



Socio-economic status with reference to tribal and Non-tribal college students

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Abstract

Aim of the Research is to find out the socio economic status among types of students, gender and types of faculty. So investigator selected three groups one is types of students second is gender and last one is types of students. All groups have 240 peoples. Data were collected from Tapi districts. Scale was use for data collection is personal datasheet and socio economic status scale developed by Singh, Shyam & Kumar (2006), 2x2x2 factorial design was used and data were analysis by 'F' test. Result show, The Non-tribal college student's socio economic status is better than the Tribal college students. The female college student's socio-economic status is better than the male college students. The science college student's socio-economic status is better than arts college students. The interaction between types of students and gender was significant effect on socio economic status (AxB). The interaction between types of students and types of family was no significant effect on socio economic status (AxC). The interaction between gender and types of family was no significant effect on socio economic status (BxC). The interaction between types of students gender and types of family was no significant effect on socio economic status (AxBxC).

Key words: Socio economic status, types of students, gender and types of family.

1.Introduction:

Social class refers to the hierarchical distinctions between individuals or groups in societies or cultures." Social class influences socioeconomic status because of how peopk are treated depending on the class they come from. Which may be determined by various factors. Socioeconomic status strongly influences the varying student perspectives on the value and attainability of higher education. The probability of students attending schools of higher education is more likely in students from higher socio-economic backgrounds.

Education can increase opportunities for income and job security. One's level of education can also be an indicator of socioeconomic status. Socioeconomic status is based on income. But too often is connected to race as well. Individuals with lower incomes and less education (usually women and members of racial/ethnic groups) have higher death rates than better-educated, wealthier people, and the differences between these groups are increasing.

The socio-economic status (SES) of student is generally determined by combining parents' educational level, occupational status, and income level (Jeynes 2002). Research studies have consistently revealed that SES affects student academic achievement (Baharudin and Luster 1998, Jeynes 2002, Eamon 2005, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998). At the basic level parents are the most important agents of socialization of a child and their



behaviour and teachings have a strong influence on subsequent attitudes, values and behaviour of their child. Children living in homes with socially advantaged and educated parents have numerous advantages in comparison to children having less educated parents. Educated parents tend to value education, and thus encourage and even push their children to be successful in school (Lareau 2000; Rothstein 2004). This encouragement generally continues irrespective of child's lower achievement than expected. Scholars have also reported that children of well educated parents have significant cultural capital advantages over other children. Bourdieu (1977) used the term culture capital to mean the widely shared, high status cultural signals that include attitudes, preferences, formal knowledge, linguistic styles, and behaviours that are generally appreciated and rewarded by teachers. These signals can be learned through activities such as the theatre, museum attendance, literature, and travel and thus are most likely to be exhibited by children from highly educated and socially advantaged families (De Graaf et al. 2000; DiMaggio 1982; Farkas 1996; Lamont and Lareau 1988; Roscigno and Ainsworth-Darnell 1999; Rothstein 2004). From this perspective, schools are not neutral institutions where all students start on equal footing, but as institutions where the preferences, attitudes, and behaviours of the "dominant class" are valued and rewarded. Children unfamiliar with this type of socialization and experience are more likely to view the schools as a hostile environment (De Graaf et al.; Roscigno and Ainsworth-Darnell; Tyson 2003). Further, children and adolescents from socially advantaged families benefit because their parents are able to align with the school through volunteer work, attending parent-teacher meetings, responding effectively to teacher suggestions, and by understanding and effectively navigating the school environment (Lareau 2000). Additionally, the attitudes, preferences, and knowledge attained by individuals with highly educated parents will provide a means for them to overcome low educational achievements and problematic behaviours to achieve post-high school educational success (Cavanagh 2004).

2. AIMS OF THE study:

1. To study of the Socio-economic status among types of students, gender and types of faculty.
2. To study of the effect of interaction on Socio-economic status among types of students and gender, types of students and faculty, gender and faculty and types of students, gender and types of faculty.

3. Hypothesis:

1. There is no significant difference between the score on Socio-economic status among tribal and Non-tribal, male and female, arts and science college students.
2. There is no significant interaction effect in score on Socio-economic status between types of students and gender, types of students and types of faculty, gender and types of faculty and types of students, gender and types of students.



4. Method:

➤ Selection of Sample:

Present research work for simple random sampling method used and carried out of 120 tribal and 120 non-tribal respondents. All respondent shall take from Tapi districts college students. Out of which 60 would be male respondents, 60 female respondents and Out of which 30 arts and 30 science college students.

➤ Tools used:

The following tools were used in the present study:

1. Personal Data sheet:

With the help of this personal data sheet, the information about types of students, gender and types of faculty was collected

2. Socio-economic status scale:

Socio-economic status scale developed by Singh, Shyam & Kumar (2006). There are 25 statements in the scale

5. Statistical analysis:

Analysis of 'F' ANOVA statistic techniques was used

6. Result and discussion:

Table No.1

(N = 240)

Means and SDs of the group on the need or Socio-economic status

Independent Variables			Types of Faculty	
			Arts C1	Science C2
Types of Students	Tribal	Male	M =47.59 SD =8.77 N =30	M =54.47 SD =16.79 N =30
		Female	M =56.37 SD =16.59 N =30	M =55.67 SD =20.43 N =30
	Non-Tribal	Male	M =16.59 SD =15.04 N =30	M =65.10 SD =19.64 N =30
		Female	M =71.67 SD =17.12 N =30	M =83.17 SD =24.85 N =30



Table No.2

(N = 240)

ANOVA of Socio-economic status to 2x2x2 scores

Source of Variance	Sum of square	Df	Mean Sum of Square	F	Level of Significant
Types of Students	14899.50	1	14899.50	46.32	0.01**
Gender	5014.20	1	5014.20	15.59	0.01**
Types of Faculty	2464.00	1	2464.00	7.66	0.01**
AxB	1909.70	1	1909.70	5.94	0.05*
1AxC	196.20	1	196.20	0.61	NS
BxC	61.00	1	61.00	0.19	NS
AxBxC	1105.10	1	1105.10	3.44	NS
Error (SSW)	74632.17	232	321.69		
SST	100281.87	239			

**** P < 0.01, *P<0.05 sig., NS = Not Significant.**

Table No.3

(N = 240)

Difference between mean scores of overall Socio-economic status

Independent Variables	Categories	N	Mean	Difference between the mean
Types of Students	Tribal	120	54.27	15.76
	Non-Tribal	120	70.03	
Gender	Male	120	57.56	9.16
	Female	120	66.72	
Types of Faculty	Arts	120	58.94	6.41
	Science	120	65.35	

❖ **Socio-economic status with reference to Types of Students:-**

The F value (Table No. 2) is 46.32 and which is statistically significant at 0.01 levels. Table No. 3 reveals that the mean scores of socio-economic status of tribal and non-tribal are 54.27 and 70.03 respectively and the difference between two is 15.76 which is high. Hence the null hypothesis No.1 is rejected and it is conclude that, there is significant difference between the socio-economic status of tribal and non-tribal college students.

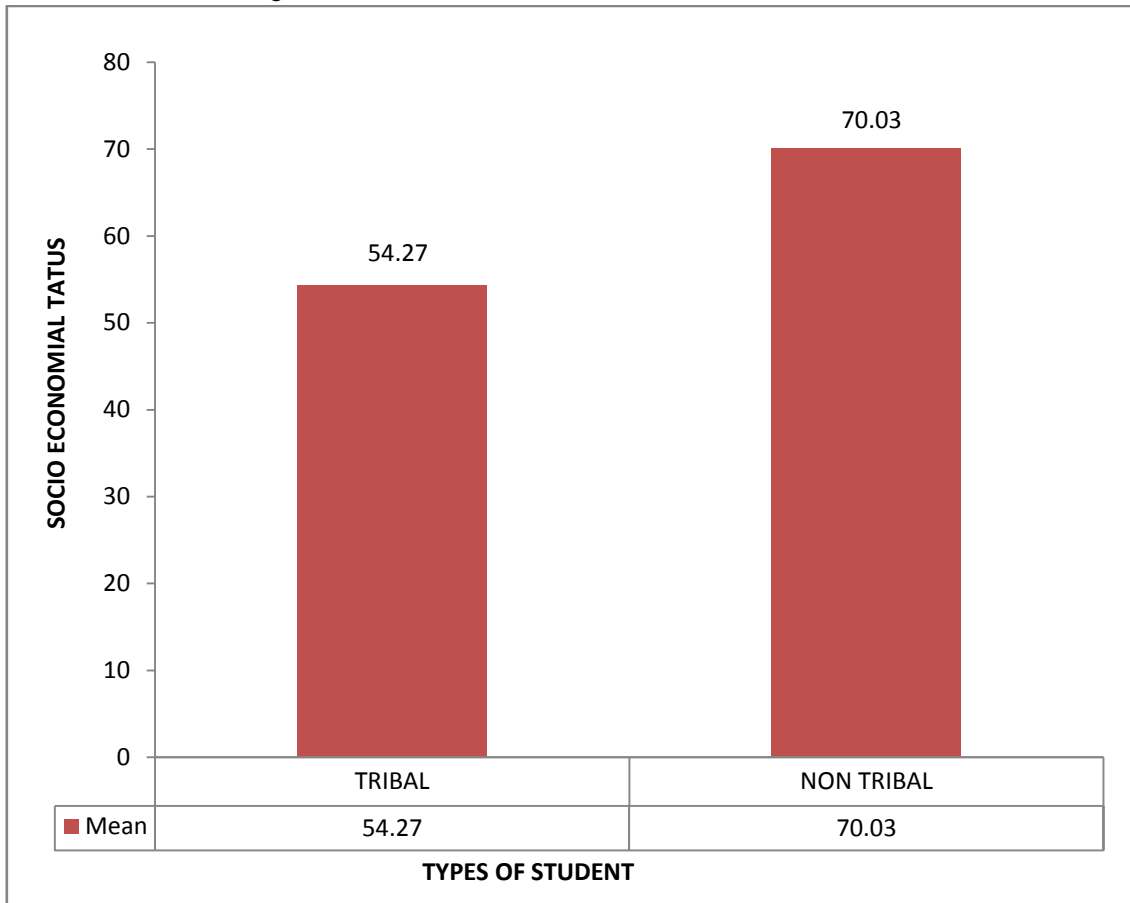


Graph No. 1

Chart showing mean score of socio economic status with reference to types of students.

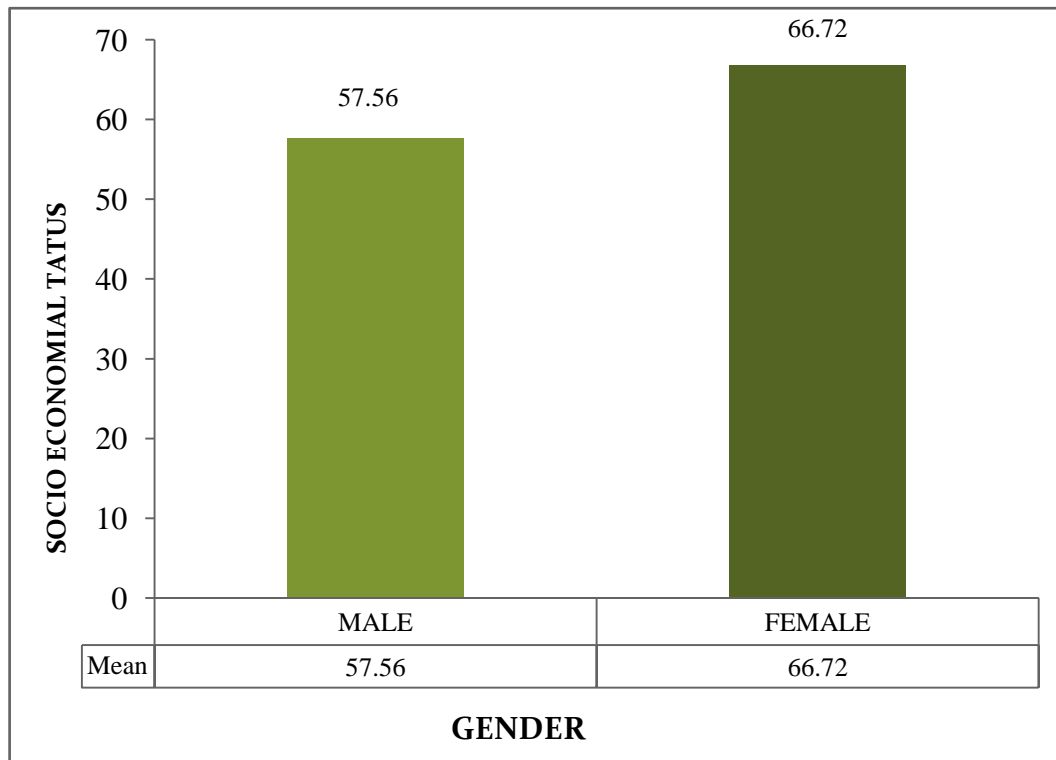
X = Types of student (Tribal and Non-Tribal)

Y= 1.00 Sem. = 10 Average Score



❖ **Socio-economic status with reference to gender:**

The F value (Table No. 2) is 15.59 and which is statistically significant at 0.01 levels. Table No. 3 reveals that the mean scores of socio-economic status of male and female students are 57.76 and 66.72 respectively and the difference between two is 9.16 which is high. Hence the null hypothesis No.1 is rejected and it is conclude that, there is significant difference between the socio-economic status of male and female college students.



Graph No. 2

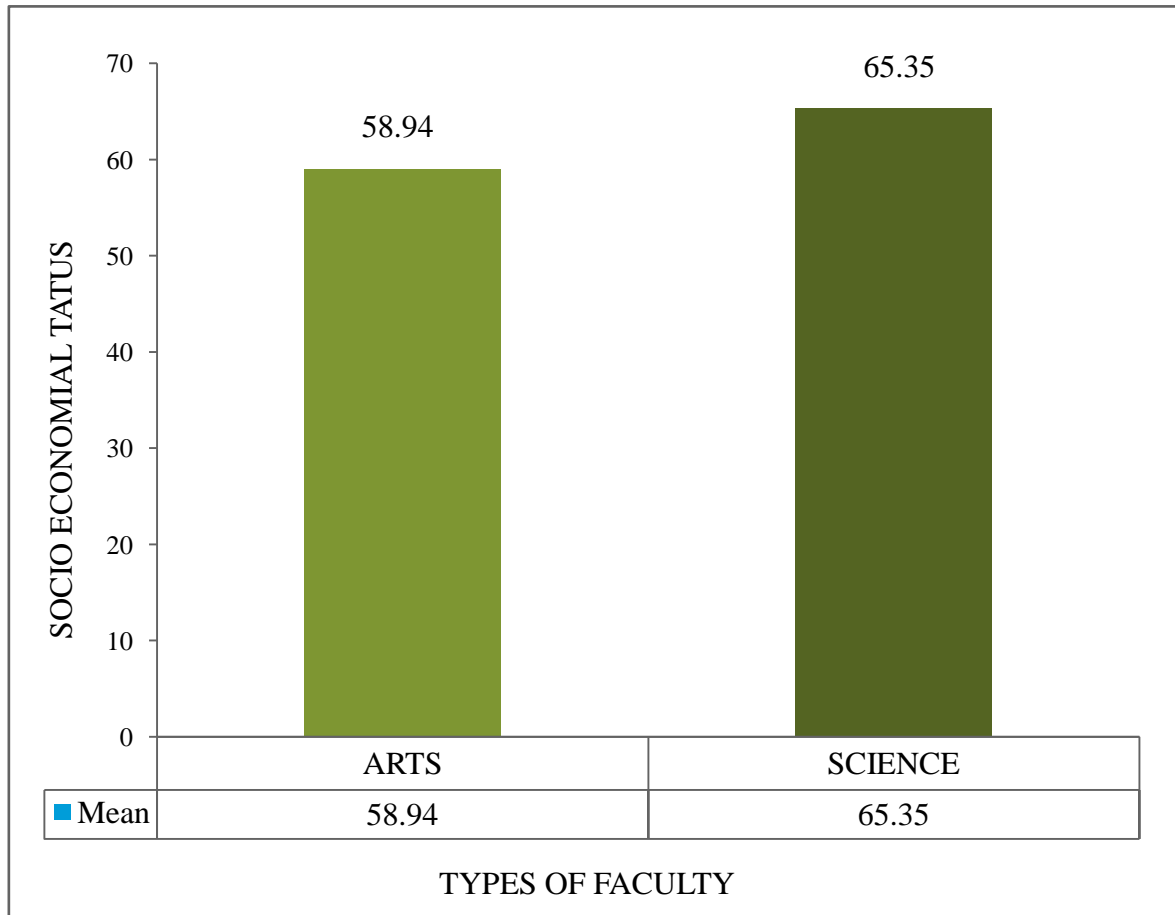
Chart showing mean score of socio economic status with reference to male and female

X = Gender (Male and Female)

Y= 1.00 Sem. = 10 Average Score

❖ **Socio-economic status with reference to faculty :-**

The F value (Table No. 2) is 7.66 and which is statistically significant at 0.01 levels. Table No. 3 reveals that the mean scores of socio-economic status of arts and science are 58.94 and 65.35 respectively and the difference between two is 6.41 which is high. Hence the null hypothesis No.1 is rejected and it is conclude that, there is significant difference between the socio-economic status of arts and science college students.



Graph No. 2

Chart showing mean score of socio economic status with reference to arts and science

X = Types of faculty (arts and Science)

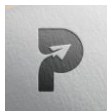
Y= 1.00 Sem. = 10 Average Score

Interactional Effects:

Here under were tested the hypothesis no.2 related to interactional effect regarding socio-economic status: (AXB, AXC, BXC and AXBXC)

According to table No. 2 the F value 5.94 shows significant interaction effect of types of students and gender on socio-economic status. The F value is statistically significant at 0.05 level. so the null hypothesis No.2 is rejected and it is conclude that there is no significant interaction effect of AxB.

According to table No. 2 the F value 0.61 shows significant interaction effect of types of students and types of faculty on socio-economic status. The F value is statistically no significant so the null hypothesis No.2 is minted and it is conclude that there is no significant interaction effect of AxC



According to table No. 2 the F value 0.19 shows significant interaction effect of gender and types of faculty on socio-economic status. The F value is statistically no significant so the null hypothesis No.2 is minted and it is conclude that there is no significant interaction effect of BxC

According to table No. 2 the F value 3.44 shows significant interaction effect of types of students, gender and types of faculty on socio-economic status. The F value is statistically no significant so the null hypothesis No. 2 is minted and it is conclude that there is no significant interaction effect of (AxBxC).

6. Conclusion:

1. Types of students has significant role on the socio-economic status. Non-tribal college student's socio economics status is better than the Tribal college students.
2. Gender has significant and important role on the socio-economic status Female college student's socio-Economic status is better than the male college students.
3. Types of faculty has significant role on the socio-economic status Science college student's socio-Economic status is better than arts college students.
4. There is significant mean interaction effect of the socio-Economic status in the types of students and gender of the college students.
5. There is no significant mean interaction effect of the socio-Economic status in the types of student and types of faculty of the college students.
6. There is no significant mean interaction effect of the socio-Economic status in the gender and types of faculty of the college students.
7. The interaction between types of students and gender, types of students and types of faculty, gender and types of faculty and types of students, gender and types of faculty was also no significant effect on socio-Economic status.

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