance was assumed.

Analysis of effect of tribe and socio-economic status on academic achievement

This section deals with analysis of effects of tribe and socio-economic status on academic achievement of tribal students. In these section two kinds of effects were examined i.e., main effect and interaction effect.

Main Findings

Near about 28% of tribal students at secondary level have above average socio-economic status level, 32% students have average level of socio-economic status, and have 40% students have below average level of socio-economic status. Near about 26% of tribal students at secondary level have above average level of academic achievement, 28%

students have average level of academic achievement and 46% students have below average level of academic achievement.

☐ There is significant positive correlation between socio-economic status and academic achievement of tribal students.

☐ There is no significant differences in the means of socio-economic status of Bhutia, Bhumij and Baiga tribal students.

☐ There is significant difference between mean scores of Shabar and Bhutia tribes in terms of academic achievement and Baiga tribal students have better academic achievement than the Bhutia tribal students. But there is no significant differences in the means of academic achievement of Bhutia and Bhumij, and Bhumij and Baiga tribal students.

☐ There is no significant differences between mean scores of boys and girls of Bhutia , Bhumij and Baiga tribes in terms of socioeconomic status.

☐ There is no significant differences in mean scores of boys and girls belonging from Bhutia and Baiga tribes in terms of academic achievement.

☐ There is significant difference between mean scores of boys and girls of Bhumij tribe in terms of academic achievement. The academic achievement of boys are better than girls.

Discussion

From the results of present study it is clear that there is significant and positive correlation between socio-economic status and academic achievement of 10th class tribal students. The study of effect of socio-economic status on academic achievement indicates that there is significant effect of socio-economic status on academic achievement of tribal students and students having higher socio-economic status were found to have higher academic achievement than the students having lower socio-economic status.

Conclusion

The present study is much more importance in the present day context as there is a growing realization of focusing attention on the education of the disadvantaged including the tribal groups of people for their upliftment. Therefore, a study of effects of socioeconomic status on academic achievement of X class tribal students, provides an empirical basis for understanding that how much the tribal students' academic achievement is related to the variables cited above and how far the differences exist in mean scores between boys and girls and among the three special category tribes i.e. Bhutia, Bhumij and Baiga in terms socio-economic status and academic achievement, which can be useful for the disciplines like Anthropology, Sociology, Psychology and Education, as well as, to the teachers, teacher educators, educational administrators, curriculum framers and policy makers in adopting correct remedial measures.

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