



ASSOCIATION OF ACHIEVEMENT WITH THE SOCIO-ECONOMIC BACKGROUND OF THE CHILDREN OF LABOURERS

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ABSTRACT

Socio-Economic status or background encompasses not just income but also educational attainment, financial security and subjective perception of a class. Socioeconomic background can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Socio economic background is relevant to all realms and behavioral and social science, including research, practice, education and advocacy. Academic achievements of students' seem to be dependent on the socio-economic background, so association between the Socio-economic background and achievement requires to be studied for the children of labourers. The present study was conducted in the district of Dehradun, the children of labourers comprising 195 sample of the age group of 16-18 years. Survey method was used to collect data and ANOVA and chi-square test was used for data analysis. The result showed classes according to Kuppuswamy scale had three categories of classes and there was only main effect noticed tehsil wise. Various classes or labourers are found various tehsils of Dehradun for which a main effect on tehsil was found. No, association between Academic Achievement and socio-economic background was found.

KEYWORDS: Academic Achievement, Socio-Economic Background, Children, Labourers, Tehsil.

INTRODUCTION:

India, a Union of States, is a sovereign socialist secular Democratic Republic with a parliamentary system of government. Thus, the government of India has taken and is taking many steps to make India country of equality. The challenge of poverty is the greatest one for the Indian government. The Govt. of India has constituted various Labour laws for their protection in the field of Industry. Analysis, interpretation and debugging socio-economic problems of the disadvantaged society are always in the country of India. Education is the supreme vehicle to bring social justice, eradicate poverty and bring social security to the labourers and workers of this country. Marginalization is a multidimensional, multi casual, historical phenomenon, where disadvantaged people struggle to gain access to resources and full participation in social life. The level of awareness among the marginalized groups for rights, demands, justice and for education is increasing day by day. And, thus we find the number of students increasing in primary, secondary schools and inter colleges, whose parents are working as labours and workers for daily wages or minimal wages. Thus, education can be considered as the bedrock of all socio-economic development of the country.

CONCEPT OF LABOUR

As, labourers are contrasted to the management or the executives, group of people who performs manual or physical work by taking pain, striving hard conditions. It is very difficult to trace that exactly when the concept of Labour came in the world. If any academician goes through Plato's - "Republic" it will be seen that Plato described the origin of the state lies in the natural inequality of humanity, which is embodied in the division of labour.

Thus, silvernintz notes that "Historians of economic thought credit Plato, primarily on account of arguments advanced in his Republic, as an early proponent of the division of Labour. "so, a researcher may consider Plato as the first proponent of the word Labour." After, Plato Ibn Khaldun belonging to the 14th century emphasized on the division of Labour and many more personalities who are positive about the concept of Labour. Among many Charles Babbage's seminal work on the Economy of Machinery and manufacturers' greatly emphasizes on the division of Labour in factories.

As, Plato and Charles Babbage belonged to different ages, and countries thus the concept of labour can't be exactly recognized as to be Greek or American.

CONCEPT OF LABOUR IN INDIA

The concept of the working class synonymous to Labourers in India is for ages. From, the post Vedic period the division of caste was there on the basis of profession which an individual is to hold. It continued till ages and as India was totally an agricultural country, the concept of Labour was synonymous with the working class who looked after the agriculture, and the capitalist the so called Zamindars when, the East India company started ruling the such sub continent- India, from 1857 the concept of the working class became more prominent, there was the system of English landlordism, who gathered tax from the farmers, equivalent to agricultural Labourers. At, the same period, in parallel went the development of factories, railways, schools, big buildings which required a huge number of workers/labourers. Thus, the concept of labourers and the capitalist became more clear and prominent in every field.

EDUCATION IN INDIA

Education in India means '*vidya*' derived from the Sanskrit verbal root '*vid*' which means to. '*vidya*' is thus the subject matter of knowledge.

If we go back in 1500s the world education not only meant "raising of children" but also training of animals. Today education means either "teaching or, "the process of acquiring knowledge."

Since time immemorial education is thought to be the best mode or way for progress and prosperity in life. Educationist, philosophers and many great leaders explained education according to time and age.

"The physical intellectual, emotional and ethical integration of the individual into a complete man/woman is the fundamental aim of education" - UNESCO.

EDUCATION FOR CHILDREN OF LABOURERS

To educate the children of labourers various NGOs like Azim Premji foundation, MAD, & Purukul society have enrolled themselves in the society to give the best. The researcher of this paper has collected data from two NGOs as it was feasible.

MAD (Make a Difference) along with the education partner, Cambridge university press, has initiated a unique project. "The English project" to educate children from poor background, orphanages and street shelters with English currently, some 1200 volunteers are working to teach 4000 children in some of the major cities like Mangalore, Chennai, Mysore, Delhi, Dehradun, Kolkata, Vellore and etc. The MAD also runs a placements project running that aims to place underprivileged children on the same platform with the children from homes. MAD NGO is the winner of Noble laureate of the *Karamveer Purashkar* awarded by I Congo.

Azim Premji foundation administers and manages the established schools on the basis of- Right to free and compulsory education Act, National Policy of Education, state Polices, National curriculum

framework vision of Azim Premji foundation is to work for new values & strategies. Daily action researches are conducted by the action research team of the foundation in the educational field. The working pattern of Azim Premji foundation proved fruitful as the NGO run schools for children of labourers. The emphasis is doing the best, so all children of India get enrolled in education, retain well, attend school regularly and learn and study in the best way possible at free of cost.

At present Azim Premji runs 4 schools and in future the NGO aims at establish more throughout India. A school in the Yadgir district of Karnataka was opened on June 2, 2012 with 31 children, 9 girls and 20 boys and 17 teachers. The parents of the children are largely agricultural Labourers.

Another school in Uddhamsinghnagar, Uttarakhand is one of the largest Azim Premji schools, located in an old quit factory. The school was established on April 10, 2012. The parents of the children are daily wage earners working in local factories and in the fields. There are 120 students and 12 teachers in this school. The students are provided with midday meals other education. The children put up skits, poems songs, mimicry, puppet show dancing, and excellent story telling sessions supported by the teachers. Children are encouraged her to take responsibility in various wages.

Similar pattern schools are also there in Karnataka and Chattisgarh.

It seems the working NGOs for the benefit and upliftment of the marginalized or unprivileged group or specifically the labour group through education are following the pattern of servants of India society, society founded by Gopal Krishna Gokhale in 1905 to unite and train Indians of different ethnicities and religions in welfare work. It was the first secular organization in the country to devote itself to the underprivileged, rural and tribal people, emergency relief work, the increasing literacy and other social causes. The Organization has its headquarters in Pune (Poona) and branches in Chennai (Madras), Mumbai, Allahabad Nagpur and other locales. The society has been influential in its demonstration of the ideas of social service.

IMPACT OF GLOBALISATION ON EDUCATION

The Term Globalisation

Globalisation in the sense of connectivity in economic and cultural life across the world has been growing for centuries. However, the speed of communication and exchange, the complexity and size of the networks involved, and the sheer volume of trade, interaction and risk can be labelled as 'globalisation.'

Globalisation involves the diffusion of ideas, practices and technologies. It is something more than internationalisation and universalisation.

According to Anthony Giddens, Globalisation is described as the intensification of worldwide social relation which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice-versa.

Globalisation & Education

Globalisation is a process, which has affected many areas of human life, one of those being education. One aspect of the globalisation of education has been the creation of 'turning projects' between one Western and one non-western university. Through globalisation of education, which is being knowledge transfer from the western countries into developing countries, is intended to improve the skills, and capabilities of the people receiving globalisation has created an information based society. Education is undergoing constant changes under the effects of globalisation. The effects of globalisation on education bring rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialisation towards information based society.

Socio-Economic Background

A family's socio-economic status is based on family income, parental education level, parental occupation and the social status in the community. Families with high economic status often have more

successes in preparing their young children for school because they typically have access to a wide range of resources to promote and support their children. They are more conscious and supportive regarding their children's health, social emotional and cognitive development.

Socio-economic status is an economic sociological combine total measure of a person's work experience of an individual's or family's economic and social position relative to others, based on income and education, and occupation (Marmot, Michael, 2004). When analyzing a family's socio economic status the household income, earners education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. Lareau, Annette (2003), observes that socio economic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual fall into.

Socio-economic background simply means from the roots an individual comes from that is whether from poor, middle class or upper class family. The combination of the sociological status and the economic condition a person belongs. In, this paper socio-economic background of the children of labourers is taken into account as their socio-economic background is measured with the help of Kuppuswamy scale.

A study was done by **Obioga, K.** (2013), to know the impact about the socio-economic background on academic performance in universities. 186 samples were considered from Kissii University and data was collected through questionnaires and university academic staff. Data analysis showed that middle class families are more conscious about their children's education than the families with lower income. Thus, the children from middle class families are more argumentative and prepared better for adult life.

Academic Achievement

Academic Achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Academic Achievement measures the amount of academic content a student learns in a determined amount of time. Aspirations motivate for better achievements (Sherwood, 1998). As people can only achieve what they have aspired, aspirations are important inputs for achievements. Aspirations are an individuals' desire to obtain a status, objective or goals, such as particular occupation or level of education (Kao and Thompson, 2003, Mac Brayne, 1987). Educational aspirations could be influenced by family background, academic achievement, socio-economic status, living areas and neighbourhoods (Steivart et al., 2007).

Educational Achievement of Children of Labourers

Education is a vehicle through which one can achieve success in life. It is believed education, culture, social status, intellectual qualities, socio-economic condition all are the compartments of the same train. They are so inter-linked that if one increases the other automatically rises in the same proportion. The directly proportion relation is proved among these above variables, by various researches-conducted in the field of economics, education and in other inter -disciplines.

A research was conducted by Kurmi, Pradeep (2013) on the problem of educational attainment of children, A case study of the Tea Garden Labourer's Households in Derby Tea estate of Assam. The study should that mother's education exerts positive influence on children's education. The rise in the level of mother's education also showed the rise educational attainment of children- which implies that social mobility is possible by imparting-education to women socio-economic condition of families are greatly related to the achievement of children was concluded by the researcher.

About Dehradun

Geographical Situation of Dehradun

Dehradun the capital city of Uttarakhand situated between the latitudes 29° 58' and 31° 2' 30'' north latitudes and 77° 34' 45'' and 78° 18' 30'' east longitudes. The scenic beauty all around makes Dehradun

location more attractive. Dehradun city is 3088 square kilometer in size and is just 640 meter above sea level. Some facts on location of Dehradun are as follows:

- Dehradun is located in the north western region of Uttaranchal.
- Uttarkashi forms the boundary of Dehradun in the north and north-western region.
- Dehradun is bounded by Tehri Garhwal and Pauri Garhwal in the east.
- Dehradun shares its boundary in the south with sharanpur and uttar Pradesh.
- Dehradun touches the boundary of Haridwar at the southernmost tip.
- At the western tip, Dehradun is separated from simur (Nahan) district of Himachal Pradesh by the rivers Yamuna and Tons.

And, being located in the Garhwal region, it is 236 km north of India's capital New Delhi. Dehradun, situated on the Doon valley on the foot hill of Himalayas is between two of the mightiest rivers - the Ganges, on the east and Yamuna on the west the city is famous for the picturesque landscape, milder climate and provides a gateway to the surrounding tourist places like - Haridwar, Mussorie, Nainital, Auli, Rishikesh, Char Dham and Ponta Saheb.

Education in the District of Dehradun

Dehradun, also known as "City of Schools" "School Capital of India" and "Educational hub of India" is the home to some of India's renowned educational institutions, which include - The Doon school, St. Joseph's Academy, Welham boys school, Welham girls school, Convent of Jesus and Mary, Colonel Brown Cambridge school, Brightlands, Summer Valley School, Rashtriya Indian Military College & etc. Other than this there are government schools - Kendriya Vidyalas, Navodyas & State level primary and secondary schools.

National Institute for Visually Handicapped (NIVH) situated in the district of Dehradun plays a key role in helping the blind people. It is the first institute in India for visually handicapped and first press for braille script. Latika Roy foundation is an establishment for people with disabilities to access education, employment, and full inclusion in the community. ASK foundation, is working to channelize the teaching community and to uplift the academic level of students of Dehradun.

Advent of Labourers or Migrant Population in the District of Dehradun

Local Labourers in Dehradun are from six tehsils and also from the garhwal and kumaon region, doing various works from household work to construction work. Some work in time factories, handicraft industries, cosmetic factories, and etc.

Migrant Labourers are from Nepal, Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and etc.

Migration of Labourers is largely invisible and ignored by policy makers. There is a large gap between the insights from macro data and those from field studies. Laws and regulations concerning working conditions of migrants are largely ineffective, most of the time due to proper availability of data and many other conditions. Bihar migrants mainly work in time factories and in construction site. Females from Bihar move for household work to earn their living. A few percentages is also from Nepal, doing porter jobs called by the name of *Bahadur*, accept this common name as they want to keep distance between the farmer of the land of Nepal and worker identity in India.

Need for the Study

The researcher being a permanent resident of Dehradun has surveyed that labourers – local as well as migrant group are trying hard to educate their children but are not supported financially. They go to schools according to the financial support they can give to their children. It is through the study, the researcher will find out the achievement, socio-economic background, and the association between the achievement and socio-economic background of the children of labourers in the district of Dehradun. The research conducted will also help, why children of labourers doesn't want to continue with the parental profession.

How far Sarva Siksha Abiyan (2000-2001), RTE Act has been implemented in the district of Dehradun. Thus, all educationists, teachers and social scientists having desire to establish a better society will come forward to enroll, retain and educate all children of India.

Statement of the Problem

Find the socio-economic background and the association of academic achievement with the socio-economic background of the children of labourers in the district of Dehradun.

Objectives of the Study

- Analyze and interpret the socio-economic background of the children of labourers in the district of Dehradun.
- Find the association of academic achievement with the socio-economic background of the children of labourers in the district of Dehradun.

Operational Definition of Terms

- According to Oxford Dictionary - Labourer is any person doing unskilled paid manual work. Labourers are those groups of people who perform difficult tasks, which results in too much fatigue. They are the contrasted group of the capitalists ruling the society or country. They can also be declared as the blue collared group in contrast with the people who do white collar jobs.
- According to Oxford Dictionary - Children are those who are young human beings. Children can be defined as the group of human beings going to school, involved in academics, and preparing for exams at various levels of school, and are under the guidance of respective guardians & well-wishers.
- Oxford Dictionary defines students as those who are studying, especially at place of higher education. Students are those who are engaged in any sort of academic work. Students aspire high irrespective of their academic achievement for a good career in future.
- Socio-economic background - It can be defined as the combination of an individual's economic and sociological development in relation to the country's sociological and economical condition.
- Achievement means success in bringing an effort to the desired end, the degree or level of success attained in some specified area.

The state or condition of having achieved or accomplished something (Merriam-Webster Dictionary). Achievement is something done, typically by effort, courage and skill and which can be measured by standardized test on the marks obtained in a public examination conducted at state or central level.

Population & Sample

The labourers and children of labourers in the district of Dehradun have been considered as the target population of the research. To understand about the socio-economic background of the children of the labourers, a stratified random sample has been drawn out of the population of Dehradun. Stratification has been done on the basis of occupation (i.e. children of labourers are considered). The sample consists of 195 children of labourers who are in the age group of 16-18 of class twelve.

Sampling Method

Stratified random sampling has been followed. Dehradun is divided into six tehsils.

Tools that have been used are:

- a. Information Schedule developed by the researcher - These includes demographic variables like, sex, age, social caste, family income, educational level of parents, number of family members and expected job in future of the student.

- b. Kuppuswamy's socio economic background scale of (2017). The final year result of class XII will be considered.

Validity of the Tool (Questionnaire Developed by the Researcher)

The questionnaires were assessed by five eminent educationists and changes were made accordingly. The questionnaire thus has content, consensus validity.

Reliability of the Tool (Questionnaire Developed by the Researcher)

Reliability means that a test must have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. Sometimes, repeated measures of an attribute, characteristics or a trait by a test may produce different results. These may be due to either a real change in behavior or to the unreliability of the test itself. If the variation in the results is due to a real change in behavior, the reliability of the test is not doubtful.

For, the related study the research scholar tested the questionnaire through a pilot study. Test-retest method was used to know the reliability of the test so the time span was short for conducting the second test. The correlation between responses obtained was high, 0.86 denoting that it was perfect for application.

Delimitation

Like all other science researches the present study too suffers from shortcomings. Some of the limitations of the study are as follows:

- Sample: The study will be delimited to the children of labourers.
- Sample Size: The sampling should have been more rigorous and also should have been larger in size.
- Scale: In view of shortage of time for investigation, the investigator had to restrict from developing a test. The scale was standardised again because some modifications has been made to suit the interest of researcher in carrying out the investigation.
- Geographical Area: In this study the geographical area has been delimited within the district of Dehradun. Among six blocks of Dehradun district, Raipur, Doiwala, Chakrata, Vikasnagar were considered. Kalsi and sahaspur was left due to immense height of Himalayas and risky, accident prone roads.
- Psychological Factors: Due to paucity of time the effects of other psychological factors like intelligence, value and attitude were not included in the study.
- Demographic variables: Like work experience, etc. were also not studied in the study due to time constraints. But due to the fact that data was not drawn taking age and work experience as a sub category variable therefore scope for further research remains.

Planning is an Integral Part of Data Analysis

It is very important that as a researcher must develop a plan to engage in data analysis. The planning piece of frame work gives a researcher the opportunity to identify the resources that a researcher requires. Data comes from many places and variety of formats. It is important to take a systematic approach for data management. Data analysis is highly dependent on the both availability of data and quality of available data. A researcher has to be too cautious for qualitative data analysis and quantitative equivalently. For qualitative data proper statistical techniques and test must be employed and qualitative data can be analyzed many ways. The researcher of this thesis has concentrated on narrative analysis method using the interview schedules and secondary data.

Data	
Quantitative Data Analysis	Qualitative Data Analysis
Test used	The data derive from individual responses and secondary data collected by the researcher from labour office help the researcher to gain much essential information regarding the samples in depth that gives meaning, experience and views.
Descriptive Analysis - Mean, Median, Standard Deviation, Mode, Variance, Range.	
Inferential Analysis - Factorial Analysis of ANOVA and Chi-Square.	

Data Analysis

It has already been referred that the present study is to be based on *mixed method design* research where both *quantitative and qualitative analysis* of data are undertaken. Among the typology of mixed research design, two dimensions are conceptualized namely time orientation and paradigm orientation. Time orientation signifies whether qualitative and quantitative components data collection were carried out sequentially or concurrently. Paradigm emphasis to equal status or dominant status attributed to the types of design. In this case quantitative and qualitative data were collected sequentially that is first data were collected quantitatively and later on few selected cases were qualitative analysed. Regarding the paradigm emphasis quantitative design was given more status than the qualitative data obtained from case studies.

Quantitative Data Analysis

In this thesis, the researcher have highlighted on the quantitative data analysis below. The following statistical treatments were carried out and reported below

- Descriptive Statistics
- Inferential Statistics

Analyze the socio-economic background of the labourers in the district of Dehradun.

Socio-Economic Background of Labourers

Table 1: Representing the Percentage of Labourers According to Occupation

Occupation	Frequency in the sample	Percent
1	9	4.62
2	102	52.31
3	57	29.23
4	27	13.85

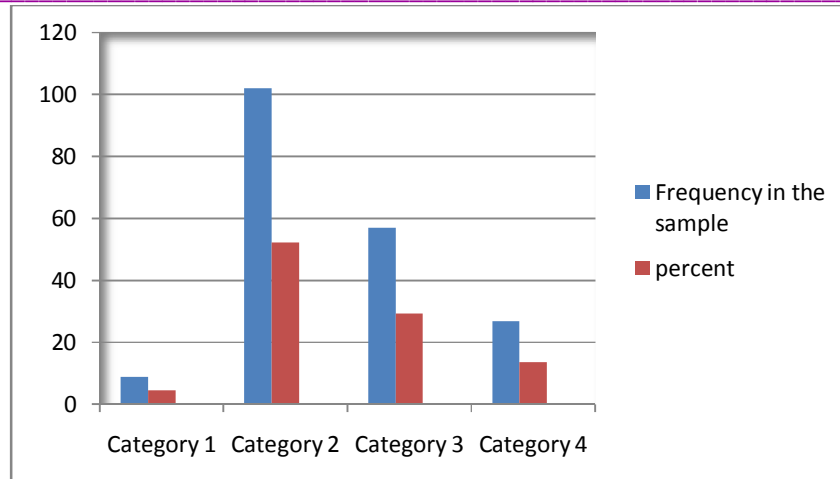


Figure-1: Bar Graph Showing the Occupation of the Labourers in Categories

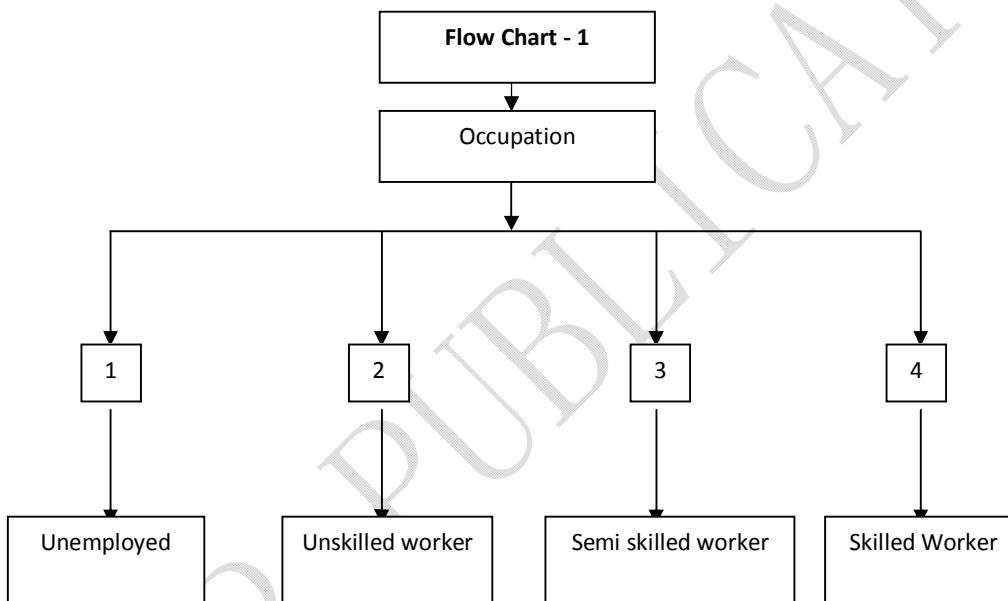


Table 2: Representing the Percentage According to Levels of Monthly Income

Level of MI	Count	Percent
1	18	9.23077
2	105	53.84615
3	69	35.38462
4	3	1.53846

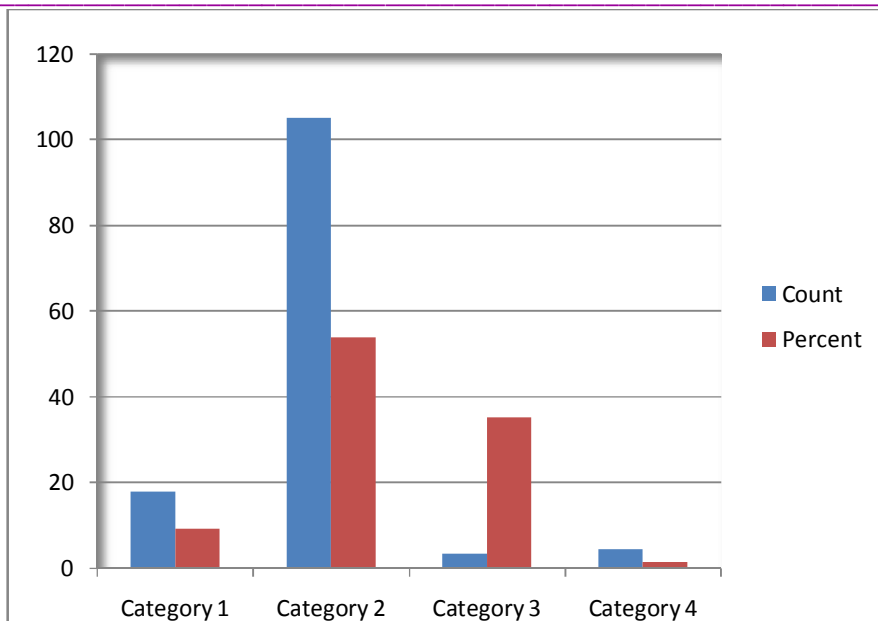


Figure-2: Bar Graph Showing the Monthly Income of Labourers

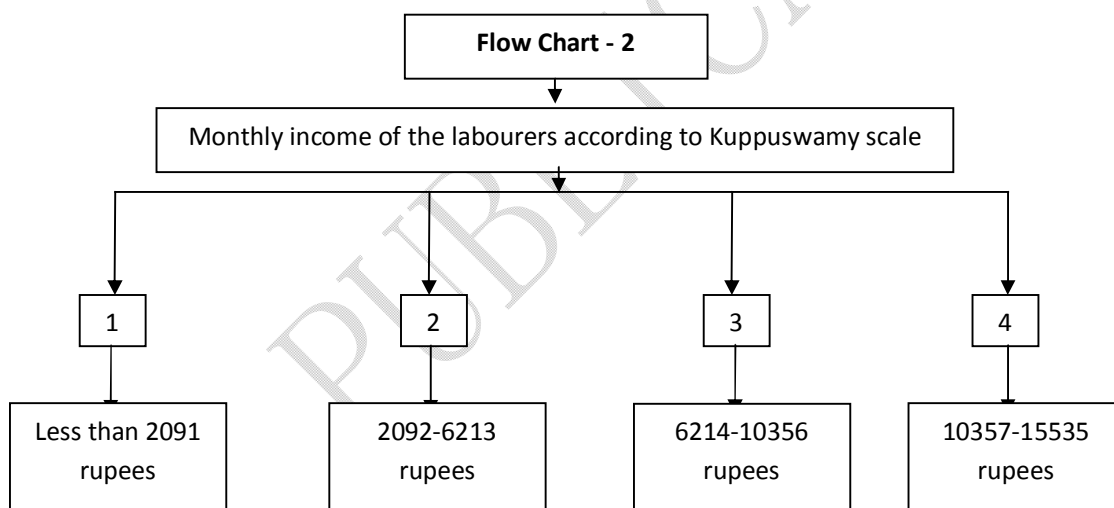


Table 3: Representing the Percentage of Educational Scores

Education	Count	Percent
1	49	25.12821
2	97	49.74359
3	13	6.66667
4	33	16.92308
5	1	0.51282
6	1	0.51282
7	1	0.51282

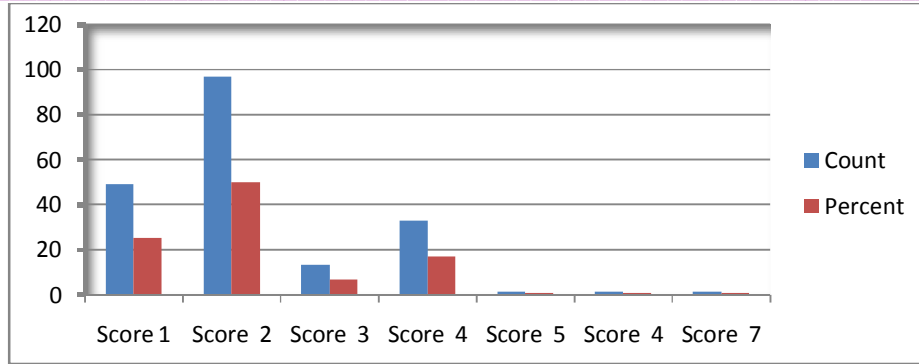


Figure- 3: Bar Graph Showing the Educational Scores of Labourers

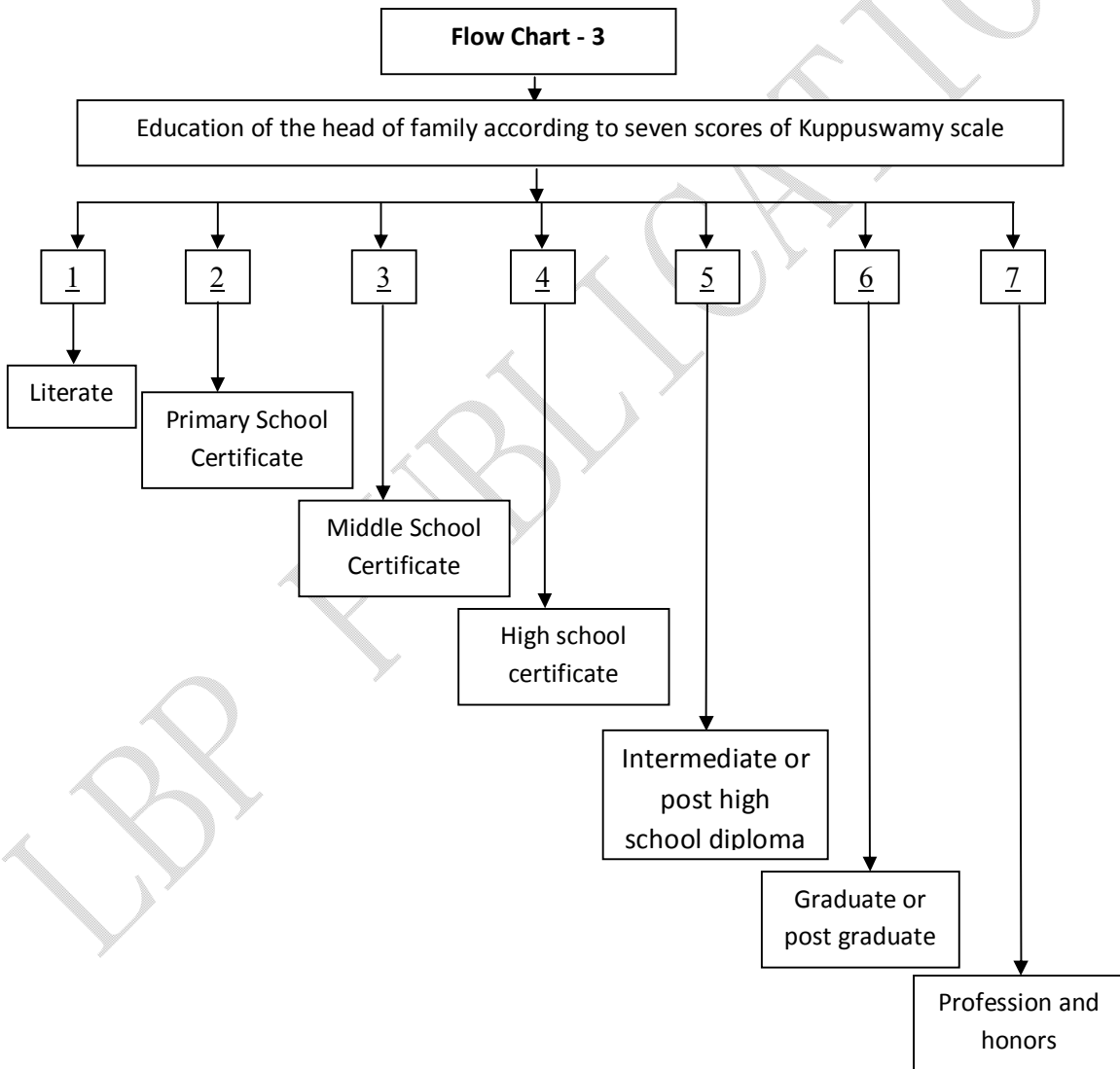
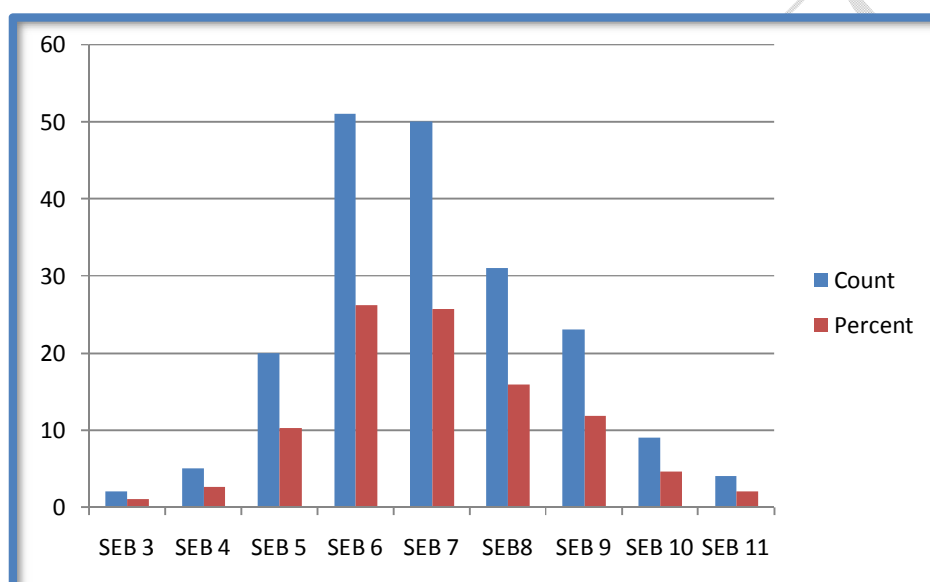


Table 4: Representing the Percentage According to the Socio-Economic Class

SEB	Count	Percent
3	2	1.03
4	5	2.56
5	20	10.26
6	51	26.15
7	50	25.64
8	31	15.90
9	23	11.79
10	9	4.62
11	4	2.05

**Figure-4: Bar Graph Showing the Socio-Economic Class of Labourers****Table 5: Representing the Percentage According to the Socio-Economic Background Category**

SEB Category	Count	Percent
1	6	3.08
2	176	90.26
3	13	6.67

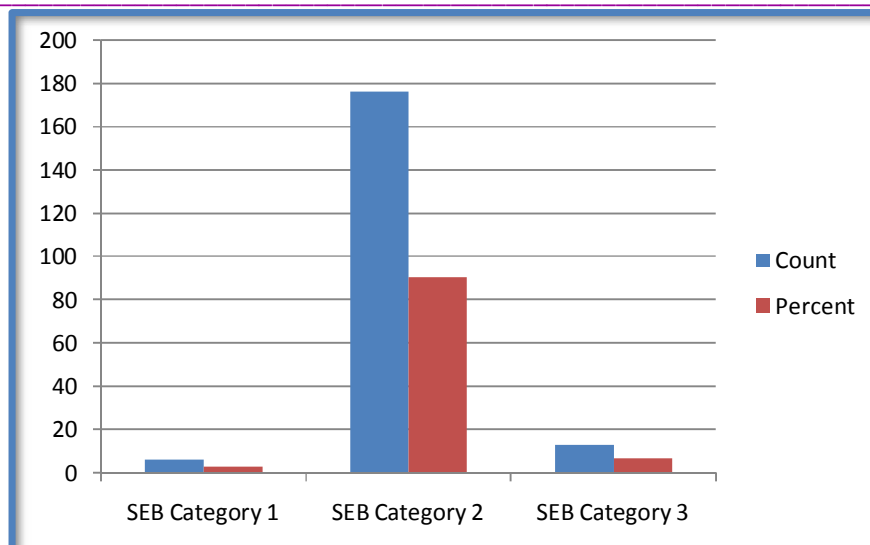


Figure-5: Bar Graph Showing the Socio-Economic Background Category of Labourers

According to Kuppuswami scale three socio-economic classes were found for the labourers, who are the parents of the sample in this research. The three classes are lower middle, upper lower and lower. H_{01} . There are no significant differences in Students' Socio-Economic Background scores in respect to –

- Tehsil (Raipur, Chakrata, Vikasnagar and Sahaspur)
- Migrant (Non-Migrant and Migrant)
- Gender (Male and Female)

Table 6 : N, Mean & S.D. of the of the Scores of Students' Socio-Economic Background of the Sub- Sample Groups based on Type of Gender, Type of Migrant and Type of Tehsil

	Category	N	Mean	Std. Deviation
Tehsil	Raipur (1)	52	7.29	1.446
	Chakrata(2)	23	6.17	1.696
	Vikasnagar(3)	64	7.27	1.616
	Sahaspur(4)	56	6.87	1.453
Migrant	Non-Migrant (1)	125	7.06	1.424
	Migrant(2)	70	6.97	1.802
Gender	Male(1)	117	6.99	1.545
	Female(2)	78	7.09	1.605
Total		195	7.03	1.566

Table 7 : Summary of the Factorial Analysis of Variance (ANOVA) for the Scores of Students' Socio-economic background based on Type of Gender, Type of Migrant and Type of Tehsil

Tests of Between-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	44.252 ^a	15	2.950	1.224	.258
Tehsil	27.480	3	9.160	3.799	.011
Migrant	.556	1	.556	.231	.632
Gender	1.308	1	1.308	.542	.462
Tehsil * Migrant	5.459	3	1.820	.755	.521
Tehsil * Gender	.100	3	.033	.014	.998
Migrant * Gender	3.795	1	3.795	1.574	.211
Tehsil * Migrant * Gender	7.127	3	2.376	.985	.401
Error	431.563	179	2.411		
Total	10115.000	195			
Corrected Total	475.815	194			
a. R Squared = .093 (Adjusted R Squared = .017)					

Main Influences

The main influences of the category variables namely Tehsil (A), Migrant (B) and Gender (C) on Students socioeconomic background scores are reported below:

First Main Influence (A)

From the Table-2, it might be concluded that the first main effect of tehsil was significant (Figure-3). The F-ratio was found to be highly significant (the significant value less than 0.01). This finding could be reported as: there was a significant main effect of tehsil [F (1/194) = 3.799, P<0.01].

Second Main Influence (B)

From the Table-2, it might be concluded that there was a non significant effect of migrant on socioeconomic background scores (Figure-4). This finding could be reported as: there was no significant main effect of migrant [F (1/194) =0.231, P=0.632].

Third Main Influence (C)

The third main effect of gender was no significant (Figure-5). This finding could be reported as: there was a non significant main effect of gender [F (1/194) = 0.542, P=0.462].

Table-8: The Result shows that H₀₂-a is rejected but H₀₂-b and H₀₂-c accepted

Hypotheses	Rejected/accepted
H ₀₁ a	Rejected
H ₀₁ -b	Accepted
H ₀₁ -c	Accepted

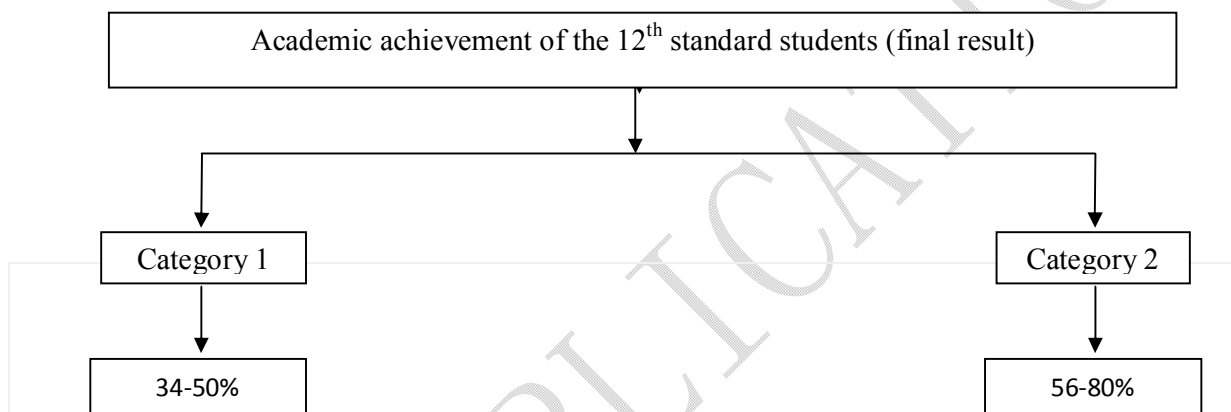
H₀₂ There is no significant association in the academic achievement among the children of labourers based on socio-economic background.

Association between Categories of Socio-Economic Background and Academic Achievement

Summary Table-1 : With Original Frequencies

SEBCat	AACAT 1	AACAT 2	Row
1	3	3	6
2	59	117	176
3	4	9	13
All Grps	66	129	195

Flow Chart - 4



Summary Table-2 : Expected Frequencies 10 Pearson Chi-square: .762451, df=2, p=.683025

SEBCat	AACAT 1	AACAT 2	Row
1	2.03077	3.9692	6.0000
2	59.56923	116.4308	176.0000
3	4.40000	8.6000	13.0000
All Grps	66.00000	129.0000	195.0000

Chi-square = 0.762 with $p = 0.68 (>0.05)$, indicating that academic achievement is independent of the SEB. There is no association between academic achievement and socio economic background as the value of $p = 0.68$ is greater than $.05.68 > .05$

Table-9: The Result shows that H_{02} -a is rejected but H_{02} -b and H_{02} -c accepted

Hypotheses	Rejected/accepted
H_{02}	Rejected

Findings Related to Quantitative Data Analysis

The data collected shows that sample comprised of lower-middle, upper-middle and lower socio-economic class as most of the parents of the children have low monthly income and less education. The ANOVA test conducted shows only significant difference among students, tehsil wise. The Chi-square test

conducted to find out association between the academic achievement and socio-economic background showed no association.

CONCLUSION

The main objective of the study was to know about the socio-economic background of the children of labourers in the district of Dehradun. The data was collected by the survey method and descriptive and inferential statistics were used for analysis. Only the main effect of tehsil was noticed in the analysis of variance done. Most of the students come from families who have low income parents. It is clear from the study that the socio-economic background does not affect the academic achievement of children. Academic achievement may depend on other factors like environment of the school, home, hard work and the mental condition of the student. For, which further study is required to conduct in the field of education. The economic situation of the country needs to be revamped so as to enhance the standard of living. A law should be enacted and mandatory the children of labourers must be given some scholarship from the home of government to carry out their higher education. Also non- governmental organizations should also endeavor for the children of labourers.

SUGGESTIONS

- Further study is required in the districts of Uttarakhand and other states to know about socio-economic background.
- Study must be conducted on other age groups as well.

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Acronyms:

19. SEBC: Social Economic Background Category
20. AACAT 1: Academic Achievement Category 1
21. AACAT 2: Academic Achievement Category 2