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**Socio-Economic Status of Tribal and Non Tribal Students of
Nanded District of Maharashtra**

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Abstract

The aim of the study was to find out the differences of Socio-economic status between Tribal and Non Tribal students of Nanded. For this present study, 50 tribal and 50 non tribal students were randomly selected as a subject for the present study. The socio-economic status scale by Kapoor and Kocher (1994) was used to comprised Tribal and Non Tribal students, t-ratios has been used to compare the socio-economic status between Tribal and Non Tribal students who has studying in various colleges of Nanded. Socio-economic status difference were found between Tribal and Non Tribal students ($t = P < .01$), where Non Tribal students having got high socio-economic status. While analysis the difference of high socio-economic status of Tribal and Non Tribal students, significant high socio-economic status differences were found ($t = P < .01$), where the Tribal students was found to have less score on high socio-economic status. Furthermore, Middle socio-economic status difference were found ($t = P < .01$), between these two groups. In addition low socio-economic status differences was found to the Tribal and Non Tribal students ($t = 6.56, P < .01$), where Tribal have high score on low socio-economic status.

Introduction :-

Socio-economic status is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. Nanded district is a district of Maharashtra in western India. The district has an area of 10,502 km² while according to 2011 census its population is 3,361,292 of which 27.19% were urban. The Godavari River flows through the district. Nanded District lies in the eastern portion of Marathwada region, which corresponds to Aurangabad Division of Maharashtra. The district is bounded by Nizamabad, Medak and Adilabad districts of Telangana on the east, by Bidar District of Karnataka falls on the south, by Parbhani and Latur districts of Marathwada on the west, and Yavatmal District of Maharashtra's Vidarbha region on the north. It has been recognized that socio-economic factors play a vital role in an individual's Academic performance of students .

The Socio-economic status make-up of an individual plays an important role in their achievements in every field of life. There are many psychological factors like socio-economic status - attitudes, motives, spectators, self-concept, motivation, adjustment etc., which influence the achievements of students. The socio-economic status of the group and the status of an individual in his group influence academic and co-operative behavior for different reasons and the different factors than those motivating people in the middle and upper economic group influencing the well-being of the. Therefore, the present study "Compare the Socio-economic status of inter collegiate Tribal and Non Tribal students" for investigation.

Methodos

For this present study, 50 tribal and 50 non tribal students were randomly selected as a subject for the present study. The socio-economic status scale by Kapoor and Kocher (1994) was used

to determine the socio economic status of Tribal and Non Tribal students. Socio-economic status scale by Kapoor and Kocher (1994), were distributed to Tribal and Non Tribal students, before filling the SOCIO-ECONOMIC STATUS scale instruction were given by the investigator to the. The scale seek information about respondents Tribal and Non Tribal students. The subjects were requested to give exact information about their families and the confidentiality was assured. There are different possible answer to each of the question which suited them most and tick mark (√) against it. However, in case of question 10 they were to put a cross or tick mark for each of the items present in their house., t-ratios has been used to compare the socio-economic status between Tribal and Non Tribal students who has been studying in various colleges of Nanded in post graduate course during the academic year 2016-2017., t-ratios has been used to compare the socio-economic status between Tribal and Non Tribal students who has been studying in various colleges of Nanded in post graduate course.

Results and Discussion

Table-I

Mean score, standard deviation and t-ratio of socio-economic status of tribal and non-tribal students

Parameters	Students	No.	Mean Score	Standard Deviation	t-ratio
<i>Socio-economic status</i>	<i>Tribal</i>	50	11.12	1.43	<i>(P< .05)</i>
	<i>Non- Tribal students</i>	50	14.34	1.65	

Table I show that the mean scores, standard deviations and t-ratio of socio-economic status of tribal and non-tribal students. The mean scores, of socio-economic status of tribal and non-tribal students has been presented in figure-I

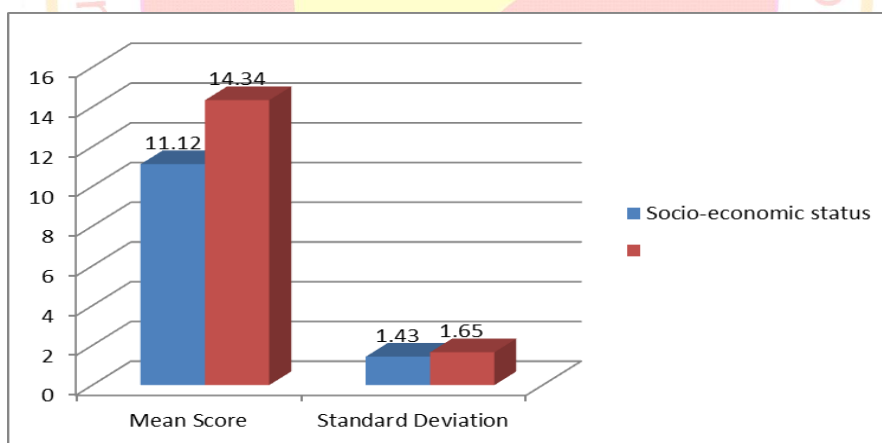


Table-II

The mean scores, standard deviations and t-ratio of high socio-economic status of tribal and non-tribal students

Parameters	Students	No.	Mean Score	Standard Deviation	t-ratio
<i>High Socio-economic status</i>	<i>Tribal</i>	50	13.90	1.76	<i>(P< .05)</i>
	<i>Non- Tribal students</i>	50	16.88	1.89	

Table II show that the mean scores, standard deviations and t-ratio of high socio-economic status of tribal and non-tribal students. The mean scores, of high socio-economic status of tribal and non-tribal students has been presented in figure-II

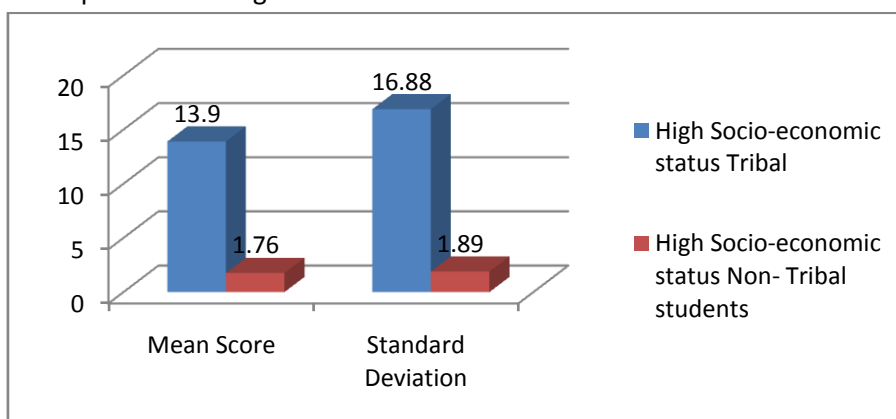


Table-III
Mean score, standard deviation and t-ratio of middle socio-economic status of tribal and non-tribal students

Parameters	Students	No.	Mean Score	Standard Deviation	t-ratio
Middle Socio-economic status	Tribal	50	12.07	1.54	(P< .05)
	Non- Tribal students	50	13.97	1.61	

Table III show that the mean scores, standard deviations and t-ratio of Middle socio-economic status of tribal and non-tribal students.

The mean scores, of Middle socio-economic status of tribal and non-tribal students has been presented in figure-III

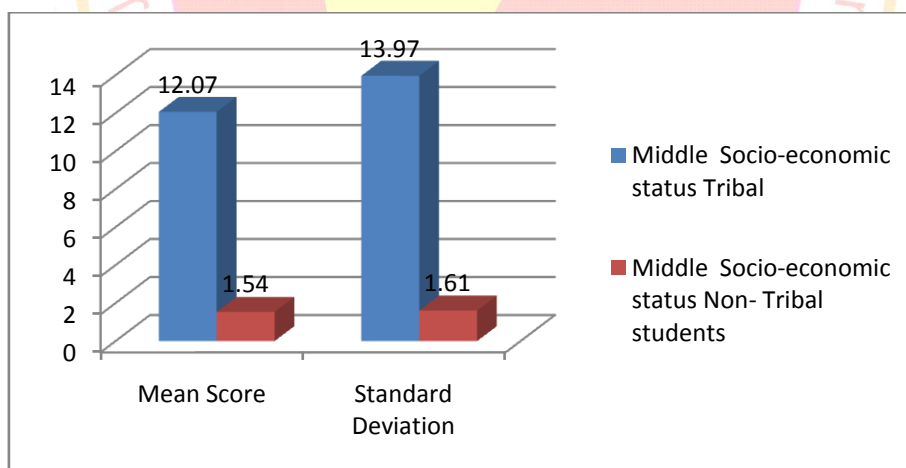
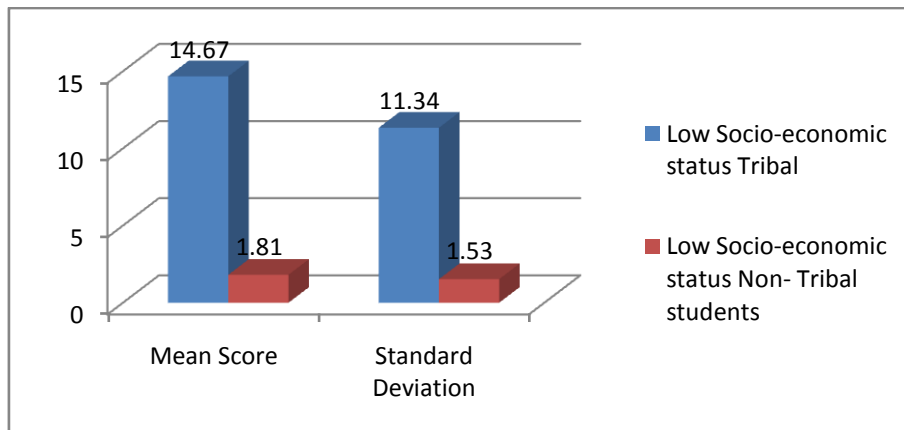


Table-IV
Mean score, standard deviation and t-ratio of low socio-economic status of tribal and non-tribal students

Parameters	Students	No.	Mean Score	Standard Deviation	t-ratio
Low Socio-economic status	Tribal	50	14.67	1.81	(P< .05)
	Non- Tribal students	50	11.34	1.53	

Table IV show that the mean scores, standard deviations and t-ratio of Low socio-economic status of tribal and non-tribal students. The mean scores, of Low socio-economic status of tribal and non-tribal students has been presented in figure-IV



Discussion

The purpose of the study was to determine the socio economic status of tribal and Non tribal students of Nanded district. With regards to mean score of socio-economic status of Tribal students were obtained 11.12 and mean score of socio-economic status of Non-tribal students were obtained 14.34 respectively. However, the standard deviation of Socio-economic status of Tribal students were obtained 1.43 and standard deviation of socio-economic status of non-Tribal students were obtained 1.65 respectively. The findings of the study shows that, there was significant difference was found ($t = P < .05$) socio economic status between Tribal and Non Tribal students. Tribal students incur significantly low socio-economic status as compare to Non-Tribal students. With regards to mean score of high socio-economic status of Tribal students were obtained 13.90 and mean score of high socio-economic status of Non-tribal students were obtained 16.88 respectively. However, the standard deviation of high socio-economic status of Tribal students were obtained 1.76 and standard deviation of high socio-economic status of non-Tribal students were obtained 1.89 respectively. The findings of the study shows that, there was significant difference was found ($t = P < .05$) in high socio-economic status between Tribal and Non Tribal students. Tribal students incur significantly lower high socio-economic status as compare to Non-Tribal students. With regards to mean score of Middle socio-economic status of Tribal students were obtained 12.07 and mean score of Middle socio-economic status of Non-tribal students were obtained 13.97 respectively. However, the standard deviations of Middle socio-economic status of Tribal students were obtained 1.54 and standard deviations of Middle socio-economic status of non-Tribal students were obtained 1.61 respectively. The findings of the study shows that, there was significant difference was found ($t = P < .05$) in Middle socio-economic status between Tribal and Non Tribal students. Tribal students incur significantly lower Middle socio-economic status as compare to Non-Tribal students. With regards to mean score of Low socio-economic status of Tribal students were obtained 14.67 and mean score of Low socio-economic status of Non-tribal students were obtained 11.34 respectively. However, the standard deviations of Middle socio-economic status of Tribal students were obtained 1.81 and standard deviation of Low socio-economic status of non-Tribal

students were obtained 1.53 respectively. The findings of the study shows that, there was significant difference was found ($t = P < .05$) in Low socio-economic status between Tribal and Non Tribal students. Tribal students were found to have got much Low socio-economic status as compare to Non-Tribal students. Research indicates that students from low- socio-economic status households and communities develop academic skills more slowly compared to students from higher socio-economic status groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's preacademic skills. The school systems in low- socio-economic status communities are often underresourced, negatively affecting students' academic progress (Aikens & Barbarin, 2008). Inadequate education and increased dropout rates affect students's academic achievement, perpetuating the low- socio-economic status status of the community. Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between socio-economic status and education is essential. Research continues to link lower socio-economic status to lower academic achievement and slower rates of academic progress as compared with higher socio-economic status communities. Students from low- socio-economic status environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008). Students with higher socio-economic status backgrounds were more likely to be proficient on tasks of addition, subtraction, and ordinal sequencing and math word problems than students with lower socio-economic status backgrounds (Coley, 2002). Students from low- socio-economic status schools entered high school 3.3 grade levels behind students from higher socio-economic status schools. In addition, students from the low- socio-economic status groups learned less over 4 years than students from higher socio-economic status groups, graduating 4.3 grade levels behind those of higher socio-economic status (Palardy, 2008). In 2007, the high school dropout rate among persons 16-24 years old was highest in low-income families (16.7 percent) as compared to high-income families (3.2 percent) (National Center for Education Statistics, 2008).

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