

# Impact of Socio-economic Status on Academic Achievement among SC and ST Students in Tripura: An Analytical Survey

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## ABSTRACT

The present study aimed at to study the impact of socioeconomic status on the academic achievement of SC and ST students in Unakoti district of Tripura. Consequently, the investigators undertook the study in govt. schools located in Unakoti district Tripura and in totality 10 schools were targeted for data collection. An analytical survey method upon 300 samples from class-X was utilized to gather the data. In order to have students socio-economic data, socio-economic status scale (SESS) prepared by Ashok K. Kalia and Sudhir Sahu was used while total marks obtained by students in the previous class, i.e. class-IX used as an academic criteria and for the purpose of data analysis different statistical techniques such as, Mean, SD, t-test, Pearson's co-efficient of correlation, Chi-square were employed. This study reveals that every component of socio-economic status, i.e. socio-cultural, economic etc. has relationship with academic achievements. It also depicts that students of SC and ST community does not differ significantly in academic achievements. Lastly, we believe the present study will help the researchers, academicians to carry out the further research for the wellbeing of disadvantaged sections of the society.

## 1. Introduction

India is a country where exists different radical stocks, diverse cultures, languages, religions, and customs, which makes the country unique from others. In the era of globalization, rapid changes has took place in different aspects of the society and it became necessity for the people to preserve their own tradition, language, custom, culture through education. As education is such important element of human life which helps people to live in society with dignity and enjoy successful life. The upliftment and backwardness of a community are wholly connected by education, so there is no doubt pertaining to significance of education in human life. Therefore we may say education is essential for every community of society even every citizen is need of education. Nevertheless, in our society still underprivileged sections such as, SC and ST are backward and due to their backwardness, they cannot contribute to national development. We often see people belonging to SC and ST communities are poor and they cannot access health services, economic opportunities, education and so on it may be due to geographical isolation, poor economic condition or unaware of facilities. The education system prevailing in remote areas are not well equipped so that SC and ST students can enjoy quality education, as a result, their academic achievement is quite poor especially in comparison to general population residing in urban areas. Academic achievement always plays pivotal role in determining future of a learner and it helps to know the outcome of a learner that how far the learner has been achieving the knowledge over an academic year. Sometimes, it is also said that consequence of academic achievement in one individual's life cannot be overemphasized as it acts as disturbing stimulant. Academic achievement has always been imperative field in research similarly, a lot of researches are undergoing in such field, in fact, the goal of the education is academic development of the learners. Academic achievement of an individual is set out by different factors such as, social position, economic position, educational opportunity, family background

and so on. Among these socio-economic positions plays prime role in determining academic achievement as it has great influence on personality, learning, and development of a learner Ramaswamy(1990). Different studies revealed that a family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community, Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993). Harikrishan (1992) revealed that Socio-economic status was significantly and positively related to academic achievement. Since govt. of India has been taking several measures to provide educational opportunities to all sections of society to remove disparities, but still, underprivileged sections of the society are far behind than others in terms of education, health facilities, socio-cultural, political and so on. Though our constitution has special provisions to equalize educational opportunities among these groups, but till today these could not be eradicated. The policy to promote educational interests of the weaker sections of the people, especially scheduled tribe and scheduled caste has been enshrined in our constitution as a directive state policy. Until and unless we remove the disparity in distribution of wealth and education we cannot develop the backward society. The spread of education among the weaker sections of our society is vital as education is a prime requisite for socioeconomic development.

## 2. Rationale of the Study

The study is on academic achievement of ST and SC students of Tripura with reference to their socio-economic status. Disadvantaged groups of the society are identified for having their own characteristics such as, illiteracy, poorness, deprivation and inaccessible of services and so on. They believe they are different from other peoples and out of the mainstream hence to undertake research on their socioeconomic status is relatively important. It is known to all that every community can develop only with education, as only education can preserve, promote, transform one community's

culture which is necessitated for one's existence as education is interconnected to the socio-economic condition, which is a precondition for socio-economic development.

The socio-economic condition of ST and SC peoples in Tripura are considered as poor, as Tripura state has different constraints like geographical isolation and limited opportunities for work that makes them socio-economically poor and leads them to achieve poor in terms of education.

Today people from disadvantaged groups demanding education, as the concept is very clear to them that only education can change socio-economic condition of any community. In fact, we are seeing people began to realize the needs of education in order to sustain their identity and survival existence. Despite having a lot of welfare schemes for SC and ST people in Tripura at present society they remain same as they were. So, ultimately question arises why we could not eradicate the society and not able to abolish the term disadvantaged group? It is in this background that the present study has been taken up to make an attempt to relate the academic achievement with reference to socio-economic status in Tripura people belonging to ST and SC.

**3. Objectives**

- To study the academic achievements and socio-economic status of SC and ST students in Unakoti district of Tripura.
- To compare the academic achievements between SC and ST students.
- To estimate the relationship between socio-economic status and academic achievement of SC and ST students.
- To know the impact of socio-economic status on academic achievement of SC and ST students.

**4. Hypothesis**

H0<sub>1</sub>- There is no significant difference in academic achievements between SC and ST students.

H0<sub>2</sub>- There is no significant relationship between socio-economic status and academic achievement of SC and ST students.

H0<sub>3</sub>- Both the variables that are the socio-economic status and academic achievement of SC and ST students are independent.

**5. Methodology**

The method adopted for the study was an analytical survey and statistical in nature. In this investigation, the population was stipulated and defined as all the students studying in class-X of schools in Unakoti district of Tripura. The sample consisted of both boys and girls studying in class-X. By following simple random stratified sampling altogether 131 SC and 169 ST were selected from govt. schools. 10 schools were finalized from all over Unakoti district Tripura as a sample. Investigators tried to take equal representation of both boys and girls. It was attempted to represent every geographical area by choosing 10 different government schools of Unakoti district of Tripura.

For the purpose of analyzing the data, different statistical techniques were employed, such as, Simple average, Mean, SD, t-test and Pearson's co-efficient of correlation.

**6. Tools used in the study**

- Socio-economic status scale- Standardized by Ashok K. Kalia and Sudhir Sahu. The tool here used for the purpose of collecting socio-economic status data of students.
- Academic achievement- The final or annual examination results of previous year from school record.

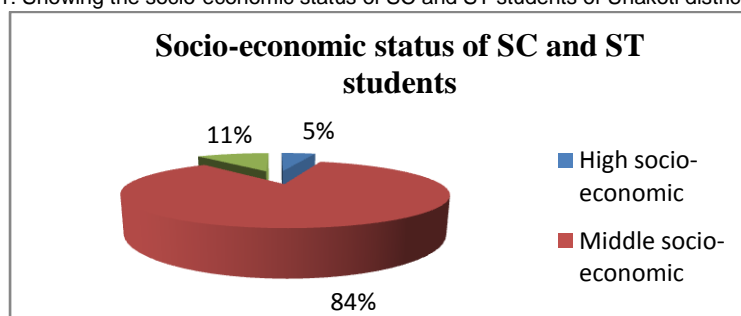
**7. Results and discussion**

The present study is pertaining to academic achievement of SC and ST students in Tripura in relation to their socio-economic status. The research is conducted in Unakoti district of Tripura by selecting 131 SC and 169 ST students of total sample 300 from different schools. The students are from different age and different socio-economic categories. The study was investigated to find out the relationship and impact between two variables socio-economic status and academic achievements of SC and ST students.

Table no. 1.1: Showing the socio-economic status of SC and ST students in Unakoti district of Tripura.

Category	High socio-economic			Middle socio-economic			Low socio-economic		
	Total	SC	ST	Total	SC	ST	Total	SC	ST
No. of students	15	10	5	253	108	145	32	13	19
Percentage	5%	3.33%	1.67%	84.33%	36%	48.33%	10.67%	4.33%	6.33%

Figure 1.1: Showing the socio-economic status of SC and ST students of Unakoti district of Tripura.



**Interpretation:**

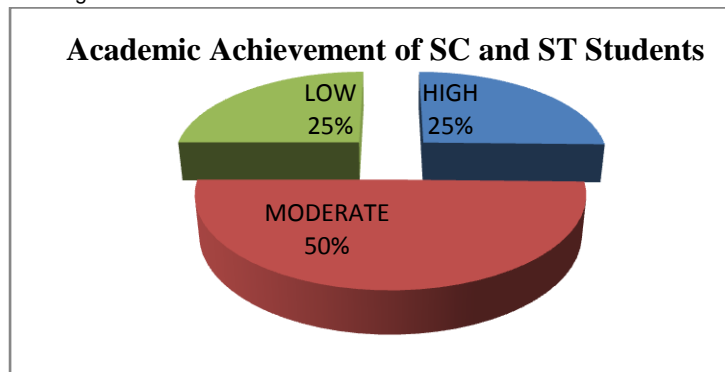
Table 1.1: Showing the percentage of socio-economic status of SC and ST students of the Unakoti district of Tripura. From above table, it shows that 5% lie on high category, 84.33% and 10.67 lies on middle and low respectively. It has also shown SC and ST students no's and percentage

belonging to different socio-economic status. So, it can be said the most of the students were belonging to middle socio-economic status and very least percentage from low socio-economic status, it is to be noted here the high socio-economic status among tribal students was very least, even in comparison to SC group.

Table 2.1: Showing the percentage of Academic achievements of SC and ST students of Unakoti district of Tripura.

Category	High achiever			Moderate			Low achiever		
	Total	SC	ST	Total	SC	ST	Total	SC	ST
No. of students	76	50	26	149	64	85	75	17	58
Percentage	25.33%	16.67%	8.67%	49.67%	21.33%	28.33%	25%	5.67%	19.33%

Figure 2.1: Showing the academic achievements of SC and ST students of Unakoti district of Tripura.



**Interpretation:**

Table 2.1: Showing the percentage of academic achievement of SC and ST students of different achievers. In order to determine the percentage of academic achievements of SC and ST students, initially, we employed percentile by considering, below P25 as low achievers, between P25 and P75 as moderate achievers, above P75 as high achievers. It is shown in above figure 25% lie on low achiever, 49.67% lie on moderate and 25.33% lies on high achiever. Besides, a separate percentage was drawn for SC and ST students with

respect to their academic achievements. From the above context, we found that low achiever and high achiever percentage are most similar and the majority of the students are moderate achiever. So it can be said in comparison to low and high achiever the most of the SC and ST students were moderate achiever.

**Hypothesis 1: There is no significant difference in Academic Achievements between SC and ST students.**

Table no 3.1: Showing the mean difference of Academic achievement between SC and ST students.

Group	N	Mean	SD	D	Df	t-value	Level of significance
SC	131	191.63	113.01	8.79	298	0.66	Not significant
ST	169	200.42	97.95				

**Interpretation:**

Table 3.1: Showing the mean difference of academic achievement of SC and ST students of Tripura. We observed from the above data that there is a tiny difference in regard to mean of SC and ST students. The obtained mean scores of SC and ST are 191.63 and 200.42 respectively. The tabulated values of 't' with degree of freedom 298 is 1.97 and 2.59 at 0.05 levels and 0.01 levels of significance. The calculated value of 't' is 0.66 which is less than the table value at both the level of significance, which shows no significant relationship between the academic achievements of SC and ST students, this signifies the null hypothesis accepted and can be said SC and ST students academic achievement is almost equal.

**Hypothesis 2: There is no significant relationship between socio-economic status and academic achievement of SC and ST students.**

Table 4.1: Showing relation between academic achievement and every component of socio-economic status.

Academic achievement &	Correlation
Socio-cultural	+0.114
Economic	+0.175
Goods and services	+0.159
Health	+0.266
Educational	+0.326
Total socio-economic	+0.313

**Interpretation:**

Table 4.1: Shows the values of correlation of academic achievement with socio-cultural, economic, goods and services, health, educational and total socio-economic. The correlation between socio-cultural and academic achievement was found  $r=+.114$  which is significant at 0.05 level of significance with df 298. The correlation between economic and academic achievement was found  $r=+0.175$  which is also significant at both the level of significance with df 298. This proves that there is a significant relationship between economic and academic achievements. The correlation between goods and services and academic achievement was  $r=+0.159$  which is significant at both the level of significance and has positive relationship between these two variables. In regard to health component, the correlation between health and academic achievement was found  $r=+0.266$  which is significant at both the level of significance with degree of freedom 298. The result depicts that there is significant relationship between health and academic achievement. Educational one of the major component of socio-economic its relationship with academic achievement was found  $r=+0.326$  that was significant at both the level of significance. Lastly, the correlation was employed between total socio-economic and academic achievement and the result was found  $r=+0.313$  which is significant at both the level of significance. Thus, we can say that every component of socio-economic status has significant relationship with academic achievement; therefore, the matter of socio-economic is not deniable especially in improving the quality education among underprivileged groups.

**Hypothesis 3: Both the variables that are the socio-economic status and academic achievement of SC and ST students are independent.**

Table no 5.1: Showing the chi square of different socio-economic status and academic achievers.

Category	High	Middle	Low	Total
High	6	66	4	76
Moderate	9	130	10	149
Low	0	57	18	75
Total	15	253	32	300

Cell	1	2	3
Fo	6	66	4
Fe	3.8	64.09	8.11
Fo-fe	2.2	1.91	-4.11
(fo-fe) <sup>2</sup>	4.84	3.65	8.22
(fo-fe) <sup>2</sup> /fe	1.27	.06	1.01

$$X^2(\text{chi-square}) = \{[(fo-fe)^2/fe]=2.34$$

$$Df=(c-1) (r-1)$$

$$= (3-1) (3-1)$$

$$=4$$

**Interpretation:**

Table 5.1: Showing the values of chi-square of different socio-economic category and different academic

achievements. The above calculation indicates that there is a significant relationship between socio-economic status and academic achievement of SC and ST students at 0.01 levels of significance. Thus, the null hypothesis rejected and became evident that the socio-economic status and academic achievement two variables are not independent rather they depend on each other.

**8. Findings of the study:**

By analyzing and interpreting the data we found the following findings of this research-

- We found the majority of SC and ST students belonged to middle socio-economic status category.
- It was found in academic achievements also the most of the students were moderate achievers.
- The academic achievement between SC and ST students does not differ significantly. It signifies the academic achievement between SC and ST is almost equal.
- The relationship between socio-cultural and academic achievement of SC and ST students was positive but it was significant at 0.05 levels of significances only.
- The relationship between economic and academic achievement of SC and ST students was positive and found significant at both 0.05 & 0.01 levels of significances.
- The relationship between goods and services and academic achievement of SC and ST students was positive and significant at both levels of significances 0.05 & 0.01.
- The relationship between health and academic achievement of SC and ST students was positive and significant but the level of correlation was low.
- The relationship between educational and academic achievement of SC and ST students was positive and significant at both levels of significances 0.05 & 0.01.
- The relationship between total socio-economic status and academic achievement of SC and ST students was positive and significant at 0.05 & 0.01 levels of significance. The relation of all the components of socio-economic status with academic achievement was positive. Therefore, in this study, it became evident that there has been relationship between socio-economic status and academic achievement.
- We found that there is an impact of socio-economic status on academic achievement and observed these two variables are depending on each other.

**9. Conclusion**

We may sum up by saying that education is the only key for disadvantaged sections development. So to develop the underprivileged sections of Tripura as well as India there is a need to improve literacy, health facilities, institutions, and assets development and it is possible only when education is given due importance as these all interrelated. In these regards, Govt. of India needs to take drastic initiatives for the development of disadvantaged sections similarly, the role of bureaucrats, teachers, and NGO's role also not less in implementing the welfare schemes made for them. Unless govt. gives due priority on tribals they will remain as what they

were and cannot take participate in national development. Hence, the time has come to think about tribal people and their lifestyles in order to bring them in mainstream. Considering the prevailing problems in under developing areas there is necessity to look after them so that underprivileged sections people too enjoy what the other people enjoy in today's society

so that the threat of inequality could be eradicated. Lastly, we urge all intellectuals of society irrespective of caste, creed, and sex, religion to extend their help in preventing social exclusion and removing the term underprivileged and take participate in making new India where no discrimination, injustice, inequality exists.

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