

Influence of Socio-economic status on classroom achievement of Tiwa students at primary level in Morigaon district of Assam

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Abstract

Socio- economic condition is an economic and sociological, combined total measure of a person's work, experience and economic and social position of an individual's or families in relation to others, based on income, education and occupation. When analyzing a family's socio- economic status, the household income, earner's education, and occupation are examined, as well as combined income, versus with an individual, when their own attribute are assessed. Academic Achievement and Socio Economic Status influences collectively to the progress of individual. The academic achievement refers to achievement in a separate subject or total score of several subjects combined. Hence academic achievement is concerned with the quantity and quality of learning attained in a subject or group of subjects after a period of instructions. Thus better classroom achievement is one of the unique requirements for school pupils. The importance of scholastic and academic achievement has raised important questions for educational researchers. Today we are living in the world of science and technology which with the explosion of knowledge during the last few decades is fast approaching towards a technocratic age. It deserves special care and attention. In the present study an attempt has been made to study about Influence of Socio-economic status on classroom achievement of Tiwa students at primary level in Morigaon district of Assam. The sample consisted with the 200 Tiwa boys and 200 Tiwa girl's student randomly selected. The classroom achievement test and socio economic status scale were used to collect data.

Keywords : Socio-economic status, academic achievement, Tiwa, Primary school

Introduction

Academic Achievement and Socio Economic Status influences collectively to the progress of individual Social status is commonly thought of as the position that an individual in society. An individual has not only but many position in society. Social status or position of an individual is not a static condition as the location of a building. It is rather the product of a dynamic process of interaction between what is inherited and what is achieved. Similarly, the economic status means financial position of the people within society and includes how much they regularly earn, whether own a house asset etc. The role of socioeconomic condition cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement. It is generally believed that children from high and middle socio-economic status

parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities.

Academic achievement means accomplishment in proficiency of performances of the students in various subjects of the curriculum. Academic achievement have always been the center of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education . Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best in fact primary school is the foundation of formal agencies. The primary education has a profound effect on the higher education of a child and it is the basis of making future citizens of a country. Certainly, education plays the all important role in providing human beings with all the needed equipment's and leading a harmonious life. Education does make one educated which enables one to see the better side of their life and thus helping them to contribute something meaningful. Education has now a day has become an important need of a human being.

The Lalungs or the Tiwas are a scheduled plain tribe of Assam. The Tiwas mostly inhabited in the districts of Morigaon and Nagaon. The name Lalung is given by their neighbours particularly the non – Tiwas but they prefer to be called themselves as Tiwa. The word Lalung is derived from the words La and Lung. Here La means water and Lung means rescued. According to the Karbi tradition, it derived from the word La:nglu+ La:ng = water or river, Lu:= came by floating or came downwards, i.e., a group of people came down ward through the river Brahmaputra. Again Ti means water or river and Wa means superior. They are medium statured, strong built and generally white complexioned people which are the characteristics features of the Mongoloids. They have flat nose, straight hair, and wide faces with scanty beards. The Tiwas have their own language, rites and rituals, social system, folk belief, song, dances etc. a composite culture. The economy of the Tiwas is agro based rural economy with indigenous methods of cultivation. Majority of the Tiwa people are cultivators. The Tiwa people are usually laborious. They rear pigs, and buffaloes, goats and hens etc. They have rich varieties of folk dances like Barat dance, Langkhun dance, Khelzawa dance, Mainary Kanthi dance, Sagra Miswa dance etc. The Tiwa women enjoy the equal status with men in their familial life. The work culture is the age old belief of the Tiwas and women are very conscious for hard working. The Tiwa women think that hard working can change the economic condition of a family. It is true that the Tiwas are economically very poor.

Study Area

Morigaon district is an administrative district in the state of Assam in India. The district occupies an area of 1,704 km .The total population of Morigaon district during 2011 census was 957,423 including 486,651 male and 470,772 female of the total population. As per 2011 census 92.34% population of Morigaon district lives in the rural areas of villages. Average literacy rate of Morigaon in 2011 census were 68.03 compared to 58.53 of 2001 census. If things are looked out at gender wise, male and female literacy were 71.90 and 64.04.

NEED OF THE STUDY

Education is a powerful instrument of social change and often initiates upward movement in the social structure. This study will help to know the socio economic conditions of Tiwa

student. It will serve as a baseline study and therefore the findings of this study will help the policy makers, teachers, volunteers, as well as educational planners, which will ultimately help in the improvement of education of Tiwa student. The investigator found that the number of researches especially on the socio economic condition of Tiwa student is very less. Parent's socio economic status is an important factor in shaping their attitude towards encouragement or neglect of education of children. Students belonging to high socio economic status could get easily all the necessary things which they require for their high achievement. Socio economic condition of the people of Morigaon district is poorer than the other district. Realizing the importance of education for Tiwa student, the investigator has taken this study in covering Morigaon district. Education and economic progress is the main causes of any caste and communities' backwardness and forwardness. The investigator has wanted to know the influence of socio economic condition on classroom achievement of the Tiwa student. Therefore, the investigator has selected this problem. On the basis of the above ground, the present study will be considered as significant.

STATEMENT OF THE PROBLEM

The present study has been stated as:

Influence of Socio-economic Status on Academic Achievement of Tiwa Student at Primary level in the Morigaon District of Assam

OBJECTIVES

The main objectives of the present study are:

1. To study the classroom achievement of Tiwa students in relation to gender.
2. To study the socio economic condition of Tiwa students in relation to gender
- 3: To find out the influence of high, average and low socio economic condition of Tiwa students on classroom achievements at upper primary school level in relation to gender
4. To find out the relationship between the classroom achievement and socio economic condition

Hypotheses of the study

H₀₁ There exists no significant difference between the classroom achievements of Tiwa students in relation to gender.

H₀₂ : There exist no significant difference between socio-economic condition of Tiwa students in relation to gender.

H₀₃ There exists no significant difference between the influence of high, average and low socio economic condition of Tiwa students on classroom achievement at upper primary school level in relation to gender

H₀₄ : There exist no significant relationship between classroom achievement and socio economic condition of Tiwa students at upper primary school level.

Delimitation of the study:

The study has been delimited as follows –

- i) Only students studying in class VI have been considered as the sample for the present study.
- ii) Only the Government provincialized primary schools have been considered as sample schools for the present study.

Regarding academic achievement, only classroom achievement of Tiwa primary school students have been tested.

Terms defined

Academic achievement: Academic achievement refers to the performance in class and in examination. Achievement in school subjects is wholly learnt by conscious efforts. Generally, achievement depends upon the sustained training and interest during childhood and adolescents. Achievement has future reference and tries to predict degree of attainment for success of individual or activity after adequate training, ability concern itself only with the present condition

Socioeconomic status: “A combination of social and economic factors that are used as an indicator of household income and opportunity. Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation indicates Socio economic condition is typically broken into three categories- high socio economic condition, average socio-economic condition and low socio- economic condition.

Tiwa: The Lalungs or the Tiwas are a scheduled plain tribe of Assam. The word Lalung is derived from the words La and Lung. Here La means water and Lung means rescued.

Primary school: This is the first formal level of education that comprises from 6 to 14 years of age. Class I to Class V consists of lower primary stage and class VI to class VIII constitutes the upper primary stage. This is called the primary stage of education in the sense that the child is formally introduced to the disciplinary rules of education.

Review of Literature:

Sarma,G. (2007) in a study “A Study on the Socio-economic Conditions of Labourers in the Tea 51Gardens of Jorhat District, Assam” addressed to assess the socio-economic conditions of the tea garden labourers in the Jorhat district of Assam. Sheen compasses the status of the community as a collectivity vis-à-vis other communities (as a collectivity) with regard to different aspects of life such as education, health, employment, income, gender equality. It also determined the realization of opportunities of participation in various activities of general significance. The study revealed that poor socio-economic status was the main reason to lower down the group in respect to education, health, employment and income.

Mahanta, J. (2008), Gauhati university investigated “the impact of education on the Singpho Tribe in the Margherita Civil –sub division”. She investigated that education is not confined to simple literacy. It aims at making everyone functional. Everyone is to be able not only to read documents, reports and such other materials, but also to earn his / her living. Education is closely related to social stratification and national integration. Education is truly an investment in future.

Roy Choudhari, Amitav, Dev Nath, Manjit, Sen, Seswata and Majumder, Braja Gopal (2010) studied on “Factors Affecting students’ academic performance : A case study o Agartala Municipal council areas.” The study found that student’s academic achievement depends on a number of Socio economic factors like student’s attendance in the class, family income, mothers and father’s education, teacher student’s ratio, trained teacher in school, sex of the students and distance of school.

Garikai (2010) empirically predicted the causes of poor academic performance of the school student on a sample of 200 high school students of Zimbabwe. Data were gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parent’s achievement of the students.

Hamid (2011) examined the relationships between secondary school students’ family socioeconomic characteristics and their academic achievement in English in a rural sub-district in Bangladesh. The results revealed that the rural students had low levels of academic achievement in English and within this overall low level of achievement, there were patterned relationships between the students’ family income and parental education and their academic achievement in English.

Shamim (2011) in his study compared learners’ socio-economic status with their English language scores in the most recent public examination. He found that learners in the higher income bracket consistently outperformed learners in the lower income bracket. He suggested that the positive correlation of high family income with students’ higher levels of proficiency in English may be attributed to their earlier education in private English medium schools compared to students in the lower income bracket.

Gupta R.S. (2012) conducted a study on “Family occupational and Income level of standard class X students In relation to academic achievement in the year 2012.” The objective of the study was to ascertain the relationship between family occupational and income level of students with their academic achievement in case of boys and girls. The study revealed that family occupation and income level was significant relationship with academic achievement of boys and girls students.

Devi, B (2013) made a study on “Influence of parents education and occupation on the academic achievement of class X students”. The study revealed that academic achievement of students is positively related to their parents’ education and occupation level. Again as far area is concerned the academic achievement of urban students is better than rural areas

Rao (2013) records the non-awareness of tribal students and parents regarding various programmes and policies of the government in the field of education. The tribal communities were even ignorant about a national level programme like Sarva Sikshya Abhiyan. Rao’s study also described the lack of community participation in Sarva Sikshya

Abhiyan. This is a major reason behind the backwardness of the tribal community in the domain of education.

Dutta,K.P. (2003) made a study on “Identified the nature and relationship between socio economic status and academic achievement of Students.” The study found that there were difference in mean and standard score in relationship between academic achievement of students and parents’ education, occupation and income level. It was also found significantly differences between academic achievement of students in urban and rural areas, upper class, middle class and lower class socio economic status of families.

Pandey,E.L.(2005) studied on “Relationship between socio economic status and academic achievement of adolescent”. The study found significant relationship between academic achievement and socio economic status. Finding of the study also revealed significant difference between academic achievements of adolescents studying in different types of school depending upon the socio economic status of parents

Methodology:

Considering the objectives descriptive survey method has been used for the present study.

Tools for data collection

For the present study, the data has been collected by adopting the following tools for achieving the objectives of the study.

- Socio-Economic Status Scale (SES) - a scale developed by R.A.Singh and S K. Saxena
- General classroom achievement test (GCAT-SG) developed by A.K. Singh and A. Sen Gupta has been used.

Sample

In order to the present study the investigator applied Stratified Random sampling technique. In the first stage, Morigaon district has been purposively selected. In the second stage, 4 development block out of the total 7 blocks has been selected purposively to collect the required data. For the present study, 50 schools, 200 boys and 200 girls have been selected by adopting simple random sampling technique.

Data collection

Both primary and secondary sources of data have been used in the present study. The responses of the student and parents have been collected through primary sources. Secondary data has been collected from various books, journals, reports and newspapers related to the study. Before collecting the data, the investigator first of all sought the permission from the head master or head mistress of each school to undertake the study with their consent. The investigator administered the test.

Statistical Techniques: The following statistical techniques are selected and have been used for the present study are Mean, Standard deviation, t test, Graphical representation.

Analysis and interpretation of data

Objective no 1: To study the classroom achievement of Tiwa students in relation to gender

H_{01} : There exists no significant difference between the classroom achievements of Tiwa students in relation to gender

Table 1: Showing the high, average and low classroom achievement in relation to gender

Achievers	Criteria for category	Sex	N	%
High	Above 60%	Boys	86	43%
		Girls	76	38%
Average	45% or more but less tha60%	Boys	94	47%
		Girls	102	51%
Low	Below 45%	Boys	18	9%
		Girls	22	11%

From the table it has been found that class room achievement of Tiwa boys are 86 i.e. 43% high achievers and girls are 76 i.e. 38%, at average level Tiwa Boys are 94 i.e.47% and Tiwa girls are 102 i.e. 51%, and low achievers of Tiwa boys are 18 i.e. 9% and girls are 22 i.e. 11%. At high level achievers boys are better than girls and at average and low levels girls are better than boys.

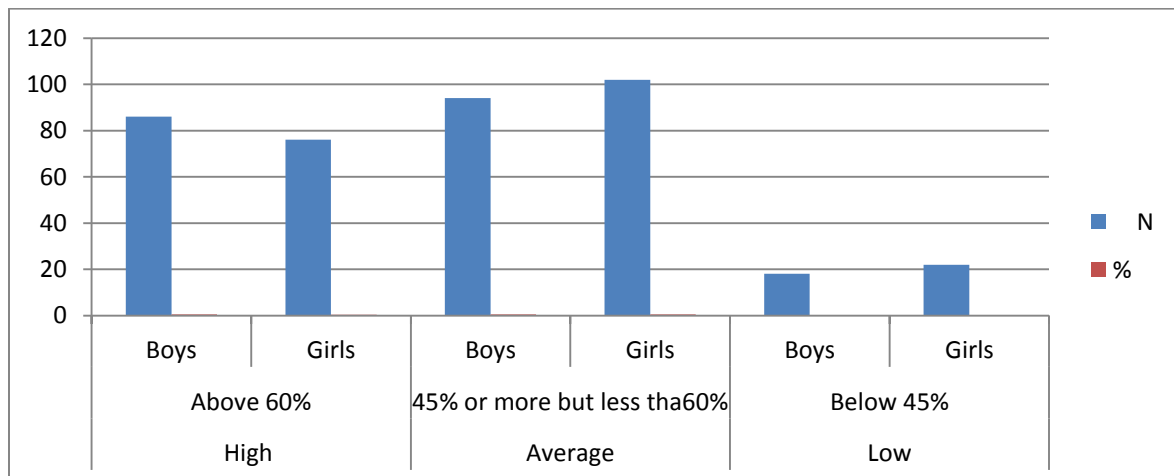


Figure 1: Graphical representation of the high, average and low classroom achievement in relation to gender

Table 2: Showing the difference between the mean of high achievers of boys and girls at primary level

Achievers	Gender	N	M	SD	t	df	Significant
High	Boys	86	163.3	22.2	48.7	162	Not significant
	Girls	78	171.4	23.1			

From the table it has been found that the mean of high achievers of Tiwa boys 163.3 with SD 22.2 that of mean of Tiwa girls 171.4 with SD 23.1 and the calculated t value is 48.7 with df 162 which is insignificant. Hence null hypothesis is accepted...

Table 3: Showing the difference between the mean of Average achievers of boys and girls at primary level

Achievers	Gender	N	M	SD	t	df	Significant
Average	Boys	94	133.3	20.45	10.87	194	Not Significant
	Girls	102	168.1	24.35			

From the table it has been found that the mean of Average achievers of Tiwa boys is 133.3 with SD 20.45 that mean of Tiwa girls 168.1 with SD 24.35 and the calculated t value is 10.87 with df 194 which is insignificant. Hence null hypothesis is accepted. From the t value it can be said that there is a significant difference of average achievers between boys and girls. From the mean score it is cleared that Average achievers of tiwa girls are better than tiwa boy students.

Table 4: Showing the difference between the mean of Low achievers of boys and girls at primary level

Achievers	Gender	N	M	SD	t	df	Significant
Low	Boys	18	60.75	12.3	0.65	38	0.05
	Girls	22	63.36	12.9			

From the table it has been found that the mean of low achievers of Tiwa boys 60.75 with SD 12.3 that of Tiwa girls 63.36 with SD 12.9 and the calculated t value is 0.65 with df 38 which is significant at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference of Low achievers between boys and girls. From the mean score it is cleared that Low achievers of tiwa girls are better than tiwa boy students

Table 5: Showing the difference between the mean of classroom achievement of boys and girls at primary level

Variable	Sex	N	M	SD	t	df	Significant
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Academic Achievement	Boys	200	428.3	43.2	1.62	398	0.05
	Girls	200	382.5	40.45			

From the table it has been found that the mean of class room achievement of Tiwa boys were 428.3 with SD 43.2 that mean of Tiwa girls 382.5 with SD40.45 and the calculated t value 1.62 with df 398 which is smaller than the table value 1.97 at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference in general classroom achievement between boys and girls.

Objective 2: To study the socio-economic conditions of Tiwa students in relation to gender

H₀₂: There exists no significant difference between the socio economic statuses of Tiwa students in relation to gender.

Table 6: Showing the educational status of parents of Tiwa boys

	Above graduate	Graduate	H.S.	VIII to X	VI to VII	I to V	Illiterate	Total
Father	0	16 (8%)	46 (23%)	42 (21%)	46 (23%)	30 (15%)	20 (10%)	200
Mother	0	11 (5.5%)	24 (12%)	34 (17%)	45 (22.5%)	48 (24%)	38 (19%)	200

Source: Field Survey

From the table it has been found that majority of the parents have education level between VI to VIII. Only 8% fathers 5.5% mothers are graduate. At H.S. Level of education Father 23% and mother is 12%. At VIII to X Level of education father 21% and mother 17%. At VI to VII Level of education father 23% and mother 22.5%. I to V Level of education father 15% and mother 24%, 10% father and 19% of mothers are illiterate.

Parents	Above graduate	Graduate	H.S.	VIII to X	VI to VII	I to V	Illiterate	Total
Father	0	24 (12%)	32 (16%)	40 (20%)	45 (22.5%)	39 (19.5%)	20 (11%)	200
Mother	0	12 (6%)	18 (9%)	45 (22.5%)	48 (24%)	47 (23.5%)	30 (15%)	200

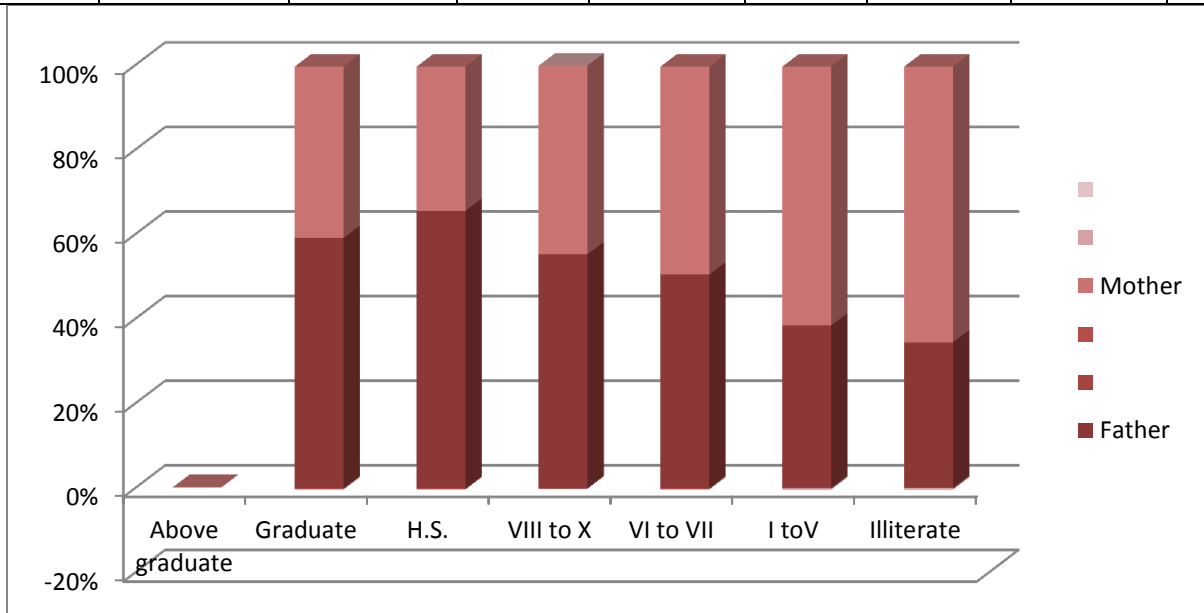


Figure 2: Graphical representation of the educational status of parents of Tiwa boys

Table 7 : Showing the Educational status of parents of Tiwa girls

From the table it has been found that majority of the parents have education level between VI to VIII. At graduate level education of father 12% and mother 6%. At H.S. Level of education father 16% and mother 9%. At VIII to X level of education father 20 % and mother 22.5%. At VI to VII Level of education father 22.5% and mother 24%. At I to V Level of education father 19.5% and mother 23.5%. And 11% of father and 15% of mother are illiterate.

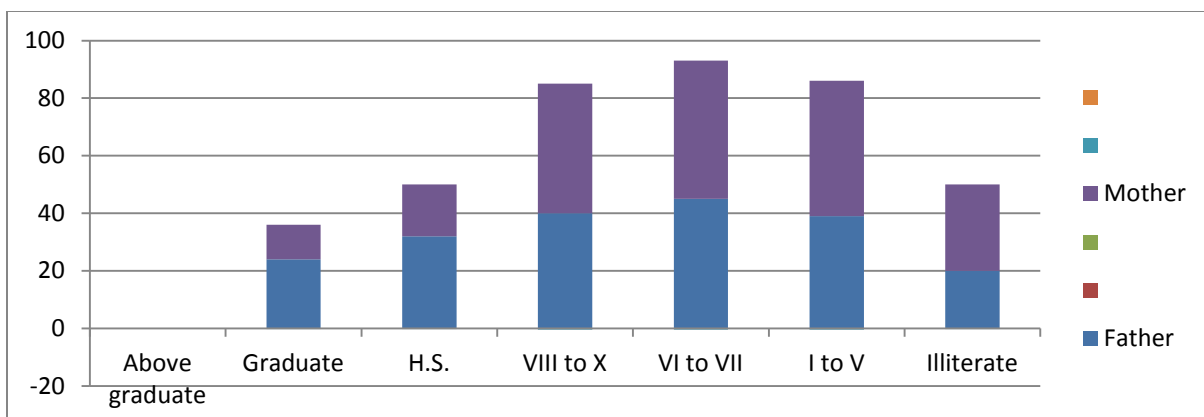


Figure 2 :Graphical representation of the educational status of parents of Tiwa girls

Table 8 : Showing the Income of parents of Tiwa students at upper primary level

Gender	Above 20,000	15001-20,000	10,001 to 15,000	5001 to 10,000	Below 5,000	N
Boys	16 (8%)	26 (13%)	38 (19%)	58 (29%)	62 (31%)	200
Girls	4 (2%)	6 (3%)	30 (15%)	70 (35%)	90 (45%)	200

From the table it has been found that majority of the income of parents below 5000 . 8% parents have income above 20,000, 13% parents income between 15001 to 20,000, 19% parents income between 10,000 to 15,000, 29% parents income between 5001 to 10,000, 31% parents income below 5, 000. Majority of the income of parents of girls between 5000 to 10,000. 2% parents have income above 20,000 , 3% parents income between 15001 to 20,000, 15% parents income between 10,000 to 15,000, 35% parents income between 5001 to 10,000, 45% parents income below 5000..

➤ Occupation :

A Grade level : High administrative (Gazetted officer) university lecturer, Reader, Professor, Principal, Doctor, lawyer, Engineer, Chief of Army staff, Chief of air force, DGP, Bank manager, Managing director MLA,MP etc.

B grade level: Non administrative officer, Army staff, Naval Staff, Air force, Teacher of a high school or higher secondary school, Chemist, Demonstrator, junior engineer, big shopkeeper, Big Businessman

C grade Level: Clerk, Typist, Accountant, Middle school teacher, Laboratory assistant, Proof reader, supervisor of a factory, Police constable, Army Juwan, etc

D grade level: Motor driver, Mechanic, Carpenter, and Mason, Peon, Laborer, Hawker, Mobile shopkeeper, Small businessman, and worker engages in agriculture, watchman, Gate keeper, Domestic servant, collie etc.

Table 9 : Showing the Occupation of parents of Tiwa boy students at primary school level

Occupation	Father	%	Mother	%
Grade A	0	0%	0	0%
Grade B	22	11%	0	0%
Grade C	63	31.5%	42	21%
Grade D	125	62.5%	152	76%

From the above table it has been found that occupation of parents of Tiwa girls were 11% father fall under B grade level. 31.5% father and 21% mother fall under C grade level. 62.5% father and 76% mother fall under D grade level. It has been revealed that majority of the parent's occupational level fall under D grade level.

Table 10: Showing the Occupation of parents of Tiwa girl students at primary school level

	Father	%	Mother	%
Grade A	0	0	0	0
Grade B	19	9.5%	9	4.5%
Grade C	76	38%	22	11%
Grade D	105	52.5%	169	84.5%

From the table it has been found that father of Tiwa boys 9.5% and mother 4.5% fall under the grade B. 38% father 11% mother at the C grade level. Father of Tiwa boy students at the D grade level 52.5% and 84.5 % mother of Tiwa boys. The findings of the above tables with regard to parental occupation revealed that no parents fall under the occupational level of group A.

Objective 3: To find out the influence of high, average and low socio economic condition of Tiwa students on classroom achievements at upper primary school level in relation to gender

H₃₀ There exists no significant difference between the influence of high, average and low socio economic condition of Tiwa students on classroom achievement at upper primary school level in relation to gender

Table 8: Showing the influence of high socio economic condition of Tiwa students on classroom achievement at upper primary school level in relation to gender

Categories	Gender	N	Classroom Achievement		Percentage
High Socio Economic condition	Boys	36	High	12	33.33%
			Average	14	38.89%
			Low	10	27.78%
	Girls	42	High	12	28.57%
			Average	14	33.33%
			Low	16	38.09%

From the table it has been found that maximum classroom achievement of Tiwa boy students at high socio economic condition level i.e. 12 or 33.33% high classroom achievement, 38.89% average classroom achievement and 27.78% found low classroom achievement. On the other hand 28.57% girls at high classroom achievement, 33.33% at average level and 38.09% at low classroom achievement.

Table 8: Showing the influence of average socio economic condition of Tiwa students on classroom achievement at upper primary school level

	Gender	N	Classroom Achievement		Percentage
Average Socio Economic condition	Boys	78	High	20	25.64%
			Average	28	35.89%
			Low	30	38.46%
	Girls	72	High	25	34.72%
			Average	26	36.11%
			Low	21	29.16%

From the table it has been found that maximum classroom achievement of Tiwa boy students at average socio economic condition level i.e. 20 or 25.64% high classroom achievement, 35.89% average classroom achievement and 38.46% found low classroom achievement, 34.72% girls at high classroom achievement, 36.11% at average level and 29.16% at low classroom achievement.

Table 8: Showing the influence of low socio economic condition of Tiwa students on classroom achievement at upper primary school level

Categories	Gender	N	Classroom Achievement		Percentage
Low Socio Economic	Boys	80	High	27	33.75%
			Average	32	40%

condition			Low	21	26.25%
	Girls	92	High	34	36.96%
			Average	31	33.69%
			Low	27	29.34%

From the table it has been found that maximum classroom achievement of Tiwa boy students at low socio economic condition level i.e. 80 or 33.75% high classroom achievement, 40% average classroom achievement and 26.25% And girls at low socio economic condition level 36.96% girls show high classroom achievement, 33.69% at average classroom achievement and 29.34% at low classroom achievement.

Objective 5: To find out the difference between boys and girls at high, average and low socio economic condition of Tiwa students on classroom achievement at upper primary school level

H₄₀ There exist no significant difference between boys and girls at high socio economic condition of Tiwa students on classroom achievement at upper primary school level

Table: Showing the difference between boys and girls at high socio economic condition of Tiwa students on classroom achievement at upper primary school level

	Gender	N	M	SD	df	t	significant
High socio economic condition	Boys	36	54.77	13.01	76	1.51	Not significant
	Girls	42	54.97	15.89			

From the table it has been found that the mean of high socio economic condition of Tiwa boys 54.77 with SD 13.01 that of Tiwa girls 54.97 with SD 15.89 , the calculated t value is 1.51 with df 76 . Hence null hypothesis is accepted there exist no significant difference between the two group's boys and girls.

Table :Showing the difference between boys and girls at average4 socio economic condition of Tiwa students on classroom achievement at upper primary school level

	Gender	N	M	SD	df	t	significant
Average socio economic condition	Boys	78	15.14	16.95	148	0.68	Not significant
	Girls	72	49.77	19.2			

From the table it has been found that mean of boys at average socio economic condition of Tiwa students on classroom achievement 15.14 with SD 16.95 and the mean of girls 49.77 with SD 19.2, the calculated t value was 0.68 with df 148 which is not significant at 0.05 and 0.01 level . Hence null hypothesis is accepted that there exists no significant relationship between boys and girls.

Table: Showing the difference between boys and girls at low socio economic condition of Tiwa students on classroom achievement at upper primary school level

Variable	Gender	N	M	SD	df	t	Significant
Low socio economic condition	Boys	80	34.87	18.77	170	1.19	Not significant
	Girls	92	34.88	22.67			

From the table it has been found that mean of boys at low socio economic condition of Tiwa students on classroom achievement 34.87 with SD 18.77 and the mean of girls 34.88with SD 22.67, the calculated t value was 1.19 with df 170 which is not significant at 0.05 and 0.01 level. Hence null hypothesis is accepted that there exists no significant relationship between boys and girls.

Table 18: Showing the mean difference between the socio-economic condition of Tiwa students at primary school

Variable	Sex	N	M	SD	t	df	Significant
Socio-economic Condition	Boys	200	402.5	42.9	3.01	398	Significant
	Girls	200	415.42	43.2			

From the table, it has been found that the mean of socio economic status of boys are 402.5 with SD 42.9 that mean of Tiwa girls 415.42 with SD 43.2 and the calculated t value 3.01 with df 398 .Hence null hypothesis is rejected. From the t value it can be said that there exist significant difference in socio economic status between boys and girls.

Objective 4: To find out the relationship between the academic achievement and socio economic condition of Tiwa students in relation to gender.

Ho₇: There exist no significant relationship between classroom achievement and socio economic status of Tiwa students at primary school in relation to gender.

Table 19 : Showing the correlation between classroom achievement and socio economic condition among boys and girls

Gender	Variable	Coefficient of correlation
Boys and Girls	Classroom achievement	0.78*
	Socio-economic status	

Significant level at 0.01

From the table it has been found that the correlation between classroom achievement and socio economic status of Tiwa students is 0.78 which is significant at 0.01 level. From the result it is observed that there is a highly correlation between socio economic condition and academic achievement of Tiwa student. So the hypothesis is rejected. There is a significant relation between socio economic condition and classroom achievement of Tiwa students at upper primary level.

MAJOR FINDINGS OF THE STUDIES

Objective no 1

- it has been found that class room achievement of Tiwa boys are 86 i.e. 43% high achievers and girls are 76 i.e. 38%, at average level Tiwa Boys are 94 i.e.47% and Tiwa girls are 102 i.e. 51%, and low achievers of Tiwa boys are 18 i.e. 9% and girls are 22 i.e. 11%. At high level achievers boys are better than girls and at average and low levels girls are better than boys.
- the mean of high achievers of Tiwa boys 163.3 with SD 22.2 that of mean of Tiwa girls 171.4 with SD 23.1 and the calculated t value is 48.7 with df 162 which is significant at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference of high achievers between boys and girls
- the mean of Average achievers of Tiwa boys is 133.3 with SD 20.45 that mean of Tiwa girls 168.1 with SD 24.35 and the calculated t value is 10.87 with df 194 which is significant at 0.05 level. Hence null hypothesis is rejected
- From the table it has been found that the mean of low achievers of Tiwa boys 60.75 with SD 12.3 that of Tiwa girls 63.36 with SD 12.9 and the calculated t value is 0.65 with df 38 which is significant at 0.05 level. From the table it has been found that the mean of class room achievement of Tiwa boys 428.3 with SD 43.2 that mean of Tiwa girls 382.5 with SD40.45 and the calculated t value 1.62 with df 398 which is smaller than the table value 1.97 at 0.05 level..

OBJECTIVE 2:

- It has been found that majority of the parents of Tiwa students have education level between VI to VIII.
- It has been found that majority of the income of parents between 5000 to 10,000.
- It has been found that With regard to parental occupation majority of the parents fall under the occupational level of group D.
- It has been found that at high and low socio economic condition, girls are better then boys on classroom achievement.

- It has been found that the mean of socio economic status of boys are 402.5 with SD 42.9 that mean of Tiwa girls 415.42 with SD 43.2 and the calculated t value 3.01 with df 398 .Hence null hypothesis is accepted. From the t value it can be said that there exist no significant difference in socio economic status between boys and girls.

OBJECTIVE 3

- It has been found that the mean of high socio economic condition of Tiwa boys 54.77 with SD 13.01 that of Tiwa girls 54.97 with SD 15.89 , the calculated t value is 1.51 with df 76 . Hence null hypothesis is accepted there exist no significant difference between the two group's boys and girls.
- It has been found tha mean of boys at average socio economic condition of Tiwa students on classroom achievement 15.14 with SD 16.95 and the mean of girls 49.77 with SD 19.2 , the calculated t value was 0.68 with df 148 which is not significant at 0.05 and 0.01 level . Hence null hypothesis is accepted that there exist no significant relationship between boys and girls .
- It has been found tha mean of boys at low socio economic condition of Tiwa students on classroom achievement 34.87 with SD 18.77 and the mean of girls 34.88with SD 22.67 , the calculated t value was 1.19 with df 170 which is not significant at 0.05 and 0.01 level . Hence null hypothesis is accepted

OBJECTIVE 4

- it has been found that the correlation between classroom achievement and socio economic status of Tiwa students is 0.78 which is significant at 0.01 level. From the result it is observed that there is a highly correlation between socio economic condition and academic achievement of Tiwa student.

DISCUSSION

Academic achievement is concerned as a main standard to measure ones total potentialities and capacities. It possesses a very significant place in education as well as in teaching learning process. Socio economic status is a vital condition which plays an important role in the life of a person. It is evident that types on intellectual environment of the family determined by intellectual level of parents, occupation, income and also the size of the

family. Students coming from different values, resources, skills and aspirations with them. As pointed out by Dutta, K.P. (2003) made a study on “Identified the nature and relationship between socio economic status and academic achievement of Students.” The study found that there were difference in mean and standard score in relationship between academic achievement of students and parent’s education, occupation and income level. Pandey, E.L. (2005) studied on “Relationship between socio economic status and academic achievement of adolescent”. The study found significant relationship between academic achievement and socio economic status. Garikai (2010) indicated that there was a difference in academic performance of male and female students with male students performing better and education of parent’s achievement of the students. The findings of the study also supports some other findings like Bora (2010), Mohan R (1997), Shamim (2011), Gupta R.S. (2012), Devi, B (2013). The Sarma, G (2007), Garikai (2010) Femi, O, Adewale (2012), Devi, B, The studies revealed that parental education, occupation, income are found significant relationship with academic achievement, The findings indicated that there was a difference in socio economic condition of boy and girl students.

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