

A STUDY OF CASTE, SEX, AND HABITAT AS VARIABLES OF RESULTANT SOCIAL SCIENCE ACHIEVEMENT (SOCIAL AWARENESS) AT 10TH LEVEL OF SECONDARY EDUCATION IN SONITPUR DISTT., IN A TRIBAL AREA, ASSAM

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ABSTRACT

Assam has a considerable number of Schedule Tribe and schedule caste. Providing quality education in such a tribal areas consisting of many distant deprived rural areas made a challenging task. I was posted there for three years and it was my personal experience that there was a notable difference in the achievement level of students from different abode, cultures and gender.

Keywords: Tribal Areas, Rural Areas, Quality Education, Cultures and Gender.

Introduction

So before going in a large series of efforts to raise their achievement level, I decided to conduct a psychological study through **Questionnaire survey** based on **Social Science Awareness** to find out the cause of such difference and magnitude of difference. want to clarify here that the questionnaire used by was in reality based on social science awareness consisting of questions of local, regional and national geography, history, Political Science, local culture etc. Many other educationists have made efforts for the same; but no such effort could be evolved in respect of Kendriya Vidyalaya and in such a tribal area and in respect of SC's, ST's for the achievement in social science.

Review of Related Literature

Cherian (1993) revealed that the girls of low economic status perform better than the boys of the same class, whereas boys of high and medium class perform better than girls of the same class.

Haddi (1995) revealed that the variation within the school is higher than the variation among schools, which means that the student level variable is more important than the school level variable.

Berman (2005) that the girls have more positive attitude towards society and social life.

Pallavi (2006) that urban boys and girls were better than rural boys and girls respectively.

Amitabh Singh (2008) revealed that (1) boys were better than girls in achievement on mathematics.(2)--Urban areas are better in achievement than Rural in achievement on mathematics.

Preparatory Work

Following steps were required before conducting the Survey and Data Analysis:

- Setting of the objectives of study before commencing survey.
- Assuming the hypothesis for defining the direction and limit the area of study.
- Delimitation of the study.
- Setting a questionnaire and its standardization.
- Statistical analysis by adopting t-value method.

Objectives

- To know whether the achievement in social science of rural and urban students will be the same.
- To know whether the achievement in social science of boys and girls students will be the same.

- To know whether the achievement in social science of general and backward (OBCs) students will be the same.
- To know whether the achievement in social science of OBC and SC & ST students will be the same.
- To know whether the achievement in social science of rural and urban girls will be the same.
- To know whether the achievement in social science of rural and urban boys will be the same.

Hypothesis

- There is no significant difference between the achievements of rural and urban students in social science.
- There is no significant difference between the achievements of boys and girls students in social science.
- There is no significant difference between the achievements of rural and urban boys in social science.
- There is no significant difference between the achievements of rural and urban girls in social science.
- There is no significant difference between the achievements of General and Backwards (OBCs) in social science.
- There is no significant difference between the achievements of SC & ST and OBC students in social science.

Delimitation of the Study

- The study was conducted only at the level of class-10.
- The data will be collected from only Distt. Sonitpur (Assam).

Sample

- Method of sampling is Stratified Random Sampling.
- Sample-1000 students.

Tools

A questionnaire for Social Science Achievement Test (Modified standardization for north east, 2008 by Shyam Baruah)

Statistical Method Used

Mean, S.D. and t-test was used.

Execution of the Project

1. Selection of the sample
 2. Collection of the Data.
 3. Analysis of the Data and Defining of the findings
- **Selection of the Sample:** As samples were to be taken from different strata like Rural students, urban students, general students, OBC students, SC & ST students, Rural boys, urban boys, Rural girls, urban girls, boys and girls, so Stratified Random sample method was selected for sampling. So list of state board school was taken with help of DIOS and list of public schools and List of nearby KVs was prepared. Then lottery system was adopted for each stratum.
 - **Collection of the Data:** A questionnaire of social science achievement was prepared by modifying standardized test. This questionnaire survey was conducted on students of various schools govt. private, English medium & Hindi medium, KVs and Army schools.
In this way, the data were collected for the purpose of the study.
 - **Analysis of the Data & Defining of the findings:** After calculation of the Mean Score (Measures of central tendency) and Standard Deviation (Measures of Dispersion) for each selected strata, we calculated t-value to enquire about the level of significance of the difference between S. D. of two dimensions.

Table 1: Difference in mean score in social science of Rural And Urban Students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of significance
1	Rural students	500	43.5	13.9	2.75	Significant at level 0.01
2	Urban students	500	47.7	06.3		

Explanation

The table shows that the t-value calculated for rural and urban students (2.75) is significant at level 0.01. This shows that the difference in achievement scores of rural and urban students is significant. This also shows that the urban students are better in social science achievement than rural students.

So, hypothesis no. 1 is rejected.

Table 2: Difference in mean score in social science of Girls and Boys Students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of significance
1	Girl students	500	45.70	11.5	1.31	Not Significant at level
2	Boys students	500	48.86	12		0.05

Explanation

The table shows that the t-value calculated for girls and boys students (1.31) is not significant at level 0.05. This shows that there is no significant difference in achievement of girls and boys students.

So, hypothesis no. 2 is accepted.

Table 3: Difference in mean score in social science of Rural And Urban Boys

No.	Students Group	N	Mean Score	S.D.	t-value	Level of significance
1	Rural boys	310	43.73	9.83	2.178	Significant at level 0.05
2	Urban boys	190	47.63	8.00		

Explanation

The table shows that the t-value calculated for rural and urban boys (2.178) is significant at level 0.05. This shows that the difference in achievement scores of rural and urban students is significant. This also shows that the urban boys are better in social science achievement than rural girls.

So, hypothesis no. 3 is rejected.

Table 4: Difference in mean score in social science of rural and urban Girls

No.	Students Group	N	Mean Score	S.D.	t-value	Level of significance
1	Rural girls	290	46.41	13.3	1.06	Not Significant at level
2	Urban girls	210	48.67	7.99		0.05

Explanation:-

The table shows that the t-value calculated for rural and urban girls (1.06) is not significant at level 0.05. This shows that there is no significant difference in achievement of rural girls and urban girl students.

So, hypothesis no. 4 is accepted.

Table 5: Difference in mean score in social science of General students and OBC students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of significance
1	General students	400	58.86	11.53	6.025	Highly Significant at level 0.01
2	OBC students	350	47.7	11.2		

Explanation

The table shows that the t-value calculated for General students and OBC students (6.025) is highly significant at level 0.01. This shows that the difference in achievement scores of General students and OBC students is highly significant. This also shows that the general students are better in social science achievement than OBC students.

So, hypothesis no. 5 is rejected.

Table 6: Difference in mean score in social science of OBC (Other Backwards) and ST students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	OBC students	350	47.22	11.2	1.59	Not Significant at level
2	ST students	250	44	8.9		0.05

Explanation

The table shows that the t-value calculated for OBC and ST students (1.59) is not significant at level 0.05. This shows that there is no significant difference in achievement of OBC and ST students.

So, hypothesis no. 6 is accepted.

Result

Inference

- Urban students are found better in social science achievement than rural students. It may be due to fewer facilities and less motivation to the rural students in comparison to urban students.
- Girl students were found at par with boys students in achievement in social science. It is so because both were having same degree of positive attitude towards social science. It also shows the govt. efforts for betterment of the girls in North East.
- The Urban boys were found better in social science achievement than rural boys. This may be because urban boys are highly equipped and facilitated than rural boys. Urban Boys are also motivated by better medias too.
- Rural Girls were found at par with urban girl in achievement in social science because were having same level of motivation and aspiration.
- General students were found better in social science achievement than OBC students. It may be due to less motivation to OBC students in comparison to General students in their abode.
- SC & ST students were found at par with OBC students in achievement in social science, which shows the govt. efforts for betterment of SC & ST students in North East.

Graphical Presentation

Table 1: Difference in Achievement in social science of rural and urban Students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	Rural students	500	43.5	13.9	2.75	Significant at level 0.01
2	Urban students	500	47.7	06.3		

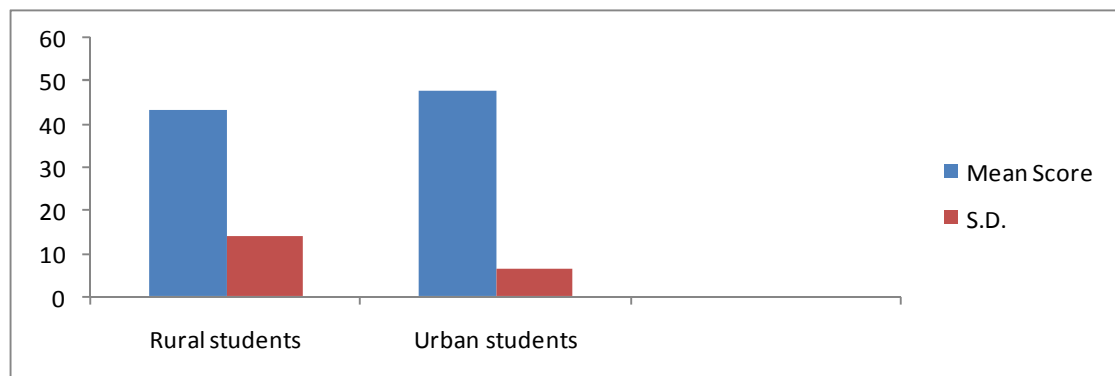


Table 2: Difference in mean score in social science of Girls and Boys students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	Girl students	100	45.70	11.5	1.31	Not Significant at level 0.05
2	Boys students	100	48.86	12		

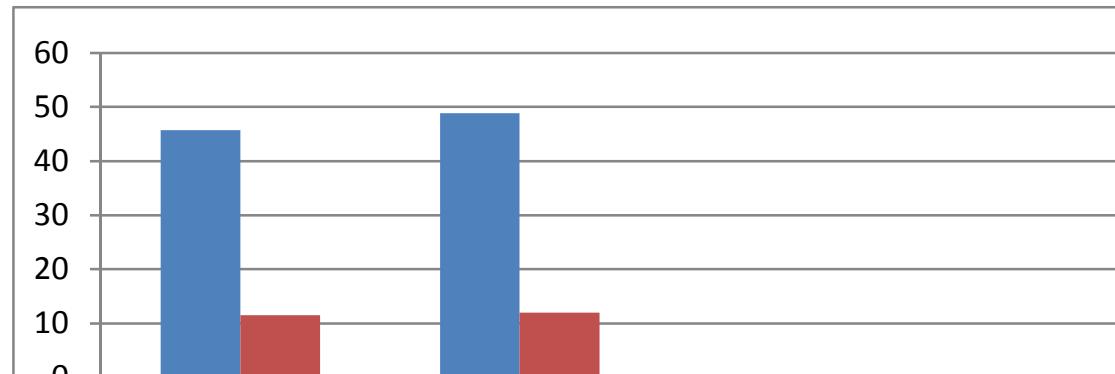


Table 3: Difference in mean score in social science of rural and urban Boys

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	Rural boys	62	43.73	9.83	2.178	Significant at level 0.05
2	Urban boys	38	47.63	8.00		

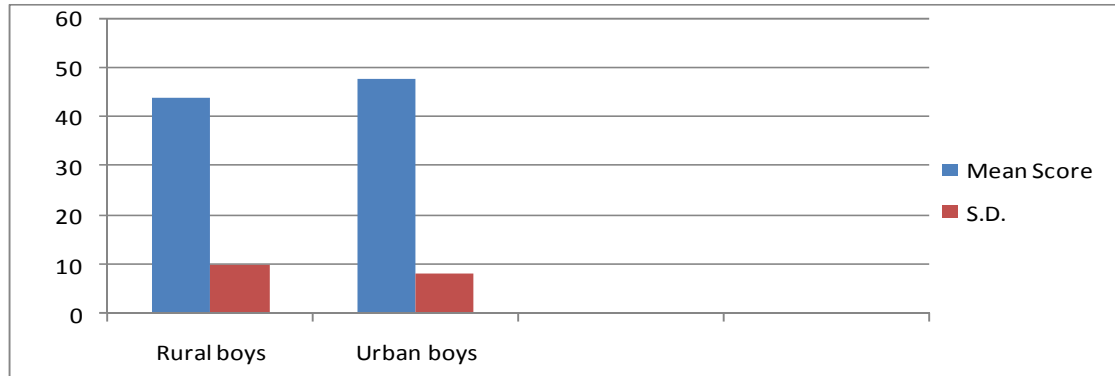


Table 4: Difference in mean score in social science of rural and urban Girls

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	Rural girls	58	46.41	13.3	1.06	Not Significant at level 0.05
2	Urban girls	42	48.67	7.99		

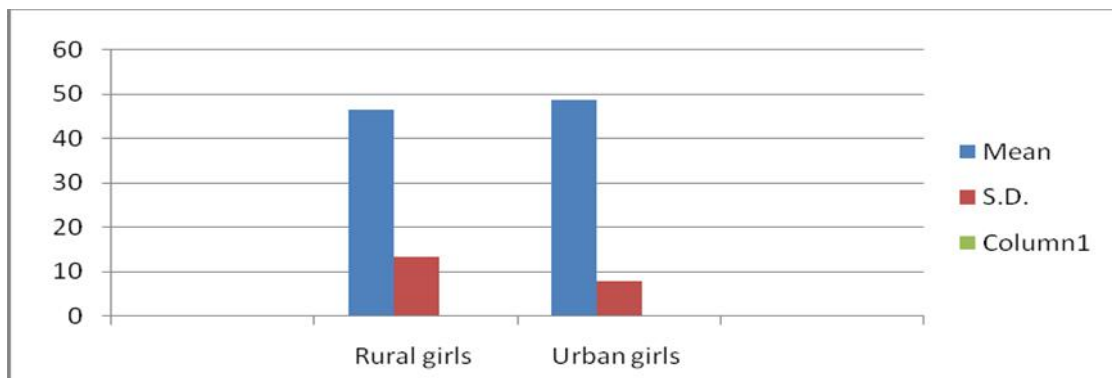


Table 5: Difference in mean score in social science of General students and OBC Students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	General students	100	58.86	11.53	6.025	Highly Significant at level 0.01
2	OBC students	100	47.7	11.2		

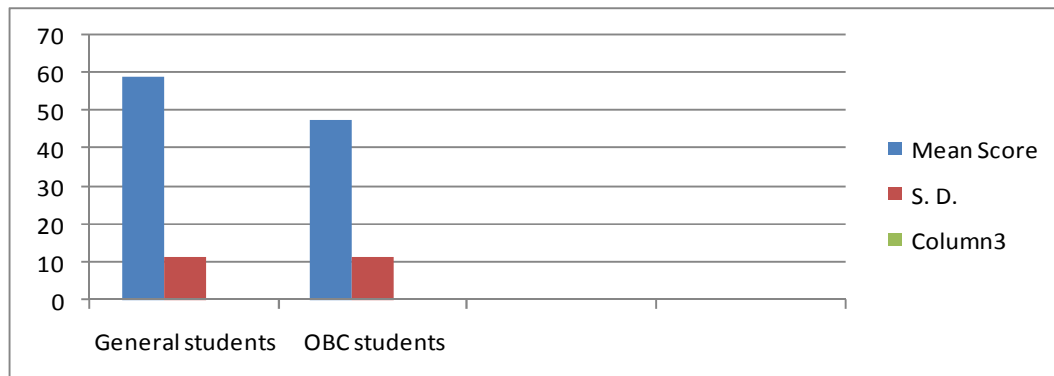
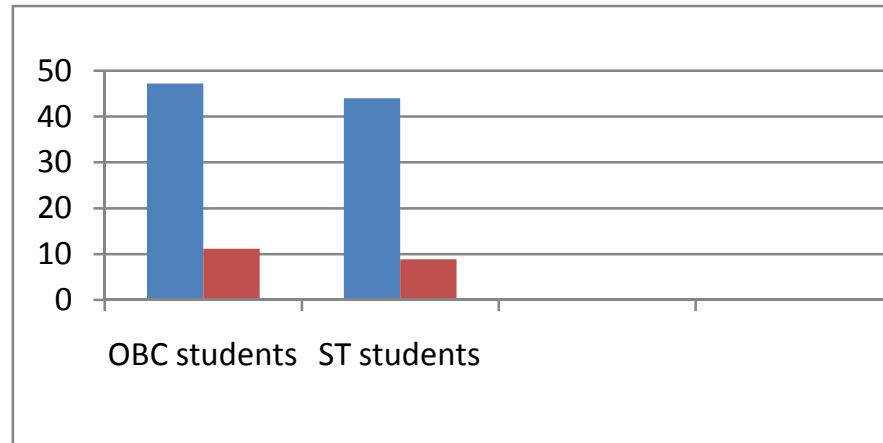


Table 6: Difference in mean score in social science of OBC (Other Backwards) and ST Students

No.	Students Group	N	Mean Score	S.D.	t-value	Level of Significance
1	OBC students	50	47.22	11.2	1.59	Not Significant at level 0.05
2	ST students	50	44	8.9		



Educational Implications of the Study

- This study shows that to be a rural student affect the performance of the student. Rural students have less level of motivation, low aspiration and a complex of being rural. Teachers should make efforts to raise their aspiration level and remove their complexes. Then rural students may raise their level achievement.
- This study shows that OBC& SC Students have fewer facilities, less level of motivation, less awareness towards opportunities. This may be the cause of less level of achievement. Teachers should facilitate them with a climate in which student can feel him confident and belongingness to high social status.
- The tribal students have a specific type of environment; specific type complex in their conscience this always makes their behaviour typical. A teacher in a tribal area faces a lot of problems. He should try to remove s complex of being tribal in tribal students and should try to provide a conducive climate in which they should feel themselves happy and part of the same.
- The study may be helpful to give suggestion to the teachers in enhancing the achievement level of rural students in social science.
- The teacher can develop social science attitude in every student.

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