

**CHAPTER -VI**  
**SUMMARY AND CONCLUSION**

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In the present study the investigator has purposefully drawn instruction from his research report for developing the discussion. When a socio-economic variable was finally accepted, the various research scholars conducted in the field and gave an array of factors associated with student's academic achievement and socio-economic status. The review in the literature has revealed considerable divergences of opinion on relation academic achievement and socio-economic variables. The investigator in the same way tried to study on socio-economic variables and its relationship with Karbi student's academic achievement in urban and rural.

#### **6.1 SUMMARY**

The present study was designed to study the relationship between socio-economic background and academic achievement of Karbi students. For the conduct of the study some objectives were formulated and hypotheses were framed under chapter I. In order to achieve the objectives of the present study, the data was collected by administering socio-economic status scale and marks obtained by Karbi students in H.S.L.C. Examination from sample schools. From the present study it now become necessary to summarize the findings and conclusion resulting from the present investigation.

In the first chapter, the investigator has tried to bring focus on socio-economic status and academic achievement of students. This study also focuses on the relationship between socio-economic status and education of the students. There are various factors inside and outside of the school affected in academic achievement of students. This study concluded that socio-economic status is the best indicator contributing towards the quality of students academic achievement. Family socio-economic statuses are significant predictors for students academic achievement. High socio-economic status levels lead to higher academic achievement of students (Hanes, 2008). Parental education, occupation and income levels are effect in academic achievement of students. To determine all the influencing factors in students academic

achievement is a complex and difficult test in single attempt. Therefore, it requires a lot of resources and time for an educators for identify all these factors and plan for development of academic achievement of students through proper strategies of teaching and learning. This process of identification of variables must be given full attention and priority so that all the students are provided with the opportunities to develop their potential in learning and academic achievement. Further research is needed to explore the problem on a large sample from more scattered geographical regions including other students factors, family factors, school factors and peer factors.

Secondly, in this chapter the investigator has highlighted on the educational status of Karbis. Continued effort are being under taken by individuals, government, NGO's for development of education in Karbi-Anglong district. A lot of developments are being taken up from the primary to university education levels. According to 2011 census educational development of Karbi-Anglong district literacy rate recorded is 69.25% of which male literacy rate is 76.14% and female literacy rate is 62%.

Thirdly, in this chapter the investigator has made an attempt to highlight on area of the present study. Karbi-Anglong district is situated in the central part of Assam which is surrounded by Golaghat, Morigaon, Nogaon, Cachar Hills districts, Meghalaya and Nagaland respectively. The district comprises of mixed population like Karbi, Bodo, Tiwa, Kuki, Nepali, Adivasi, Bengali etc. economically and educationally Karbi-Anglong district is lagging much behind with a very low development index. The problems of backwardness in education of the students are mostly found in rural and hills areas.

Fourthly, an attempt to throw light on origin of the Karbis, their social organization, living pattern, occupation, religion, marriage system, dresses, festivals and education levels. The study has made an attempt to highlight on education and constitutional safeguard for scheduled tribes in India. Secondary education has played decisive role for economic development of the country. One of the urgent needs of the country is to increase national income. For this purpose secondary education must aim

at increasing productivity and vocational efficiency of young students. It also requires proper training, organization, planning and skills for development of vocational efficiency among the students inside and outside the school. The investigator has highlighted constitutional safeguard and educational provision for scheduled tribes. Scheduled tribes education is important for total development of tribal communities.

The Justification and significance of the study also highlight. It is evident from various research studies that socio-economic variables, parental participation are very important factors for student's academic achievement. Particularly, students academic achievement is paramount important in the socio-economic context. The studies conducted on scheduled tribes students academic achievement reveals that due to poor economic condition the performance of students at school is not up to the mark. The Karbi students are socio-economically very backward and due to family unprogressive economic condition students academic achievement is very poor in H.S.L.C. Examination. As per the record of students appeared in H. S. L C. Examination, it is being observed that academic achievement of students in H.S.L.C. Examinations are below expectation. Therefore, an attempt is being made to undergo a research study of socio-economic variable has any relation with academic achievement of Karbi students in H.S.L.C. Examination. The statement of the present research problem is entitled as ***“A study on Socio-Economic Variable and its relationship with Academic Achievement of Karbi students in H.S.L.C. Examination.”***

The study has some objectives and hypotheses that to study socio-economic variables and academic achievement of Karbi students. The study tried to find out the difference between urban and rural Karbi students academic achievement and any relation with socio-economic variables. Some hypotheses have been framed on light of objectives of the study. The study tried to find out the family demography and size, parent education, family occupation and income levels of Karbi student's families in urban and rural. The study also assumed that there is significant difference of socio-economic status of Krabi students. The study also makes an assumption that there is significant difference of Karbi students in academic achievement in urban and

rural. The study assumed that there is significant relationship between socio-economic status and academic achievement of Karbi students in urban and rural. The present study is delimited to only the Karbi students study of class X in provincialised high and higher secondary schools of Karbi-Anglong district.

The second chapter of the thesis, the investigator has tried to review the related literature conducted Abroad, National and in North-East Region. The purpose of the reviews was to avoid unintentional duplication of well established findings and to know about the recommendations of previous researchers. There have been studies related to academic achievement of students on the basis of socio-economic variables /socio-economic status of the family by different researchers at different period. Here, the investigator has thrown a glance towards some related studies with regard to the research problem to 2015.

In the third chapter of the thesis, the investigator has tried to examine the significant of validity of the statement of the problem in the present context by adopting various research design and statistical techniques. Under research design the investigator has been applied the descriptive survey method with stratified random sampling techniques. The samples of 300 Karbi students have been drawn from 30 secondary schools from urban and rural, data have been collected through primary and secondary sources. The primary data have been collected through the use of socio-economic status scale. The secondary data have been collected from various books journal, libraries, website, reports and information from office of Inspector of schools, Karbi Anglong Autonomous Council and District Economic and Statistics Office of Karbi-Anglong district.

As statistical techniques both descriptive and inferential statistics have been used for calculating relevant data and information. The simple percentage, Mean, Standard Deviation have been calculated for descriptive statistics and t-test and Pearson's coefficient of correlation have been used for inferential statistics to find out the significant difference of Mean and significant relationship between various samples, sub-samples and variables. The analysis and interpretation have been done according to the statistical design.

In the chapter fourth of the thesis, the investigator has tried to analysis and interprets the data according to statistical techniques. It is observed from descriptive analysis on academic achievement of Karbi students in H.S.L.C. Examination that 32 Karbi students are passed in first division which Mean and S.D. scores are 64.38 and 3.61, 102 Karbi students are passed in second division with Mean and S.D. scores are 51.53 and 4.25, 166 Karbi students are passed in third division which Mean and S.D. scores are 38.37 and 3.52. From the result, it is observed that the academic achievement of Karbi students are differences and majority of Karbi students are passed in third division in H.S.L.C. Examination. From the percentage scores it is reveals that academic achievement of Karbi boys are better than girls in the years 2012, 2013 and 2014.

The 't' value of the academic achievement of urban and rural Karbi students is 2.63, which is significant at .01 levels. From the result, it is observed that there is a significant difference between urban and rural Karbi students in academic achievement. The result of the study found that socio-economic status of Karbi students are differences in urban and rural of the district. The study observed that the poverty of the parents with low socio-economic status acts as a major constraint in academic achievement of Karbi students and they have to help their parents either by working for wages regularly or by participating in other economic activities of the family. The education, occupation and income levels of the parents have also significant effects in academic achievement of Karbi students. The study reveals that children of educated literate parents possess much better in academic achievement either in urban and rural of the district.

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. The correlation between socio-economic status and academic achievement of Karbi students in rural 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. 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 highly significant correlation between socio-economic status and academic achievement of Karbi students in urban and rural of the district.

It has been observed during the analysis of the study on Karbi students of the district that they are difference in socio-economic status level. Many studies reveal that the students who are poor in socio-economic status are low in academic achievements in H.S.L.C. Examination in urban and rural. In comparison to rural Karbi students urban Karbi students are better in academic achievement according to their socio-economic status.

The parents of the Karbi students with a little educational background show least interest of education to their children. The education, occupation and income levels of parents have also a significant effect on their children education. The study reveals that children of educated or literate parents possess much better in academic achievement either in urban and rural of the district.

In the fifth chapter, the investigator reported the major findings on the basis of the objectives and hypotheses which has been frame before the investigation. The study found that academic achievement of Karbi students are differences in H.S.L.C. Examination and it is observed that majority of Karbi students are passed in third division in H.S.L.C. Examination. The findings of the study revealed that academic achievements are differences between Karbi boys and girls students. It is observed that academic achievement of Karbi students in urban are comparatively better than rural of the district. The study found that there is a significant relationship between socio-economic status and academic achievement of Karbi students in urban and rural. Better socio-economic status leads to the better academic achievement in urban and rural.

The present study has some implementation for policy makers, educational planners, school administrators, teachers, committee members and parents

who have direct relation with the education of secondary school stage. The policy makers are responsible in making various policies for the students of socio-economically backward groups. The policies should be focus on student's socio-cultural, economic or occupational needs and their development. The educational patterns at secondary education level should be need based, diversified, vocational and practical.

The school administrator should have responsibilities to develop the student's personality and future prospect in urban and rural areas. Teachers should try his level best to serve the society as a good manager as well as s good social engineer. The teacher can teach the students in a friendly manner by creating a congenial atmosphere in the classroom so that the students can learn with more interest and self confidence.

The community and society members should encourage the students to acquire proper knowledge. The community members should help the school authority and teachers in planning and implementing policies and programmes for the overall development of students.

Beside the above implementation the study also a message for NGOs that are presently dedicated to the upliftment of the tribal communities and rural areas development. Private public partnership should be strong for better coordination, transparency and accountability between the Government and people of urban and rural areas.

## **6.2 CONCLUSION**

Education is fundamental to human development. It opens new worlds and provides access and mobility, in the process of enlarging opportunities and choices. Every human being and specially, every child have a right to education, to knowledge and to learning. The acquisition of knowledge information helps an individual to improve own quality of life as well as participate meaningfully in community life. Education being a great investment in human capital leads to higher productivity and earning power. All the development of human indicators such as

infant mortality, health status of children, women empowerment and family planning, economic and social status are positively correlation to education attainment. Education thus becomes essential for achieving social mobility and income redistribution.

Academic achievement is considered as key criteria to judge ones total potentialities and capacities. The term academic achievement refers to the degree level of sources that of proficiency attained in some specific areas concerning scholastic and academic works. In the present society academic achievement is concerned as a main standard to measures ones total potentialities and capacities. Therefore, academic achievement possesses a very significant place in education as well as in teaching learning process. Academic achievement is influenced by individuals education and training, personality, motivation, opportunities and socio-economic condition of the students.

Socio-economic status of the family is supposed to be a major factor for academic performance of the students. Socio-economic status plays a significant role in the life of the individual. The socio-economic status opens the ways for individual progress, intelligence; attitudes, aptitudes and even interest are formed on the basis of socio-economic status. It is a combined unit of a family demography, family education, occupation and income level which help to determine the progress of an individual.

Secondary education is an important stage and imparted after primary education which is educational level and work skills are increasing to making individual more valuable as socio-economic status. For this purpose, secondary education must aim at increasing the productivity or vocational efficiency of young students. After independence, several education committees and commissions had been appointed to examine on the different aspects of secondary education and to suggested measures for development of secondary education. Various education committees and commissions had been suggested to introduce vocational courses for economic development of the country.

The Scheduled Tribes residing in Assam are socio-economically very poor. The Karbis are one of the major Scheduled Tribes in North-East Region. Most of the Karbis are residents of Karbi-Anglong district of Assam. The Karbis are one of the main tribes inhabited in the South-Eastern part of Assam. Karbis are residing both in the plains and hills areas. The Karbis are also found in Golaghat, Nagaon, Morigaon, Kamrup and North Cachar districts of Assam and Khasi hills of Meghalaya. Jirkedam is a youth dormitory of the Karbi society. The dormitory is constructed in the central part of the village. The youth dormitory is regarded as an institution of social work where Karbis boys and girls are trained up on cultural transmission, hospitality, cooperation, discipline and self-reliance to build up a strong personality. The Karbis are constructing their elevated house (Chang Ghar) inside the road and it is made of thatch, bamboo and timber. The word '*Hem*' means house and better house made of cement, iron sheet and timber which is called '*Mesang Hem*'. The Karbi household is a vertically joint family. The decision making authority is the head of the family. Division of labour follows the tradition of male and female in the society. Male labours predominated in most of the construction work and women also hardworking and helps in the economic development of the family. Karbis follow exogamy. Either plains or hills no person allows marrying in his or her same clan. Karbis follow the patriarchal system of family where father is the head of the family. Joint family system also basically prevalent among the hill Karbis consisting with the head of the family, his wife, their children's and unmarried brothers and sisters. Karbis have a traditional colorful dress which carries a gorgeous art work and shows great technical skills on reparation for men and women. The dresses are different in age and sex.

Most of the Karbi student's parents are illiterate. Although, there has been a substantial increase in the literacy rates of the Karbi-Anglong district during the last three decades. The gap between the literacy rate of Karbi and those of the general population is not only persisting but also found to be widening. Therefore, Karbis cannot understand the value of education, even they cannot choose right income path of their life. The major causes of creating employment and income generation activities is the poverty amongst the Karbis and large number of Karbi students families are below the level of poverty line. So, special efforts should be

made in collaboration with the department of rural development to provide employment and income generation opportunities to the Karbi families living in below the poverty line.

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 issues of backwards people of the country certain development programs have been made an important event in constitution of India. More than 10% Scheduled Tribes are in different counterparts in India. To upgrade their condition, the constitution of India has made special provisions for protection of the Scheduled Tribes from exploitation and their socio-economic development. The fifth and sixth schedule of the constitution has mentioned special provisions for the Scheduled Castes and the Scheduled Tribes communities or the any socially and educationally backward classes of citizens for their advancement.

Through various programs and schemes, the Government has been making serious effort at improving their educational standards. Multiple reasons have hindered the participation of Scheduled Tribes in education. Merely launching the programs and schemes is not a panacea for the evil of illiteracy among the Scheduled Tribes. Low level of awareness about these schemes among the Scheduled Tribes people, peculiar nature of their dwelling, apathy of administrative officials in implementation of the schemes and programs are bottlenecks in the development of Scheduled Tribes education. Local media and Scheduled Tribes intelligentsia can work jointly for creating awareness among the Scheduled Tribes and administrative machinery should be sensitized towards peculiarities of Scheduled Tribes habitats. It helps them in meeting the new challenges of life. Education is in fact, an input not only for socio-economic development of Scheduled Tribes but also for make India a strong Nation in the Global.

### **6.3 SCOPE FOR FURTHER RESEARCH**

The present study involved on socio-economic variables and its relationship with academic achievement of Karbi students. The findings of the study have been indicated to implication for the development of academic achievement of Karbi students. Beside, the investigator suggests some areas for further research which are beyond the scope of the present study and may stimulate prospective research workers to undertaken some useful researches in this areas. The investigator suggests the following areas for further researcher.

- A study may be taken on between Karbi and Non-Karbi parent's role in academic achievement of their children's at secondary education level.
- To study on influence of the socio-economic status on the formation of character and intelligence of Karbi students.
- A study on psycho-social problems of low academic achievement of Karbi students at secondary education level in urban and rural.
- A comparative study on government and private secondary schools management with relation in academic achievement of students in urban and rural of Karbi-Anglong district.
- To study on Achievement Motivation and Anxiety among the children of working and non working Karbi students mothers.
- To study on parent's attitude of Scheduled Tribes and Non-Scheduled Tribes students towards development of girls education in urban and rural.
- To study on role of Government and NGO's for improving the socio-economic status of Karbi students towards their academic performance.
- A study on the institutional facilities for development of academic achievement of secondary school students in urban and rural of Karbi-Anglong district.