CHAPTER-VI

SUMMARY AND CONCLUSION

Introduction

Discussion and interpretation of research observations is the central objective of any study under investigation. The researcher is obligated to give a completely detailed account of all her experience and thinking involved in the method of the research so as to carry the reader with her from identification and definition of the problem, formulation of hypothesis, collection of data as evidence, analysis and interpretation of data, to testing of hypothesis and drawing out of conclusions. Van Dalen (1973) in her research methodology titled, “understanding Educational Research” has aptly and precisely explained the format and the development of a research report.

In this study the investigator has profusely drawn instructions from her research report for the development of the discussion. When the SES was firmly accepted, Low achiever emerged as a problem area and educationists and psychologists worked in the field and gave an array of factors associated with underachievement. The review of the literature has revealed considerable divergences of opinion, on what causes underachievement in students. The investigator in the same way tried to study the influence of socio-economic status of the students associated with academic achievement.

6.1 Summary

The present study was designed to study the contribution of socio-economic background with respect to the academic achievement of tribal and non-tribal adolescent students. For the conduct of the study some objectives were formulated and hypotheses were framed under chapter one. In order to achieve the objectives of the present study, the data was collected by administering the SES scale and collected H.S.L.C. results of the students. The previous chapter, in this connection, discussed the analysis and interpretation of data. From the present study it now becomes necessary to summarize the findings and conclusions resulting from the present
investigation. In this chapter an attempt is made to derive the some recommendations for enhancing academic performance and suggestions for further research studies have also been made which can be taken up by other research scholars.

In the first chapter the investigator has tried to bring focus on the relation between socio-economic status and education of the students. There are various factors inside and outside school that contribute for the quality of academic performance of students. This study only focused on SES factor outside school that influence the student’s achievement scores. The key aspect for the educators is to educate their students effectively so that they may be able to show quality performance in their academics. To achieve this objective it is necessary for the educators to understand better about the factors that may contribute in the academic success of students. This study concluded that the higher level of SES is the best indicator contributing towards the quality of students’ achievement. Family characteristics like socio economic status (SES) are significant predictors for students’ performance at school besides the other school factors, peer factors and student factors. Higher SES levels lead to higher performance of students in studies, and vice versa (Hanes, 2008). Parental education also has effects on students’ academic performance. Parental occupation has little effect on their child’s performance in studies than their education. It is very important to have comprehensible understanding of the factors that benefit and hinder the academic progress of an individual’s education. To determine all the influencing factors in a single attempt is a complex and difficult task. It requires a lot of resources and time for an educator to identify all these factors first and then plan the classroom activities and strategies of teaching and learning. It also requires proper training, organizational planning and skills to conduct such studies for determining the contributing factors inside and outside school. This process of identification of variables must be given full attention and priority so that the teachers may be able to develop instructional strategies for making sure that all the children be provided with the opportunities to arrive at their fullest potential in learning and performance. Further research is needed to explore the problem on a large sample from more scattered geographical regions including other student factors, family factors, school factors and peer factors.

Secondly, in this chapter the investigator has highlighted the concept on the relationship between socio-economic status and caste. The socio-economic condition
varies from caste to caste. The progress of education of the children plays a dominant role in the socio-economic status of the family. As the purpose of the present study is to see the academic achievement of the Tribal and non-Tribal adolescent students, it is pertinent to see the relation between socio-economic status and caste of the students. The literacy rate is more among non-Tribal than Tribal; it is quite interesting to observe that non-Tribal are securing better ranks than Tribal in almost all competitive examinations. Earlier some of the researches reported that Caste was the only factor that causes variations among high achievers. Thirdly, in this chapter the investigator has tried to bring focus educational status of Assam and Goalpara district.

An important dimension of the tribal situation in the north-east in general and Assam in particular refers to the dynamics of demographic changes taking place among these communities of varying size and located in diverse ecological milieu. Tribal education is important for total development of tribal communities. Despite the education initiatives, there is disparity among the states in terms of tribal literacy rates ranging from 82% in Mizoram to 17% in Andhra Pradesh. The ST literacy rate continues to be below the national average of 29.6% (Govinda, 2002), with literacy rates among tribal communities (particularly women) tending to be the lowest.

In the second part the investigator has made an attempt to throw a light towards the field of the study along with its significance, assumptions and limitations in the light of above mentioned facts. Goalpara district is surrounded by Kamrup, Dhubri, Bongaigaon district and East Garo hills of Meghalaya in east, west, north and south respectively. The district comprises of a mixed population having one-fifth of its population mostly tribal covering the vast rural areas. The said tribal population comprises mostly of Bodo, Rabha, Garo, Hajong etc. economically and educationally the Goalpara 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 tribal community.

The study has some hypotheses that there exists no significant difference in Academic Achievement among the Tribal and non-Tribal adolescent students of both Urban and Rural areas. The study also assumes that there exists no significant
difference in Academic Achievement between the Urban Tribal and Urban non-Tribal adolescent students. The study also makes an assumption that there exists no significant difference in Academic Achievement among the Tribal and non-Tribal adolescent students having different Socio- Economic background.

The present study is delimited to the adolescent students of class X studied in provincialised high and higher secondary schools of Goalpara district.

The second chapter of the thesis the investigator has tried to review the related literature conducted in the Assam, India and Abroad. The purpose of the review 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 the adolescent students on the basis of socio-economic status of the family by different researchers at different periods. But here the investigator has thrown a glance towards some related studies with regard to the problem to 2013.

The third chapter of the thesis the investigator has tried to examine the significance of validity of the stated problem in the present day context by adopting various research design and statistical design. Under research design the investigator applies the descriptive survey method with purposive random sampling techniques as a basis of the investigation. With a sample of 600 adolescent students and 20 schools from both urban and rural areas, data have been collected through primary and secondary sources. The primary data have been collected through the use of tools i.e. Socio-Economic Status Scale and Personal data sheet. The secondary data have been collected from various reports and information from Office of Inspector of Schools and District Economic and Statistics Office.

As a statistical design both descriptive and inferential statistics have been used. The simple percentage, Mean, Standard Deviation have been calculated for descriptive statistics and for inferential statistics t-test and F-test have been used to find out the significant effect and the significance of difference between means of various samples and sub-samples. The analysis and interpretation have been done according to the statistical design.
In the fourth chapter of the thesis the investigator has tried to analyse and interpret the data according to statistical design.

It is observed from the inferential analysis that the calculated mean AA score of Tribal adolescent students is 215.5 and that of non-Tribal adolescent students is 248.93 and the calculated t-value is 5.827, which is higher than table value (2.56) at .01 level. Hence, the null hypothesis is rejected at .01 level of confidence. The AA score of the non-Tribal adolescent students is better than Tribal adolescent students. The t-value of the Academic Achievement of Urban Tribal and non-Tribal adolescents is 5.915, which is significant at .01 level. From the result it is observed that there is a significant difference between the Urban Tribal and non-Tribal adolescent students in Academic Achievement. It is evident from the mean Academic Achievement score of the Academic Achievement of Urban non-Tribal is better than the Urban Tribal adolescent students. The t-value of the Academic Achievement of Rural Tribal and non-Tribal adolescent students is 1.65, which is not significant. From the result it is observed that there exists no significant difference between the Rural Tribal and non-Tribal adolescent students in Academic Achievement. The Academic Achievement of Rural Tribal and non-Tribal adolescent students has no difference. The t-value of the Academic Achievement of Urban Tribal and Rural Tribal adolescent students is 1.211, which is not significant. From the result it is observed that there exists no significant difference between the Urban Tribal and Rural Tribal adolescent students on Academic Achievement. The mean value for Urban non-Tribal students (270.68) is higher than the Rural non-Tribal students (224.07). This led to the conclusion that Urban non-Tribal students are significantly differ in Academic Achievement than Rural non-Tribal. It is evident from the mean Academic Achievement score that the Urban non-Tribal is better than the Rural non-Tribal students. The correlation between SES and Academic Achievement of Tribal and non-Tribal adolescent students is .383, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between SES and Academic Achievement among Tribal and non-Tribal adolescent students. The correlation between SES and Academic Achievement of Tribal students is .240, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between SES and Academic Achievement of Tribal students. The correlation between SES and Academic Achievement of non-Tribal students is
.397, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between SES and Academic Achievement of non-Tribal students. The F- ratio of the Academic Achievement among the High, Middle and Low SES groups is 44.365, which is highly significant. From the result it is observed that there is a significant difference in Academic Achievement among the High, Middle and Low SES groups.

It has been observed during the analysis of the study on tribal adolescent students of the district that they are quite vulnerable in relation to socio-economic status level. Many studies reveal that the student who poor in socio-economic background is low in academic achievement also. In comparison to non-tribal students tribal are poorer in academic achievement according to their socio-economic status.

The parents of the tribal students with a little or little educational background show least interest of education to their children. Of course, this is not only true of tribal student but also the same characteristic of any other group of culturally deprived and socio-economically disadvantaged ones. The study also observes that the poverty of the parents with low social status acts as a major constraint in high achiever of their children. They have to help their parents either by working for wages regularly or by participating in other economic activities of family. The educational level and occupational structure of parents have also a significant effect on their children. The study reveals that children of educated or literate parents possess much better in academic achievement either tribal or non-tribal.

The analysis of the study also reveals that although the govt. has provided so many economic packages for the socio-economically backward people of the country specially, for tribal communities yet their children are poor in academic achievement then that of non-tribal.

In the fifth chapter the investigator reported the major findings on the basis of the objectives and hypothesis framed before the investigation. The study found that most of the tribal students are affected in academically with low socio-economic status of their parents. Better socio-economic condition leads to the better academic
achievement of the students. The tribal students have low socio-economic status along with low academic achievement than their non-tribal counterpart.

The present study has some implications for policy makers, educational planners, school administrators, teachers, committee members and parents who have a direct link with the education of our children. The policy makers should be sensitive enough in making various policies for the children of socially disadvantaged and culturally deprived groups. The policies should be used friendly and should also focus on their socio-cultural, economic or occupational needs and their development. The educational planners should have an insight in framing curricular structure for the children of tribal community. The educational patterns at the secondary level should be need-based, diversified, vocational and practical. It should endow the children with better and greater scope for training with an entrepreneurial dimension in conformity to their socio-eco-cultural needs and locally available resources.

The school administrator should have a positive attitude to implement the plans and policies with utmost care and responsibility for enlightening the children of the tribal community. He should try his best to serve the society as a good manager as well as a good social engineer.

The teacher, who shoulders this Herculean task to shape the child, should be utmost sincere, moralist and true in his service in the school. He should be very sensitive towards the children who are lazy, insincere and slow in learning in nature. He should be trained enough to teach the student in a novel and friendly manner by creating a congenial and pleasant atmosphere in the classroom so that the student can learn with more interest and self-confidence. He should also help the student; realize their activities and future live in a desirable way.

The community and society members should encourage the student to acquire education with sincerely. They should be conscious of their future generations upon which they can transfer the responsibility of the society- its culture, economy, belief etc. The community members should help the school authority and teachers in planning and implementing policies and programmes for the greater and rapid development of their children.
The study has its bearing for the parents also. The parents specially the tribal parents should develop a positive attitude towards the education of their children. Because parental involvement and economic support are associated with better education of their children which increase academic achievement of the students.

Besides the above implications the study has also a message for NGOs that are presently dedicated to the upliftment of the tribal and rural communities. Because their role might prove to be pivotal in achieving the high passpercentage of the tribal students by reducing the fail percentage. Our past experiences have already established that the target of equality of tribal and non-tribal people only through government agencies would continue to remain a mirage. In fact this Herculean task needs a stronger private-public partnership with better coordination, transparency and accountability. Or else the government records would continue to hoodwink all of us with their most satisfying facts and figures whilst the underdeveloped student would remain deprived from their rights consequently resulting in a continuous waste of human resources of the nation.

In addition to the above provisions implementing various persons or agencies the investigator has suggested for an action plan for quick implementation as the remedial measures to increase academic achievement of the students specially among the tribal students of the district.

- Involving tribal, especially those engaged in shifting cultivation, closely and gainfully in joint forest management, social forestry, agro-forestry etc. and facilitate rightful collection and gainful disposal of minor forest produce (MFP) and other produce.
- Involving community leaders to school management committee to ensure the sense of ownership.
- Review and reform of the working of the financial and other support mechanisms (NSTFDC, TDCCs, TRIFED etc.) not only to function as self-reliant institutions but also to maximize their efforts in accomplishing economic development amongst tribal in real terms.
- Providing basic minimum services viz. food, nutrition, safe drinking water, primary health care, education, safe environment, productive assets at least at the
level of survival and sustenance with a special focus on women, children and PTGs.

- Making education relevant and suitable to their milieu, local situations and functional needs besides vocationalisation of education to equip the tribal youth with the most wanted technical knowledge and upgradation of skills.
- Developing Forest Villages, on priority basis, by ensuring basic infrastructure and with basic minimum services for those tribal living therein.
- Effective enforcement of existing legal/protective measures along with the provisions made under the Fifth Schedule to prevent tribal indebtedness bonded labour and other exploitation.
- Effective and meaningful implementation of the special strategies of SCP and TSP both at central and state levels and ensuring operational optimization/ maximization of ITDPs.
- The parents have to take due care about their socio-economic background, by improving their educational qualifications. They can even change their occupation depending on their educational qualifications and also with the available financial resources.
- Ensuring food and nutrition security so as to prevent deficiency diseases due to hunger, under nutrition, starvation and malnutrition through expansion of the on-going programmes of Supplementary Nutrition Programme, Integrated Child Development Services, Mid-Day Meal, Targeted Public Distribution Scheme and Village Grain Banks.
- Organizing special camps for the tribal students who are not benefited by the common school system, by recognizing the diversified needs of the tribal.
- Ensuring compensatory health, nutrition and social welfare programmes by the government.
- Provision of more government grants to each district for special innovative activities to promote education in tribal areas with proper inspection.
• Development of tribal coordinators/officers the state as well as in district level to monitor the different activities of the government in coordination with the Tribal Welfare Department.

• Effective implementation of the Indian Penal Code, the PCR Act 1955 and the SC/ST (Prevention of Atrocities) Act, 1989 in order to protect the rights and interests of the tribal and ensure their safety and security.

• Remedial measures for slow learners or socially disadvantaged students.

• Establishing guidance corner in the secondary schools in order to guide and direct the needs and problems of the adolescent students in proper way.

• Establishing more residential schools in tribal areas with better educational facilities.

• Maintaining the teachers’ accountability in terms of their responsibilities towards the school and tribal students.

6.2 Conclusion

Efforts made from the beginning of the planned era (1951) through various developmental plans, policies, special strategies and programmes, have registered a definite quantifiable improvement in the socio-economic status of the tribal. However, the progress made by them could not bring them anywhere nearer to the mainstream society as the gap in their socio-economic status continued to prevail, not only as a matter of prime concern, but also as a task to accomplish during the Tenth Plan.

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 his/her own quality of life as well as participate meaningfully in community life. There is a great societal benefit too, that is, education being an investment in human capital leads to higher productivity and earning power. Key indicators of human development such as infant mortality, health, status of children, empowerment of women and size of the family and as a whole socio-economic status
of the family are positively linked to educational attainment. Education thus becomes essential for achieving social mobility and income redistribution.

Most the tribal parents are illiterate. Although, there has been a substantial increase in the literacy rates of STs during the last three developmental decades, the gap between the literacy rates of STs and those of the general population is not only persisting, but also found to be widening. Adding to this, there are still intra and inter-state/district variations in the literacy rates amongst STs. So, they cannot understand the value of education, even they cannot choose right income path to their life. The major strategy of creating employment-cum-income-generation activities to alleviate poverty amongst STs has proved its impact in raising a large number of ST families above the level of Poverty Line. Therefore, special efforts will be made in collaboration with the Department of Rural Development to provide employment and income-generation opportunities, especially to those living below the Poverty Line either through wage or self-employment avenues, for a minimum period of 100 days in a year to raise their economic status and thus liberate them from the shackles of poverty and indebtedness. In this direction, the Twelfth Plan will also endeavour to link up micro-credit both for self-employment ventures and consumption credit, when no work opportunities are available. Both the National and the State Tribal Development Corporations will take the lead not only in promoting employment-cum-income-generation activities, but also in developing both forward and backward linkages to ensure sustainable source of income especially during the lean period.

Empowerment of tribal, in actual terms, can be realised only when the tribal themselves are bestowed with the right to participate in decision making besides being equipped to find answers to their own problems. An answer to this was bringing the people-oriented 73rd and 74th Constitutional Amendments of 1993 into action, besides extending the same to the tribal areas through the Panchayats (Extension to the Scheduled Areas) Act of 1996, (popularly known as PESA Act). With the strength and support of PESA Act, 1996 the traditional Gram Sabhas in the tribal areas are being endowed with special functional powers and responsibilities to ensure effective participation of the Tribal Societies in their own development and in harmony with their culture so as to preserve/ conserve their traditional rights over natural resources. All states, except Bihar have, so far, enacted parallel State legislations to give effect to the provisions of the PESA Act, 1996. Thus, the PESA Act, 1996 is a landmark
legislation which is going to legitimise the involvement of tribal in their own empowerment process not only as active participants, but also as effective decision-makers, implementers, monitors, supervisors and evaluators.

Thus, through various processes if we could not improve the socio-economic status of the tribal community in that condition the children of tribal people would not get equal status in education and others aspects in comparison with non-tribal people.

6.3 Suggestion for Further Research

No research work is complete in itself. It is just a small step of a long process in which one string joins another to form a chain to eradicate the problems in a particular field. Hence the investigator suggests some areas for further research which are beyond the scope of the problem and may stimulate prospective research workers to undertake some useful researches in this area. The investigator suggests the following areas for further research:

- A study may be taken on tribal and non-tribal mothers’ role in high academic achievement.
- A study on government initiatives and extent of its implementation in rural as well as tribal areas.
- To study the influence of socio-economic status on formation of intelligence of tribal students.
- To study the ways and means for improving the socio-economic status of tribal community.
- A study based on the construction of culturally sensitive programmes in school children of tribal community.
- A study on psycho-social problems of low achievers at higher secondary level among the tribal and non-tribal community belonging to some particular locale.
- A Comparative Study of Schools under Government and Private Management in respect to Socio-Economic Status of the Parents and Academic Achievement of Students at Secondary level.
- To study the Self-Concept among Tribal and Non-Tribal Students.
• Impact of Education in Women Empowerment: A Case Study of Scheduled Tribeswomen

• An interactional study of anxiety, socio economic status and school enrolment on reading comprehension of tribal students.

• A comparative study on creativity of government and non-government tribal students.

• Achievement motivation and anxiety among the children of working and non-working tribal mothers.

• Intellectual and non-intellectual factors associated with mathematical creativity of tribal students at the elementary school stage.

• A Study of Self-Esteem of Secondary School Students in relation to Parent Involvement.

• Patterns of attitude of scheduled tribes and non-scheduled tribes students towards various school subjects.

• Psycho-social factors and achievement- an empirical study on tribal students.

• Comparison of the superstitious belief scores of various sub-samples of secondary school children.

• The Effects of Socio-economic Status on Academic Achievement in Open and Closed Societies.