



Academic Achievement of Karbi Female Students in Relation to Socio-Economic Status: An Exploration.

Dr. Mokaddesh Ali

Asstt. Professor, Deptt. of Education

Rukasen College, Bakalia

E-mail id- alimokaddesh@gmail.com

Abstract

Education is a crucial factor in an individual's social and economic success. It is the preparation for life. Socio-economic status (SES) refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz, Clark, & Howes, 2010). Secondary education has been highly emphasized mainly for its contributions to the vocational and production sectors of the country. It prepares students to acquire vocational and career skills to enter the community. This research paper aimed to investigate the impact of SES on the academic achievement of tribal students of secondary schools of Langsomepi Development Block of Karbi Anglong District in Assam. The socio-economic status scale and total marks of the final examinations of randomly selected sample students were used to complete the investigation. Data were analyzed through Mean, SD, -value, M.D., and Correlation.

Keywords: SES, academic achievement, tribal students, vocational and career skills

Introduction:

Education has been considered the best instrument for the development of men. In schools, the achievements of the students are not similar for one reason or another. Researchers agree that family income, parental education, and occupation are the determining factors that decide academic achievements. These are the variables of the socio-economic situations of the learning process. The concept 'Socio-Economic Status' denotes the social and economic position of an individual or a family. Socioeconomic status (SES) is a measurement used by economists and sociologists. It combines individuals' work experiences and their families' access to economic resources and social position with those of others. SES refers to the existing social and economic situation of a person. It is the blend of economic and sociological measures of an individual's work experience and the economic and social position of an individual or family compared to others in the context of income, educational level, and occupational status. To assess householders' socioeconomic status, the household income, education of the earner, and occupation are taken into consideration.

Recent researches reveal a lesser-recognized attribute of SES as perceived financial stress, as it defines the "balance between income and necessary expenses." Perceived financial stress can be tested by deciphering whether a person at the end of each month has more than enough, just enough, or not enough money or resources. However, SES is more commonly used to depict an economic difference in society as a whole. SES has three strata, such as high, middle, and low, for describing the three places a family or an individual may fall into. The position of a family or individual falling into these three categories, any or all of the three variables (income, education, and occupation) can be assessed.

Education, Income, occupation, health, home environment, etc., are some of the important factors that exert influence on the socio-economic status of the individual or households. Education in higher socioeconomic

families is typically stressed as much more important, both within the household and the local community. In poorer areas, where food, shelter, and safety are a priority, education is typically regarded as less important. Youth in poorer households are particularly at risk for many health and social problems in the United States, such as unwanted pregnancies, addiction, drug abuse, diabetes, and obesity.

Karbi Anglong district is an autonomous district of Assam. The Karbi is the major tribe of this district. Traditionally, they are associated with jhum cultivation and animal husbandry to gather a livelihood for the family. Traditional weaving is a prominent occupation, particularly for Karbi women. Of course, they have presently been adopting various modern occupations. Literacy rate of the Karbis is 69.25%, which is lower than both the state and national averages. Female literacy rate (62%) is lower than the male literacy rate (76.14%). Low enrolment and high drop-out are the major educational challenges of the district. Langsomepi Development Block falls in the Diphu Sadar Sub-Division of the district, which also has socioeconomic and educational challenges.

The academic achievement of the secondary schools' tribal students of this study refers to the performance of the Karbi female students in the 10th-grade final examinations. So far as the present is concerned, the academic achievement refers to the average marks of total subjects obtained by the students in the High School Leaving Certificate (HSLC) examinations.

Education is a tool of development. SES of parents not only affects the academic achievement, but also makes it possible for students from low economic status to compete well with their counterparts from high socio-economic backgrounds under the same academic environment (Rothstein, 2004).

A study by Suleman et al. (2012) showed that children with strong socioeconomic status show better academic performance in comparison to those with poor socioeconomic status; they showed poor and unsatisfactory academic performance. An investigation conducted by Saifi (2011) on the effect of socio-economic status on students' performance revealed that parental education and occupation, and facilities at home, affect the students' achievement. The study of Eamon (2005) indicated that students whose parental socio-economic status is low do not show effective performance in school. Results of the study also showed that the academic achievement of students is negatively correlated with low parental socioeconomic status levels, as it prevents the individual from gaining access to sources and resources of learning. Mushtaq Ahmad Bhat et al. conducted a descriptive analytical study on the impact of socio-economic conditions on the school performance of secondary students. Results showed that there is a significant difference in the academic achievement of high socio-economic status students in comparison to low socio-economic status students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socio-economic status concerning academic achievement.

Malsawmtluanga and KC Lalmalsawmzauva (2023) investigated the influence of SES on the Educational Achievement of 499 postgraduate students of Mizoram University to find out the relationship between SES and Academic Achievement. Investigation found that there is no difference in the Educational Achievement of High SES and Average SES. The study made by Singh and Chaudhary (2015) on the impact of SES on the Academic Achievement of SES of Secondary School students in Delhi city revealed that SES influences the Academic Achievement of a student. According to the results of the study of Gupta and Katosh (2013) on the relationship between SES and Academic Achievement of 10th-grade students, there is no significant relationship between SES and Academic Achievement.

The majority of the investigators found that income, education, and occupation together best represent SES, while some others feel that changes in family structure should also be considered. SES affects students' cognitive abilities and academic success. Several researchers have found that SES affects students' abilities (Mailne, A., & Plourde, L. A., 2006).

Significance of the Study:

Karbi women have a prominent contribution to the socio-economic sector of the Karbi society. Right from household roles, they are working to grow vegetables, crops, and cattle. They prepare traditional liquor from rice at home for domestic use and to earn income. Working on looms and selling products in the market by women is a common practice among Karbis. Despite the industrious nature of the Karbi womenfolk, the pace of socioeconomic and educational development of Karbi society is slow. It is significant to know the role of socio-economic status in the academic performance of Karbi female students of secondary schools and the impact of education on the socio-economic status of Karbis.

Objectives of the Study:

1. To find out the effect of SES on the Academic Achievements of secondary students.
2. To find out the effect of educational status on the SES.
3. To find out the correlation between the academic achievements of secondary students of Middle and Lower Middle classes.

Hypothesis of the Study:

1. No significant difference would be there between the academic achievements of students of the Middle and Lower Middle Classes.
2. No significant relationship would be there between educational status and SES of the middle and lower middle classes.

Methodology:

This is a descriptive survey study. Mainly, it was designed to explore the effect of socioeconomic status on the academic achievements of female students of secondary schools. It was based vitally on primary data.

a) Population of the study:

Karbi Female students of secondary schools of both government and private sectors in the Langsomepi Development Block of Karbi Anglong District, Assam, were the population for this study.

b) Sample of the Study:

A sample of 28 Karbi Female students from post-metric classes was randomly selected for this study. They were the students of 12 secondary schools of the Langsomepi Development Block.

c) Tools Used for Data Collection:

The Revised Socioeconomic Scale of Kuppuswamy (Updated for January 2021) was used to find out the information about the SES of parents of the sample students. To obtain the data on the academic achievements of the sample students, HSLC marksheets were used. The investigator came to know from the filled-out socioeconomic scale that parents of 14 of the 28 sample students were illiterate, and their average socioeconomic score fell below 10.

Table 1: Revised Kuppuswamy Socioeconomic Status Class Classification, 2021

Total Score	Socioeconomic Status Class
26-29	Upper Class
16-26	Upper Middle Class
11-15	Middle Class
05-10	Lower Middle Class
<5	Lower Class

d) Statistical Techniques used:

For the analysis and interpretation of data collected, statistical measures like Percentage, Mean, Mean Deviation, Standard Deviation, Bar Diagram, and Correlation were used. To test significance t-value was used.

e) Delimitation of the study: Delimitation of this study includes the following-

- i) Secondary schools of Langsomepi Development Block of Karbi Anglong District.
- ii) Female students of secondary schools of Langsomepi Development Block.
- iii) Marks of the HSLC examinations of the students (in percentage) were used as academic achievement scores.

f) Procedure of Data Collection:

After selecting the sample of 28 Karbi female students randomly from post-metric higher classes, the investigator established a friendly rapport with them and then administered the Socioeconomic Scale of Kuppuswamy (Updated for January 2021) on the group. This sample of 28 Karbi girls represented 12 secondary schools of Langsomepi Development Block. The total marks obtained by the students in the High School Leaving Certificate Examinations, the first eternal emanation of the students, were considered as the academic achievement of the secondary female students of this study. Based on the Socioeconomic Scale, 14 parents of the female students

Data Analysis and Results:

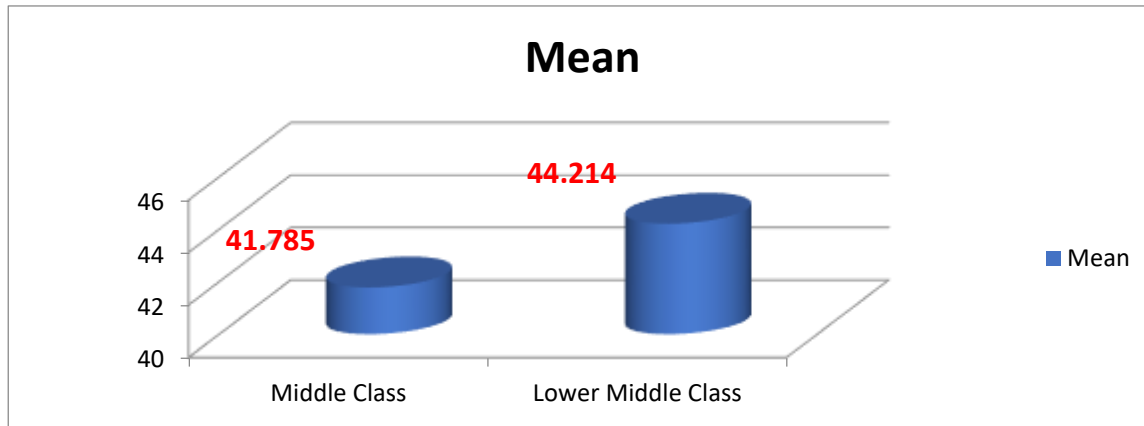
The main objective of his study was to assess the effect of socioeconomic status on the academic achievement of secondary schools. The researcher formulated three hypotheses related to the objectives of the study. Results have been presented in the tables below:

Table- 2. Presenting Mean, M.D., S. D., df, and t-value of Academic Achievements of the secondary female students of Middle and Lower Middle socioeconomic status.

Students	N	Mean	M.D.	S.D.	df	t-value
Middle Class	14	41.785	14.025	3.745	12	0.9923*
Lower Middle Class	14	44.214	108.025	10.393		

*Not Significant.

Graph 1: Graphical representation of the mean scores of academic achievement of students of the Middle and



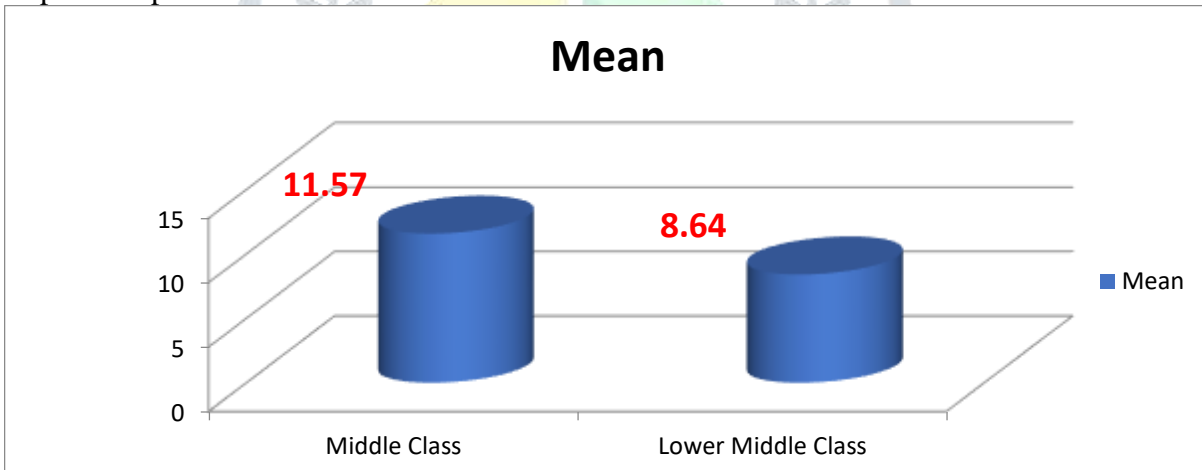
Lower Middle classes.

Table 3: Distribution of Mean, S. D., M. D., df, and t-value of Socio-Economic Status scores of the Middle and Lower Middle Classes.

SES Class	N	Mean	S. D.	M.D.	df	t-value
Literate Parents (Middle Class)	14	11.57	1.496	2.238	12	5.243*
Illiterate Parents (Lower Middle Class)	14	8.64	1.444	2.087		

*Significant at both 0.05 and 0.01 levels.

Graph 2: Graphical representation of Mean Scores of the SES scores of the Middle and Lower Middle classes.



Discussion and Findings:

Table 2 shows that the Mean, M.D., and S.D. of the 14 middle-class secondary female students were 41.785, 14.025, and 3.745, respectively. On the other hand, the Mean, M.D., and S.D. of the 14 lower-middle-class secondary female students were 44.214, 108.025, and 10.393, respectively. The obtained t-value (0.9923) was smaller than the table value at the 0.05 (2.06) level. Thus, findings of this study suggest that students of the lower middle socio-economic class have a slightly higher academic achievement than the students of the middle socio-economic class, but the difference in academic achievement of students of the middle SES and lower middle SES was not significant. Hence, the first hypothesis (No significant difference would be there between the academic achievements of students of the Middle and Lower Middle

Classes) is accepted. It can be said that high SES has no significant effect on the academic achievement of the students.

Table 3 shows that the Mean, M.D, and S.D. of socio-economic scores of the middle-class parents (literate) were 11.57, 2.238, and 1.496, respectively. On the other hand, the Mean, M.D., and S.D. of socio-economic scores of the lower-middle-class parents (illiterate) were 8.64, 2.087, and 1.444, respectively. The obtained t-value (5.243) was greater than the table value both at 0.05 (2.179) and 0.01 (3.055) levels. Therefore, the 2nd hypothesis (No significant relationship would be there between educational status and SES of middle and lower middle classes) is rejected. From the findings, it is safe to say that educational status and socio-economic status are significantly correlated.

Findings:

1. Socio-economic status does not have a significant effect on the academic achievement of tribal students. The study of Bhat, Joshi, and Wani (2016) found that there is a significant difference in the academic achievement of high socio-economic status students in comparison to low socio-economic status students.
- 2 Educational status (literacy) has a significant effect on the socio-economic status of the tribal rural people.

Conclusion:

The result proves it beyond any shadow of doubt that there is a significant difference in the academic achievement of high socioeconomic status students in comparison to low socioeconomic status students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socioeconomic status with respect to academic achievement.

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