

CHAPTER - V

FINDINGS AND DISCUSSION

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The present study was designed to study the socio-economic variables related to academic achievement of Karbi students. For the conduct of the study some objectives were formulated and hypotheses were frame. In order to achieve the objectives of the study, the data was collected by administering the socio-economic status scale and marks obtained by the Karbi students in H.S.L.C. Examination was collected from sample high and higher secondary schools.

The present chapter deals with findings of the study on the basis of analysis and interpretation of socio-economic variables and academic achievement of Karbi students. It is devoted to this purpose under the following heads.

1. To study the academic achievement of Karbi students H.S.L.C. Examination.
2. To study the difference in academic achievement between Karbi boys and girls students in H.S.L.C. Examination.
3. To study the difference in academic achievement between urban and rural Karbi students in H.S.L.C. Examination.
4. To find out the family socio-economic status of Karbi students.
5. To find out the relationship between the family socio-economic status and academic achievement of Karbi students in urban.
6. To find out the relationship between the family socio-economic status and academic achievement of Karbi students in rural.
7. To find out the relationship between the socio-economic status and academic achievement of Karbi students in urban and rural.

In this chapter the major findings are reported on the basis of the objectives and hypotheses. However, the major findings that are obtained from the analysis and interpretation of the study are follows.

5.1 MAJOR FINDINGS OF THE STUDY

1. It is found that 32 Karbi students are passed in first division with Mean and S.D. scores are 64.38 and 3.61
2. The findings of the study shows that 102 Karbi students are passed in second division with Mean and S.D. scores are 51.33 and 4.25
3. It is observed that 166 Karbi students are passed in third division with Mean and S.D. scores are 38.37 and 3.52
4. It is observed from Mean and S.D. scores that majority Karbi students are passed in third division in H.S.L.C. Examination.
5. It is observed that academic achievements of Karbi students are very low and Karbi boys are better than girls in academic achievement in H.S.L.C. Examination.
6. It is found that academic achievement of Karbi students are differences in the years 2012, 2013 and 2014. It is also observed that academic achievements of Karbi students are comparatively better in the year 2014 than the years 2013 and 2012.
7. It is found that there are differences of percentage scores in academic achievement of Karbi students in urban and rural. Findings of the study revealed that academic achievement of Karbi students in urban are comparatively better than rural of the district.
8. It is found that family demography and size of Karbi students are differences in urban and rural. This shows that majority of Karbi students belong to single family.
9. This shows that the parental education levels are differences in urban and rural. The results revealed that fathers and mothers educated up to P.G. and graduate levels are give highest care and attention than educated up to secondary and primary levels towards their children academic achievements in H.S.L.C. Examination.
10. There are different family occupation levels of Karbi students in urban and rural. Findings of the study revealed that fathers and mothers who are employ in different sectors their children academic achievement are better than business and agriculture occupations.

11. There are different monthly income levels of Karbi students families in urban and rural. The findings of the data revealed that the majority of Karbi students families monthly income levels are between Rs.2500 - Rs.5000. It is found that the families monthly income up to above Rs.10000 – Rs.20000 levels are able to expend the highest money towards their children’s academic achievement.
12. There are different socio-economic status levels of Karbi students families in urban and rural. It is revealed that most of the Karbi students are belong to low socio-economic status (LSES). It is found that the fathers and mothers are belong to high and average socio-economic status give the highest care and attention to their children’s academic achievements than the very high, low and very low socio-economic status.
13. The correlation between socio-economic status and academic achievement of Karbi students in urban is .633, which is significant at .01 level. From the result it is observed that there is highly significant correlation between socio-economic status and academic achievement of Karbi students in urban of the district.
14. The correlation between socio-economic status and academic achievement of Karbi students is .685, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between socio-economic status and academic achievement of Karbi students in rural of the district.
15. The correlation between socio-economic status and academic achievement of Karbi students in urban and rural is .148, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between socio-economic status and academic achievement of Karbi students in urban and rural of the district.

5.2 DISCUSSION OF THE FINDINGS

A research study has its background of the area in which it is located. Findings of the earlier studies help to justify the conception as well as its implication of the present study. Therefore, an attempt has been here to cite such findings which support the findings of the present study. Following are the major areas and findings of the study for discussion.

Academic Achievement of Karbi students in H.S.L.C. Examination

The academic achievement of Karbi students are differences in H.S.L.C. Examination. However, from Mean and Standard Deviation values, it is observed that majority of Karbi students are passed in third division in H.S.L.C. Examination.

Academic achievement of Karbi boys and girls students in H.S.L.C. Examination

There is significant difference of percentage scores between boys and girls Karbi students in academic achievement. The findings revealed that academic achievements are differences between Karbi boys and girls students and it is shows that academic achievements of Karbi students are better in the year 2014 than the years 2012 and 2013 in Karbi-Anglong district.

The findings of the study also approved by Nanda, Sachchida (1992), Harinarayan (1992), Chand, S.K. (1992), Kumara (2000), Neelam Kumar (2001), Dutta, D. K. (2002), Gupta (2003), Parida Suchitra (2005), Srinivas, Nallani (2010), Gupta, R.S. (2012) etc. They are reported that there are differences between boys and girls in academic achievement.

To compare the academic achievement between urban and rural Karbi students in H.S.L.C. Examination

It is found that there is significant difference of Mean scores between urban and rural Karbi students in academic achievement. Findings of the study pointed that academic achievement of Karbi students in urban are comparatively better than rural.

The findings of the present study have been approved by Narang, R. H.(1987), Padma, B. N.(1999), Prasad, C. M. (2001), Dutta, K. P. (2003) etc. These studies established that there is significantly difference between academic achievement of students in urban and rural areas, boys and girls studying in ICES, CBSE and Board schools differed significantly in their academic achievement.

The Family Socio-economic status of the Karbi students

The family demography and size of the Karbi students are differences in urban and rural. The percentage score of single family is 78.33 and joint family is 21.67. Karbi students in academic achievements are better who belong to the single family than joint family.

Parental education has played an important role in academic achievement of Karbi students. The results revealed that fathers and mothers educated up to P.G. and graduate levels are give the highest care and attention towards their children's academic achievements than educated up to secondary and primary levels.

There are different family occupations of Karbi students of the district. This shows that fathers and mothers are employing in government and private institutes their children's academic achievements are better than business and agricultural occupations.

There are different monthly income levels of families of Karbi students. The analysis of data (Table 4.10) revealed that majority of Karbi students families monthly income levels are between Rs.2500 - Rs.5000 and the family monthly income up to above Rs.10000 - Rs.20000 levels are able to expend the highest money towards their children's academic development.

The findings of the present study approved by earlier study like Uwaifo, V.O. (2012), Farzana (2011), Bora, Ashim (2010), Gohain, H. (2009), Toyobo, F.A. (2007), Dutta, D. K. (2002), Kamatchi, V. (2014) etc. all of them found that socio-economic status and academic achievements of students are differences in urban and rural areas. These studies also seen that there are significant differences between single and joint families students in academic achievement.

The findings in the present study reveal that socio-economic statuses of Karbi students are differences. Findings of the research study implies those parents have high and average socio-economic statuses are give the highest care and attention towards their children academic achievement than the fathers and mothers belong to

very high , low and very low socio-economic statuses. It is reveals that parents socio-economic statuses are positively influenced in academic achievements of Karbi students in urban and rural.

The present study results partly in link with the studies of Kingsley, Nyarko. (2010), Sadanandan, M. and Lourdusamy, V. (2011), Gupta, R. S. (2012), Mani, Dr. Gupta. (2012), Moshahid, Mohd., Raheem, Abdul., Jamal, Sajid. (2012), Devi, B. (2013) who revealed that parental education, occupation income and social participation are found significant relationship with academic achievement of secondary school students.

To compare the relationship between socio-economic status and academic achievement of Karbi students in urban and rural

There is a positive and significant relationship between family socio-economic status and academic achievement of Karbi students in urban and rural. This shows that socio-economic statuses have influenced in academic achievement of Karbi students in urban and rural.

The findings of the present study approved by some earlier findings of the studies like Padma, M.V.(2000), Mishra, Lakshi (2000), Shah, Imran (2000), Dutta, K. P. (2003), Panigrahi (2005), Das, A.K. (2006), Hanes, Beth (2008), Barry, Jennifer (2008), Chopra. N. L. (2011), Singh, R. (2011), Ahmed, S. Faheem and Parveen, Nishat. (2012), Hassan, Rao, Appa. (2012), Ehteshamuddin (2013), Yadav, Urmila (2013), Patel. G. S. (2014), Devi, Bijaya (2015) all of them found that academic achievements of students are associated with socio-economic status of school students and they also revealed that there are significant differences between low socio-economic status and high socio-economic status of students in their educational achievements at higher secondary school. These studies also showed the different between academic achievements of students in urban and rural areas, upper class, middle class and lower class socio-economic status of families. Again as far area is concerned the achievements of urban students are better than rural.

The present study is not agreed with Narang, R. H. (1987) who found that socio-economic status did not affect academic performance of boys and girls in the city, town and villages. The findings of the study also not in agree with Harikrishnan, M. (1992) and Raheem, B. O. Abdu (2012) who found that socio-economic status has no significance role to play on students in academic achievement and it also found that academic achievement of girls are better than boys at higher secondary school.

Thus the findings of present study could see that urban Karbi students are significantly better than rural Karbi students in academic achievement. This may be because being urban Karbi students socio-economically better than rural Karbi students. The parents and students of urban are more conscious about academic development and bright future.

5.3 IMPLICATION OF THE STUDY

The present study is related to socio-economic variables and academic achievement of Karbi students. The study has trying to focus on the socio-economic variables of the Karbi students related to their academic achievement in urban and rural. The secondary education is the crucial stages of education to make a student efficient for the future and empowered as a member of the society.

Development of a Nation is dependent on the overall contribution of its people. The people should be developed socially, economically, culturally and educationally. In this respect, the educational issue of backwards people development programs has been made an important event in Indian constitution. More than 10% Scheduled Tribes are in different counterparts in India. To upgrade their condition, the Government of India has made special provisions for protection of the Scheduled Tribes from exploitation and for their socio-economic development. Article 15 of the constitution has prohibits discrimination against any citizen on the ground of sex, religion, race, caste, etc. article 15(4) directed to state to make special provisions for the advancement of any socially and educationally backward classes. Article 16(4) empowers the state to make provision for reservation in appointment or post in favour

of any backward classes of the citizens. Article 46 enjoins upon the state to promote with special case the educational and economic interest of the weaker section of the people. While, Article 275(1) promises grant in aid for promoting the welfare of the STs and for raising the level of administration of the Scheduled Areas, Article 330,332 and 335 stipulate reservation of seats for STs in the Lok Sabha and in the State Legislative Assemblies and in services. The Fifth Schedule to the constitution lays down certain prescriptions about the Scheduled Areas as well as the Schedule Tribes in states others Assam, Meghalaya, Tripura, and Mizoram by ensuring submission of Annual Reports by the Governors to President of India regarding the administration of the Scheduled Areas and setting up of Tribal Advisory Council to advise on matters pertaining to the welfare and advancement of ST's (Article 244(1)). Article 244(2) refers the Sixth Schedule to the administration of tribal areas in the states of Assam, Meghalaya, Tripura and Mizoram by designing certain tribal areas as Autonomous Districts and Autonomous Regions and also by constituting District Councils and Regional Council. The 73rd and 74th amendments of the constitution made to ensure effective participation of the tribal people in the process of planning and decision making of the state through Panchayat Act, 1996. But still the Tribal people are lag behind due to poor socio-economic background.

However, the study has been some implications for the Persons, organizations and agencies who are involved in the process of development of education. The findings of the study have some significant messages for the policy makers, government, education planners, schools administrators, teachers, parents, communities and NGOs who have a significant role and responsibility in improving education of students in urban and rural.

The following are the special messages to the government and policy makers for development of education in urban and rural of Karbi-Anglong district.

1. The government should establish residential secondary school in urban and rural areas of the district in order to develop secondary education among the socio-economically backward students.

2. The government should make some training programmes for the secondary schools on school management and community mobilization.
3. The government should made compulsory Pre- Service and In-service teacher training programme in order to develop teaching efficiency of the teachers at secondary education level.
4. The government should give special attention on the flexibility of school timing and vocation for hills and rural tribal areas of the district.
5. The government should establish guidance and counseling cell in every secondary school for providing special skills training, career guidance and academic development of students.
6. Proper inspection and supervision should be made compulsory in every short time to check the functioning of the government policies and programmes in secondary schools.
7. Some vocational courses to be introduced for the students to remove the economic backwardness.
8. The government should provide special educational programs and financial aids to Karbi students i.e. Post-Metric Scholarship Scheme, Schemes for construction of Hostel for Scheduled Tribes girls and boys, Scheme for top class education for Scheduled Tribes students for their academic advancement.
9. The Karbi-Anglong Autonomous Council (KAAC) to be provides more infrastructures and facilities to secondary schools for development of education in urban and rural.
10. Above 84% of the population in the district are live on agriculture. Therefore, the KAAC to be establish some agro-industries and provide training on latest techniques and development for their agricultural production.
11. The government and NGO's to be make social awareness programmes on growth of right kind of attitude of the parents towards girl's education in urban and rural of the district.

The present study has some implementations for the school administrator and management for an effective functioning of the secondary schools.

1. The curriculum to be flexible and it should be based on local relevant materials and social activities.
2. The school authority should be introduce need based diversified vocational courses on available local resources for the secondary school students.
3. Remedial classes to be conduct for irregular and slow learner secondary school students for academic development.
4. Parent-teachers meet to be conduct frequently by the secondary school authority to make a transmission on academic performance of the students.
5. The school authority to be creates a good atmosphere for development of attitude, skills, values, responsibilities and knowledge of self confidence of the secondary school students.

The present study has also special messages for the families and parents. The parents should encourage their children's to acquire proper knowledge. The family environment is pervasive and highly influential factors for children's education. Good parenting has been documented to predict a child's all round development. With respect to children's high achievement, parental involvement and behavioural control are associated with great emotion, social competence and positive attitude towards schools works as well as less depression and withdrawal behavior. The parental education and occupation have positive impact on academic achievement of the students and also on their personality development. Therefore, government should give attention to provide Adult education, Open Distance education and vocational programme to enable the parents to guide and encourage their children's for personality development.

5.4 ACTION PLAN FOR REMEDIAL MEASURES FOR IMPROVING EDUCATION OF KARBI STUDENTS IN URBAN AND RURAL

The following are the remedial measures for improvement of academic achievement of Karbi students in urban and rural of the district.

1. The Government concern and commitment for the well being of the Karbi students who are suffer socio-economic backwardness.
2. The Government should more empower KAAC which formed under the fifth scheduled of Indian constitution to prevent indebtedness, bond labour and other exploitation of Karbi society.
3. Effective implementation of the Indian Penal Code, the PCR Act 1955 and ST/SC (prevention of atrocities) Act 1989 in order to protect the right and interest of the Karbi population and ensure their safety and security.
4. Providing drinking water, food, nutrition, primary health care, education and a special focus on women, children in rural and hills areas of Karbi-Anglong district.
5. Teacher accountability and responsibility should maintain for socio-economically backward and slow learner Karbi students.
6. More Government grants should sanction to the district for special innovative educational activities for secondary school students in urban, rural and hills areas.