ACADEMIC ACHIEVEMENT OF TIWA STUDENTS IN RELATION TO SOCIO-ECONOMIC CONDITION AT PRIMARY LEVEL IN MORIGAON DISTRICT OF ASSAM

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ABSTRACT

Schools have greater responsibilities than ever before to help for the better achievement as well as for appropriate behaviors which may be beneficial for the society. Classroom achievement is one of the major parts of academic achievement. The academic achievement refers to achievement in a separate subject or total score of several subjects combined. Hence academic achievement is concerned with the quantity and quality of learning attained in a subject or group of subjects after a period of instructions. Thus better classroom achievement is one of the unique requirements for school pupils. It deserves special care and attention. The role of socioeconomic condition cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement. It is rightly said by the Kothari commission that the destiny of India is shaped in her classroom. In the present study an attempt has been made to study about Academic Achievement of Tiwa students in relation to socio economic condition at primary level in Morigaon district of Assam.

KEYWORDS: *Academic achievement, Morigaon, harmonious life, children*

INTRODUCTION

Today we are living in the world of science and technology which with the explosion of knowledge during the last few decades is fast approaching towards a technocratic age. Hence each individual needs to prepare himself to live effectively and contribute meaningfully with time. It deserves special care and attention. Every welfare state should aim at providing ample scope to every individual his maximum development. The role of primary school in attaining this end cannot be denied. In fact primary school is the foundation of formal agencies. The primary education has a profound effect on the higher education of a child and it is the basis of making future citizens of a country. Certainly, education plays the all important role in providing human beings with all the needed equipment and leading a harmonious life. Education does make one educated which enables one to see the better side of their life and thus helping them to contribute something meaningful. Education has now a day has become an important need of a human being.

Academic achievement means accomplishment in proficiency of performances of the students in various subjects of the curriculum. Academic achievement have always been the center of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education . Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best. The importance of scholastic and academic achievement has raised important questions for educational researchers. Academic Achievement and Socio Economic Status influences collectively to the progress of individual. The role of socioeconomic condition cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities.

The Lalungs or the Tiwas are a scheduled plain tribe of Assam. The Tiwas mostly inhabited in the districts of Morigaon and Nagaon. The name Lalung is given by their neighbours particularly the non – Tiwas but they prefer to be called themselves as Tiwa. The Lalung or the Tiwas are also found in the hilly areas of present Karbi- Anglong . The word Lalung is derived from the words La and Lung. Here La means water and Lung means rescued. According to the Karbi tradition, it derived from the word La:nglu+ La:ng = water or river, Lu:= came by floating or came downwards, i.e., a group of people came down ward through the river Brahmaputra. Again Ti means water or river and Wa means superior. Tiwa is a leading tribal community found in the districts Morigaon. They are medium statured, strong built and generally white complexioned people which are the characteristics features of the Mongoloids. They have flat nose, straight hair, and wide faces with scanty beards. The Tiwas have their own language, rites and rituals, social system, folk belief, song, dances etc. a composite culture. The economy of the Tiwas is agro based rural economy with indigenous methods of cultivation. Majority of the Tiwa people are cultivators. The Tiwa people are usually laborious. The major items of cultivation of crops are paddy, jute, mustard seed, sugarcane etc. The Tiwa prefers rural living to urban. This has correlation with the factor of their illiteracy and educational backwardness. The Tiwas by temperament are an easy going people who do not react very sharply to new ideas, new methods and experiment. They are very shy and introvert by their nature. They rear pigs, and buffaloes, goats and hens etc. They have rich varieties of folk dances like Barat dance, Langkhun dance, Khelzawa dance, Mainary Kanthi dance, Sagra Miswa dance etc. The Tiwa women enjoy the equal status with men in their familial life. The work culture is the age old belief of the Tiwas and women are very conscious for hard working. The Tiwa women think that hard working can change the economic condition of a family. It is true that the Tiwas are economically very poor.

STUDY AREA

Morigaon district is an administrative district in the state of Assam in India.The district occupies an area of 1,704 km .The total population of Morigaon district during 2011 census was 957,423 including 486,651 male and 470,772 female of the total population. As per 2011 census 92.34% population of Morigaon district lives in the rural areas of villages. Average literacy rate of Morigaon in 2011 census were 68.03 compared to 58.53 of 2001 census. If things are looked out at gender wise, male and female literacy were 71.90 and 64.04.

NEED OF THE STUDY

Parent's socio economic status is an important factor in shaping their attitude towards encouragement or neglect of education of children. Students belonging to high socio economic status could get easily all the necessary things which they require for their high achievement. Socio economic condition of the people of Morigaon district is poorer than the other district. Education is a powerful instrument of social change and often initiates upward movement in the social structure. This study will help to know the socio economic conditions of Tiwa student. It will serve as a baseline study and therefore the findings of this study will help the policy makers, teachers, volunteers, as well as educational planners, which will ultimately help in the improvement of education of Tiwa student.The investigator found that the number of

researches especially on the socio economic condition of Tiwa student is very less. Realizing the importance of education for Tiwa student, the investigator has taken this study in covering Morigaon district. Education and economic progress is the main causes of any caste and communities' backwardness and forwardness. The investigator has wanted to know the influence of socio economic condition on classroom achievement of the Tiwa student. Therefore, the investigator has selected this problem. On the basis of the above ground, the present study will be considered as significant.

OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To study the classroom achievement of Tiwa students in relation to gender.
2. To study the socio economic condition of Tiwa students in relation to gender
3. To find out the difference between
   i) high and average socio economic condition of Tiwa students on classroom achievement in relation to gender.
   ii) high and Low socio economic condition of Tiwa students on classroom achievement in relation to gender.
   iii) average and low socio economic condition of Tiwa students on classroom achievement in relation to gender.
4. To find out the relationship between the classroom achievement and socio economic condition

HYPOTHESES OF THE STUDY

H_{o1} There exists no significant difference between the classroom achievements of Tiwa students in relation to gender.

H_{o2} : There exist no significant difference between socio-economic condition of Tiwa students in relation to gender.

H_{o3} : There exist no significant difference between

i) high and average socio economic condition in relation to gender.

ii) high and low socio economic condition in relation to gender.

iii) average and low socio economic condition in relation to gender .

H_{o4} : There exist no significant relationship between classroom achievement and socio economic condition of Tiwa students at upper primary school level.

DELIMITATION OF THE STUD

The study has been delimited as follows –

i) Only students studying in class VII have been considered as the sample for the present study.

ii) Only the Government provincialised primary schools have been considered as sample schools for the present study.

iii) Regarding academic achievement, only classroom achievement of Tiwa primary school students have been tested.

Terms defined

Academic achievement: Academic achievement refers to the performance in class and in examination. Achievement in school subjects is wholly learnt by conscious efforts. Generally achievement depends upon the sustained training and interest during childhood and adolescents. Achievement has future reference and tries to predict degree of attainment for success of individual or activity after adequate training, ability concern itself only with the present condition

Socioeconomic status: "A combination of social and economic factors that are used as an indicator of household income and opportunity. Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation indicates Socio economic condition is typically broken into three categories- high socio economic condition, average socio-economic condition and low socio-economic condition.

Tiwa: The Lalungs or the Tiwas are a scheduled plain tribe of Assam. The word Lalung is derived from the words La and Lung. Here La means water and Lung means rescued.

Primary school: This is the first formal level of education that comprises from 6 to 14 years of age. Class I to Class V consists of lower primary stage and class VI to class VIII constitutes the upper primary stage. This is called the primary stage of education in the sense that the child is formally introduced to the disciplinary rules of education

METHODOLOGY

Considering the objectives descriptive survey method has been used for the present study.

Tools for data collection

For the present study, the data has been collected by adopting the following tools for achieving the objectives of the study.

➢ Socio-Economic Status Scale (SES) - a scale developed by R.A.Singh and S K. Saxena

➢ General classroom achievement test (GCAT-SG) developed by A.K. Singh and A. Sen Gupta has been used.

Sample

For the present study 150 boys and 150 girls have been taken out as sample. In the first stage, Morigaon district has been purposively selected. In the second stage, 4 development block out of the total 7 blocks has been selected purposively to collect the required data. For the present study, 40 schools, 150 boys and 150 girls have been selected by adopting simple random sampling technique.

Data collection

Both primary and secondary sources of data have been used in the present study. The responses of the student and parents have been collected through primary sources. Secondary data has been collected from various books, journals, reports and newspapers related to the study. Before collecting the data the investigator first of all sought the permission from the head master or head mistress of each school to undertake the study with their consent. The investigator administered the test.

Statistical Techniques: The following statistical techniques are selected and have been used for the present study are Mean ,Standard deviation, t test , ANOVA, Graphical representation.

ANALYSIS AND INTERPRETATION OF DATA

Objective no 1: To study the classroom achievement of Tiwa students in relation to gender

H_{o1} : There exists no significant difference between the classroom achievements of Tiwa students in relation to gender

Table 1: Showing the high, average and low classroom achievement in relation to gender

Achievers	Criteria for category	Sex	N	%
High	Above 60%	Boys	49	32.67%
		Girls	57	38%
Average	45% or more but less tha60%	Boys	64	42.67%
		Girls	62	41.33%
Low	Below 45%	Boys	37	24.67%
		Girls	31	20.67%

From the table it has been found that class room achievement of Tiwa boys are 49 i.e. 32.67% high achievers and girls are 57 i.e. 38%, at average level Tiwa Boys are 64 i.e.42.67% and Tiwa girls are 62 i.e. 41.33%, and low achievers of Tiwa boys are 37 i.e. 24.67% and girls are 31 i.e. 20.67%. At high level achievers girls are better than boys and at average and low levels boys are better than girls.
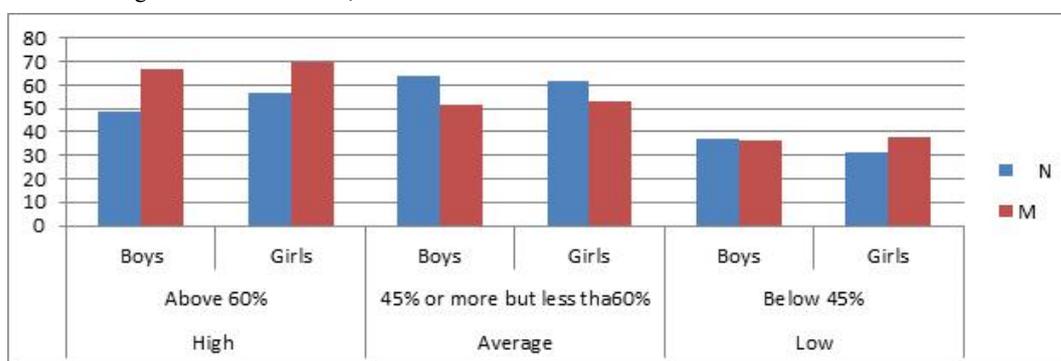
Table 2 : Showing the difference between the mean of high achievers of boys and girls at primary level

Achievers	Gender	N	M	SD	t	df	Significant
High	Boys	49	67.14	29.3	0.38	104	0.05
	Girls	57	69.54	34.65			

From the table it has been found that the mean of high achievers of Tiwa boys is 67.14 with SD 29.3 that of Tiwa girls is 69.54 with SD 34.65 and the calculated t value is 0.38 with df 104 which is significant at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference of high achievers between boys and girls. From the mean score it is cleared that tiwa girls are better in classroom achievement than tiwa boys students.

Table 3 : Showing the difference between the mean of Average achievers of boys and girls at primary level

Achievers	Gender	N	M	SD	t	df	Significant
Average	Boys	64	51.61	25.65	0.21	124	0.05
	Girls	62	52.72	33.35			

From the table it has been found that the mean of Average achievers of Tiwa boys is 51.61 with SD 25.65 that of Tiwa girls is 52.72 with SD 33.35 and the calculated t value is 0.21 with df 124 which is significant at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference of average achievers between boys and girls. From the mean score it is cleared that Average achievers of tiwa boys are better than tiwa girl students.

Table 4: Showing the difference between the mean of Low achievers of boys and girls at primary level

Achievers	Gender	N	M	SD	t	df	Significant
Low	Boys	37	36.05	27.7	0.19	66	0.05
	Girls	31	37.80	45.8			

From the table it has been found that the mean of low achievers of Tiwa boys 36.05 with SD 27.7that of Tiwa girls 37.80 with SD 45.8 and the calculated t value is 0.19 with df 66 which is significant at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference of Low achievers between boys and girls. From the mean score it is cleared that Low achievers of tiwa boys are better than tiwa girl students

Table 5: Showing the difference between the mean of classroom achievement of boys and girls at primary level

Variable	Sex	N	M	SD	t	df	Significant
Academic Achievement	Boys	150	53.26	42.3	1.97	298	0.05
	Girls	150	56.03	43.45			

From the table it has been found that the mean of class room achievement of Tiwa boys are 53.26 with SD 42.3 that of Tiwa girls are 56.03 with SD 43.45 and the calculated t value is 1.97 with df 298 which is smaller than the table value 1.97 at 0.05 level. Hence null hypothesis is rejected. From the t value it can be said that there is a significant difference in general classroom achievement between boys and girls. From the mean score it is cleared that tiwa girls are better in general classroom achievement than tiwa boys students because the mean of general classroom achievement of boys is 53.26 than girls 56.03.

Objective 2: To study the socio-economic conditions of Tiwa students in relation to gender

H_{o2}: There exists no significant difference between the socio economic statuses of Tiwa students in relation to gender.

Table 6: Showing the educational status of parents of Tiwa boys

	Above graduate	Graduate	H.S.	VIII to X	VI to VII	I toV	Illiterate
Father	0	2 (1.33%)	13 (8.67%)	53 (53.33%)	47 (33.33%)	15 (10%)	20 (13.33%)
Mother	0	0	5 (3.33%)	47 (31.33%)	59 (39.33%)	21 (14%)	18 (12%)

From the table it has been found that majority of the parents have education level between VI to VIII. Only 1.33% fathers are graduate. At H.S. Level of education Father is 8.67% and mother is 3.33%. At VIII to X Level of education father is 53.33% and mother is 31.33%. At VI to VII Level of education father is 33.33% and mother is 39.33%. I to V Level of education father is 10% and mother is 14%. And 13.33% of father and 12% of mother are illiterate.
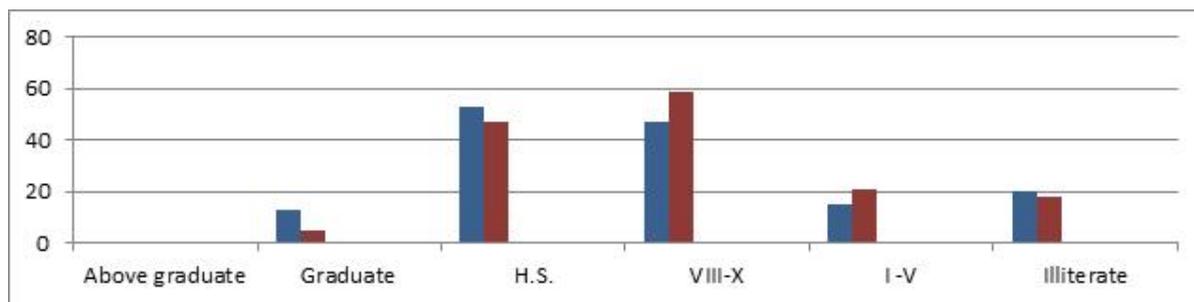
Figure 2: Graphical representation of the educational status of parents of Tiwa boys

Table 7 : Showing the Educational status of parents of Tiwa girls

Education	Above graduate	Graduate	H.S.	VIII to X	VI to VII	I to V	Illiterate
Father	0	0	8 (5.3%)	41 (27.3%)	38 (25.33%)	34 (22.66%)	29 (19.33%)
Mother	0	0	0	47 (31.33%)	42 (28%)	26 (17.33%)	35 (23.33%)

From the table it has been found that majority of the parents have education level between VI to VIII. At H.S. Level of education father is 5.33% and mother At VIII to X Level of education father is 27.33% and mother is 31.33%. At VI to VII Level of education father is 25.33% and mother is 28%. I to V Level of education father is 22.66% and mother is 17.33%. And 19.33% of father and 23.33% of mother are illiterate.
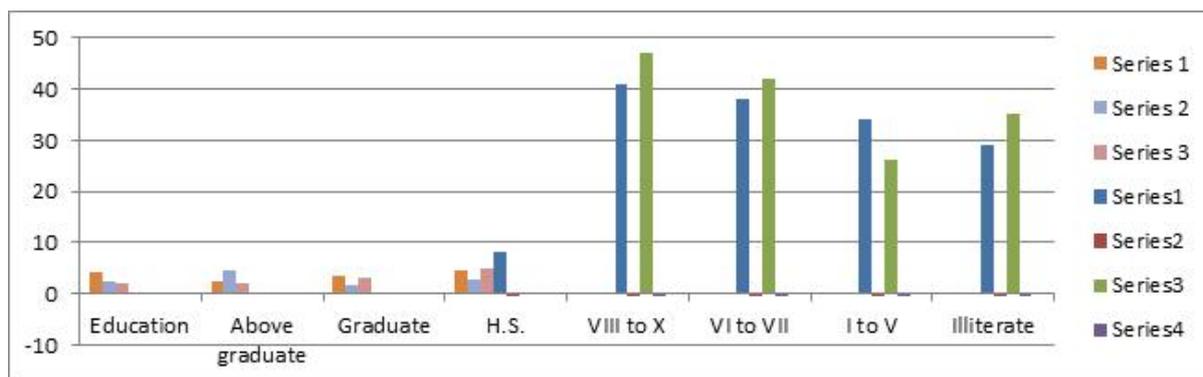

Figure 2 :Graphical representation of the educational status of parents of Tiwa girls

Table 8 : Showing the Income of parents of Tiwa students at primary level

Gender	Above 20,000	15001-20,000	10,001 to 15,000	5001 to10,000	Below 5,000	N
Boys	3 (2%)	5 (3.33%)	15 (10%)	39 (26%)	88 (58.66%)	150
Girls	0 (0%)	8 (5.33%)	21 (14%)	42 (28%)	79 (52.67%)	150

From the table it has been found that majority of the income of parents between 5000 to 10,000. 2% parents have income above 20,000, 3.33% parents income between 15001 to 20,000, 10% parents income between 10,000 to 15,000, 26% parents income between 5001 to 10,000, 58.66% parents income below 5, 000. Majority of the income of parents of girls between 5000 to 10,000. 0% parents have no income above 20,000 , 5.33% parents income between 15001 to 20,000, 14% parents income between 10,000 to 15,000, 28% parents income between 5001 to 10,000, 52.67% parents income below 5000. Majority of the income of parents of girls between 5000 to 10,000. 0% parents have no income above 20,000 , 5.33% parents income between 15001 to 20,000, 14% parents income between 10,000 to 15,000, 28% parents income between 5001 to 10,000, 52.67% parents income below 5000.

Table 9 : Showing the ANOVA for the test of significance in Parents income of Tiwa boys and level of Academic Achievement among High , Average and low

Sources of Variations	Sum of Squares (SS)	Sum of Squares (SS)	Mean Square variance	F	Significant level
Between Group	2	2.8	1.4	0.01	NS
Within Group	12	1903.2	158.6		

From the table it has been found that the obtained F value is 0.01 which is not significant. Hence we accept our null hypothesis and conclude that the mean of three groups do not differ significantly. It can be said that there exist significance difference in parent's income and academic achievement.

Table 10 : Showing the ANOVA for the test of significance in Parents income of Tiwa girls and level of Academic Achievement among High , Average and low

Sources of Variations	df	Sum of Squares (SS)	Mean square (variance)	F	Significant
Between Groups	2	86.8	43.4	0.47	Not significant
Within Groups	12	1105.2	92.1		

From the table it has been found that the obtained F value is 0.47 which is not significant. Hence we accept our null hypothesis and conclude that the mean of three groups do not differ significantly. It can be said that there exist significance difference in parents' income and academic achievement.

Occupation:

A Grade level : High administrative (Gazette officer) university lecturer, Reader, Professor, Principal, Doctor, lawyer, Engineer, Chief of Army staff, Chief of air force, DGP, Bank manager, Managing director MLA,MP etc.

B grade level: Non administrative officer, Army staff, Naval Staff, Air force, Teacher of a high school or higher secondary school, Chemist, Demonstrator, junior engineer, big shopkeeper, Big Businessman

C grade Level: Clerk, Typist, Accountant, Middle school teacher, Laboratory assistant, Proof reader, supervisor of a factory, Police constable, Army Jawan, etc

D grade level: Motor driver, Mechanic, Carpenter, Mason, Peon, Labourer, Hawker, Mobile shopkeeper, Small businessman, and worker engages in agriculture, watchman, Gate keeper, Domestic servant, collie etc.

Table 11 : Showing the Occupation of parents of Tiwa boy students at primary school level

Occupation	Father	%	Mother	%
Grade A	0	0	0	0
Grade B	0	0	0	0
Grade C	37	24.67%	12	8%
Grade D	123	82%	138	92%

From the table it has been found that father of Tiwa boys 24.67% and mother 8% fall under the C grade level. Father of Tiwa boy students at the D grade level 82% father of Tiwa boys 92% mother of Tiwa boys fall under the grade D level. The findings of the above tables with regard to parental occupation revealed that no parents fall under the occupational level of group A and B.

Table 12 : Occupation of parents and Academic achievement of Tiwa boy students

Occupation	N	Classroom achievement		%
C grade level	37	High	13	35.13%
		Average	16	43.24%
		Low	8	21.62%
D grade level	123	High	42	34.14%
		Average	56	45.53%
		Low	25	20.33%

From this table it has been found that at C grade level academic achievement of Tiwa boys 37 e.g. 35.13% high, 43.13% average and low 21.62%. At the D grade level classroom achievement of Tiwa boys is 123 e.g. 34.14% high, 45.53% average and low 20.33%.
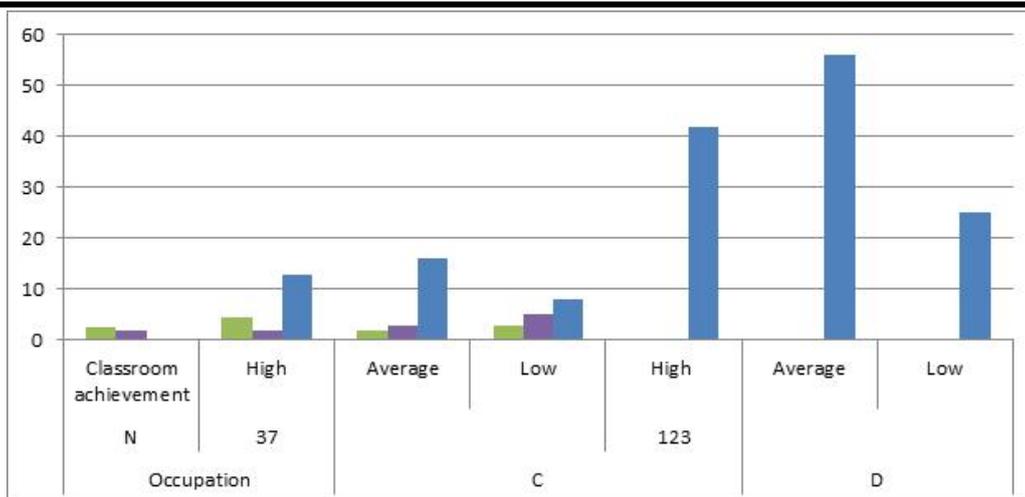
Figure3 : Graphical representation of Occupation of father and academic achievement of Tiwa boy students at upper primary school level

Table 13 : Showing the Occupation of parents of Tiwa girl students at primary school level

Occupation	Father	%	Mother	%
Grade A	0	0%	0	0%
Grade B	0	0%	0	0%
Grade C	42	28%	8	5.33%
Grade D	108	72%	142	94.67%

From the above table it has been found that occupation of parents of Tiwa girl 28% father and 5.33% fall under C grade level. 72% father and 94.67% mother fall under D grade level. It has been revealed that majority of the parent's occupational level fall under D grade level.

Table 14 : Occupation of parents and Academic achievement of Tiwa girl students

Occupation	N	Classroom achievement		%
C grade level	42	High	16	38.09%
		Average	18	42.86%
		Low	8	19.05%
D grade level	108	High	52	48.15%
		Average	35	32.41%
		Low	21	19.44%

From this table it has been found that at C grade level academic achievement of Tiwa girls was 37 e.g. 38.09% high, 42.86% average and low 19.05%. At the D grade level classroom achievement of Tiwa girls was 123 e.g. 48.15% high, 32.41% average and low 19.44%.

Objective 4: To find out the difference between
i)   high and average socio economic condition of Tiwa students on classroom achievement in relation to gender.
ii)   high and Low socio economic condition of Tiwa students on classroom achievement in relation to gender.

iii)   average and low socio economic condition of Tiwa students on classroom achievement in relation to gender.

H_{o3} : There exist no significant difference between
i)   high and average socio economic condition in relation to gender.
ii)   high and low socio economic condition in relation to gender.
iii)   average and low socio economic condition in relation to gender

Table 15 : Showing the mean difference between High and Average socio economic condition of Tiwa students on academic achievement

	Gender	N	M	SD	df	t	significant
High socio economic condition	Boys	12	29.08	7.05	26	1.18	Not significant
	Girls	16	32.65	8.95			
Average socio economic condition	Boys	70	30.86	33.7	144	0.23	Not significant
	Girls	76	29.76	19.4			

From the table it has been found that the mean of high socio economic condition of tiwa boys 29.08 with SD 7.05 that of tiwa girls was 32.65 with SD 7.05 and 8.95, the calculated t value is -1.18 with df 26 which is smaller than the table value 1.97 at 0.05 level and 0.01 level. Hence null hypothesis is accepted there exist no significant difference between the two group's boys and girls. From the t value it can be said that there is a significant difference in socio economic condition between boys and girls. From the mean score it is cleared that Tiwa girls are better in socio economic condition than Tiwa boy students.

Table 16 : Showing mean the difference between High and Low socio economic condition of Tiwa students on classroom achievement at upper primary school level

	Gender	N	M	SD	t	significant
High Socio Economic Condition	Boys	12	29.08	7.05	1.18	Not significant
	Girls	16	32.65	8.95		
Low Socio Economic Condition	Boys	68	15.75	10.05	0.02	Not significant
	Girls	58	15.70	12.30		

From the table it has been found that the mean of high socio economic condition of Tiwa boys are 29.08 that of Tiwa girls are32.65 with SD 7.05 and 8.95, the calculated t value is 1.18 with df 26 which is smaller than the table value at 0.05 level and 0.01 level. and at low socioeconomic condition of Tiwa boys 15.75 that of Tiwa girls 15.70 with SD 10.05 and 12.30 the calculated t value is 0.02 with df 124 which is smaller than the table value at 0.05 level and 0.01 level. Hence null hypothesis is accepted it may conclude that there exist no significant difference between the two groups.

Table 17 : Showing the mean difference between Average and Low socio economic condition of Tiwa students on classroom achievement at primary school level

	Gender	N	M	SD	t	significant
Average socio economic condition	Boys	70	30.86	33.7	0.23	Not significant
	Girls	76	29.76	19.4		
Low socio economic condition	Boys	68	15.75	10.05	0.02	Not significant
	Girls	58	15.70	12.30		

From the table it has been found that the mean of average socio economic condition of Tiwa boys are 30.86 that of Tiwa girls are 29.76 with SD 33.7 and 19.4, the calculated t value is 0.23 with df 144 which is smaller than the table value at 0.05 level and 0.01 level. and at low socio economic condition of Tiwa boys are 15.75 that of Tiwa girls are 15.75 with SD 10.05 and 12.30 the calculated t value is 0.02 with df 124 has been found not to be significant at both the level. Hence null hypothesis is accepted and it may conclude that there exist no significant difference between the two group's boys and girls that belong to Average and Low socio economic condition.

Table 18: Showing the mean difference between the socio-economic condition of Tiwa students at primary school

Variable	Sex	N	M	SD	t	df	Significant
Socio-economic status	Boys	150	29.2	50.65	`	298	0.05
	Girls	150	29.6	50.4	`0.98		

From the table, it has been found that the mean of socio economic condition of boys are 29.2 with SD 50.65 that of Tiwa girls are 29.6 with SD 50.4 and the calculated t value is 0.98 with df 298 .Hence null hypothesis is accepted. From the t value it can be said that there exist no significant difference in socio economic status between boys and girls. From the mean score it is cleared that Tiwa girls are better socio economic status than Tiwa boys students.
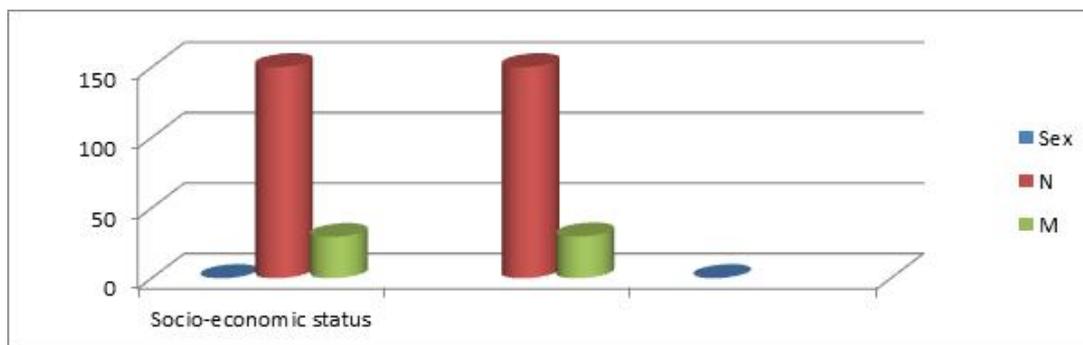
Figure 6 : Graphical representation of the mean difference between the socio-economic statuses of Tiwa students at upper primary school level

Objective 7: To find out the relationship between the academic achievement and socio economic condition of Tiwa students in relation to gender.

Ho$_7$: There exist no significant relationship between classroom achievement and socio economic status of Tiwa students at primary school in relation to gender.

Table 19 : Showing the correlation between classroom achievement and socio economic condition among boys and girls

Gender	Variable	Coefficient of correlation
Boys and Girls	Classroom achievement	0.74*
	Socio-economic status	

Significant level at o.o1

From the table it has been found that the correlation between classroom achievement and socio economic status of Tiwa students is 0.74 which is significant at 0.01 level. From the result it is observed that there is a highly correlation between socio economic condition and academic achievement of Tiwa student. So the hypothesis is rejected. There is a significant relation between socio economic condition and classroom achievement of Tiwa students at upper primary level.

MAJOR FINDINGS OF THE STUDIES
Objective no 1
➢ It has been found that the mean of class room achievement of Tiwa boys is 53.26 that of Tiwa girls is 56.03. From the mean score it is cleared that Tiwa girls are better in general classroom achievement than Tiwa boy's students.
➢ It has been found that mean of class room achievement of Tiwa boys of high achievers is 67.14 and girls of high achievers is 69.54 .The mean of average achievers of Tiwa boys are 51.61 and average achievers of Tiwa girls are 52.72 . The mean of low achievers of Tiwa boys are 36.05 and S.D. is 27.7 and Tiwa girls are 37.80. From the mean score it is cleared that Tiwa girls achieves high scores in general classroom achievement than Tiwa boy's students. At the average score the boys score 51.61 better than girls a 52.72 and at the low achievers.

OBJECTIVE 2:
➢ It has been found that majority of the parents of Tiwa students have education level between VI to VIII.
➢ It has been found that majority of the income of parents between 5000 to 10,000.
➢ It has been found that With regard to parental occupation majority of the parents fall under the occupational level of group D.
➢ There is a significant relationship between father's education, income and occupation on classroom achievement of Tiwa students.

➢ It has been found that maximum classroom achievement of Tiwa boy students at high socio economic condition level i.e. 12 or 25% and girls 16 or 10.67 %.
➢ It has been found that maximum classroom achievement of Tiwa boy students at average socio economic condition level i.e. 70 or 28.57% high classroom achievement, 45.71% average classroom achievement and 25.71% found low classroom

achievement 28.94% girls at high classroom achievement, 40.78% at average level and 30.26% at low classroom achievement.
➢ It has been found that maximum classroom achievement of Tiwa boy students at low socio economic condition level i.e. 68 or 19.11% high classroom achievement, 45.58% average classroom achievement and 35.29% And girls at low socio economic condition level 28.94% girls show high classroom achievement,40.78% at average classroom achievement and 30.26% at low classroom achievement.

OBJECTIVE 3
➢ From the t value it can be said that there is a significant difference in high socio economic condition between boys and girls. From the mean score it is cleared that Tiwa girls are better in socio economic condition than Tiwa boy's students because the mean of general classroom achievement of boys is 53.26 than girls 56.03.
➢ It has been found that the difference between high and average achievers, the null hypothesis is accepted which indicates that high and average achievers differ in their socio economic condition. Hence the difference is in favour of average socio economic condition. The Tiwa students of average socio economic condition show better classroom achievement then high socio economic condition
➢ It has been found that the difference between high and low achievers, the null hypothesis is accepted which indicates that high and low achievers differ in their socio economic condition.

OBJECTIVE 4
➢ It has been found that the correlation between classroom achievement and socio economic status of Tiwa students is 0.74 which is significant at 0.01 level. From the result it is observed that there is a highly correlation between socio economic condition and academic achievement of Tiwa student. So the hypothesis is rejected. There is a significant relation between socio economic condition and classroom achievement of Tiwa students at primary level.

DISCUSSION
Academic achievement is concerned as a main standard to measure ones total potentialities and capacities. It possesses a very significant place in education as well as in teaching learning process. Socio economic status is a vital condition which plays an important role in the life of a person. It is evident that types on intellectual environment of the family

determined by intellectual level of parents, occupation, income and also the size of the family. Students coming from different values, resources, skills and aspirations with them. As pointed out by Dutta,K.P. (2003) made a study on "Identified the nature and relationship between socio economic status and academic achievement of Students." The study found that there were difference in mean and standard score in relationship between academic achievement of students and parent's education, occupation and income level. Pandey,E.L.(2005) studied on "Relationship between socio economic status and academic achievement of adolescent". The study found significant relationship between academic achievement and socio economic status. Garikai (2010) indicated that there was a difference in academic performance of male and female students with male students performing better and education of parent's achievement of the students. The findings of the study also supports some other findings like Bora (2010), Mohan R (1997), Shamim (2011), Gupta R.S.(2012), Devi,B (2013).The Sarma,G (2007), Garikai(2010) Femi,O,Adewale (2012),Devi,B, The studies revealed that parental education ,occupation, income are found significant relationship with academic achievement, The findings indicated that there was a difference in socio economic condition of boy and and girl students.

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