

Socio-Economic condition and Occupational preference of SC students at secondary level in the district of Howrah, West Bengal, India

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INTRODUCTION

Education plays a vital role for the development of a country because it helps to upgrade the economy of nation. India is a developing country where Indian education is recurrently choked with the factors like scarcity of infrastructure, inadequate facility, and incompetency of teachers and lack of financial resources. Adding to these factors the most key issue that India is facing today in educational field is the caste based inequality, disproportionate economic status and diverse cultural characteristics. Socioeconomic status is an economic and sociologically combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. So there is a crucial relationship between socio-economic condition and occupational preference.

OBJECTIVES

1. To assess the socio-economic conditions by comparing the scores of SC students at secondary level in respect of - i) Gender (boys and girls). ii) Locality (rural and urban).
2. To study the occupational preference by calculating the scores of SC students at secondary level in respect of - i) Gender (boys and girls). ii) Locality (rural and urban).

HYPOTHESES

Ho1 - There is no significant differences in socio-economic condition by showing scores between SC students of secondary level in respect of –

i) Gender (boys and girls). ii) Locality (rural and urban).

Ho2 - There is no significant differences in occupational preference by accounting scores between SC students of secondary level in respect of- i) Gender (boys and girls). ii) Locality (rural and urban).

METHODOLOGY

The above study is being drawn to compare socio-economic condition and occupational preference of sc students at secondary level on the basis of gender (boys/girls) and location of schools (rural/urban) in the district of Howrah. The descriptive survey type method was followed in present study. 100 sc students are selected as a sample of the study. To compare and the relationship between two vital component socio-economic condition and occupational preference of sc students at secondary level analyzed by two tailed t-test with the help of SPSS 16.0 software. In the current study the investigator has used the following research tools:

1. Socio-Economic Status Scale (SESS) by Meenakshi Sharma: to estimate socio-economic status of SC families.
2. Occupational Aspiration Scale (OAS) by J. S Grewal: to be used for SC students to estimate occupational preference.

ANALYSIS AND INTERPRETATION

Table-1 Descriptive statistics

Group Statistics					
GROUP		N	Mean	Std. Deviation	Std. Error Mean
SCORE	SES BOYS	30	61.0000	6.57582	1.20057
	SES GIRLS	70	61.9143	10.36262	1.23857

Table-2

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SCORE	Equal variances assumed	4.679	0.033	-0.446	98	0.657	-0.91429	2.05175	-4.98591	3.15734
	Equal variances not assumed			-0.530	83.721	0.597	-0.91429	1.72494	-4.34469	2.51612

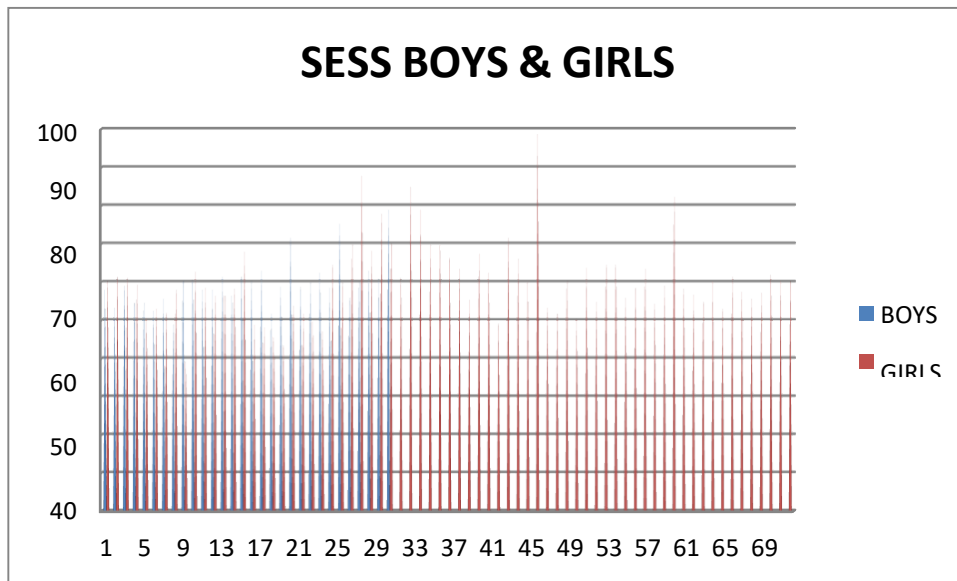


Diagram-1

The descriptive table 1 provides some very useful descriptive statistics including mean standard deviation, standard error etc.

In the table 2 it is found that the calculated $t_{(98)} = -0.446$ and $P = 0.657$ ($P > 0.05$) it means t is not statistically significant so the null hypothesis is retained.

Table-3 Descriptive statistics

Group Statistics					
GROUP SCORE		N	Mean	Std. Deviation	Std. Error Mean
	SES RURAL	53	60.6981	5.94392	0.81646
	SES URBAN	47	62.4468	11.86300	1.73040

Table-4

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	16.096	0.000	-0.948	98	0.346	-1.74870	1.84511	-5.41025	1.91286
	Equal variances not assumed			-0.914	65.873	0.364	-1.74870	1.91334	-5.56894	2.07155

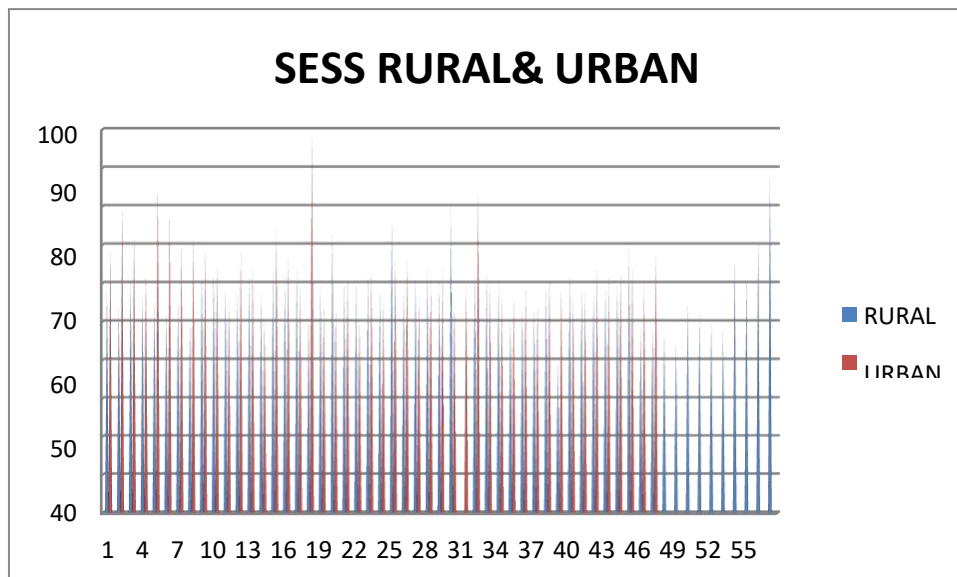


Diagram-2

The descriptive table 3 provides some very useful descriptive statistics including mean standard deviation, standard error etc.

In the table 4 it is found that the calculated $t_{(98)} = -0.948$ and $P = 0.346$ ($P > 0.05$) it means t is not statistically significant so the null hypothesis is retained

Table-5 Descriptive statistics

Group Statistics					
GROUP		N	Mean	Std. Deviation	Std. Error Mean
SCORE	OAS BOYS	30	37.8000	8.50314	1.55245
	OAS GIRLS	70	36.7143	8.04902	0.96204

Table-6

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
SCORE	Equal variances assumed	0.144	0.705	0.608	98	0.545	1.08571	1.78634	-2.45922	4.63064
	Equal variances not assumed			0.594	52.308	0.555	1.08571	1.82637	-2.57866	4.75009

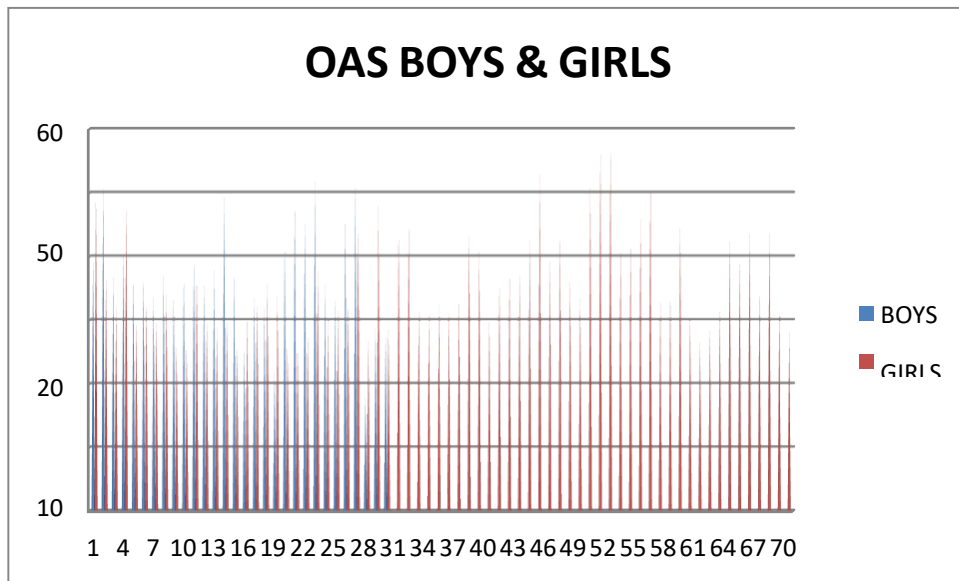


Diagram-3

The descriptive table 5 provides some very useful descriptive statistics including mean standard deviation, standard error etc.

In the table 6 it is found that the calculated $t_{(98)} = -0.608$ and $P = 0.545$ ($P > 0.05$) it means t is not statistically significant so the null hypothesis is retained.

Table-7 Descriptive statistics

Group Statistics					
GROUP SCORE		N	Mean	Std. Deviation	Std. Error Mean
	OAS RURAL	53	39.3396	7.87143	1.08122
	OAS URBAN	47	35.1702	7.13021	1.04005

Table-8

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
SCORE	Equal variances assumed	0.334	0.565	2.763	98	0.007	4.16941	1.50924	1.17437	7.16445	
	Equal variances not assumed			2.779	97.951	0.007	4.16941	1.50025	1.19220	7.14662	

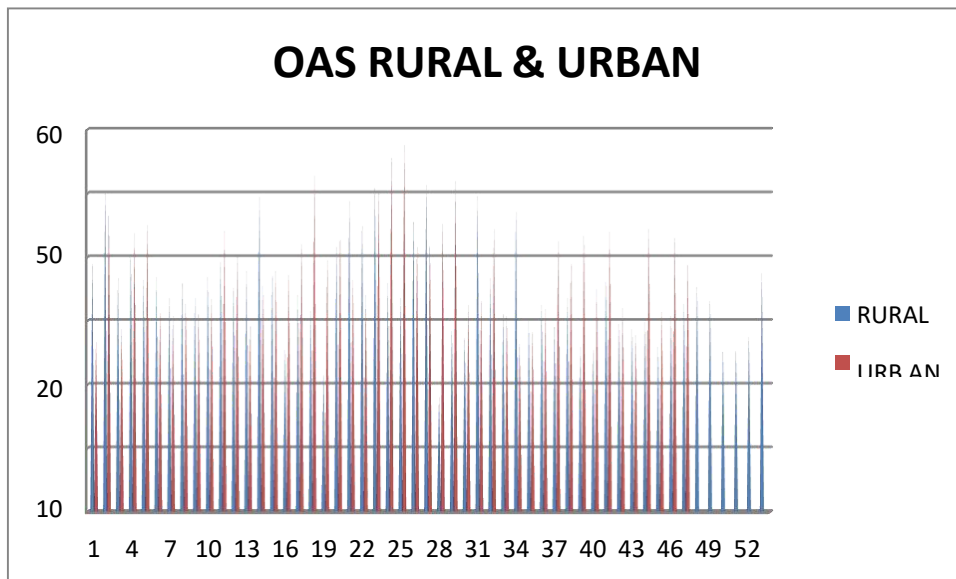


Diagram-4

The descriptive table 7 provides some very useful descriptive statistics including mean standard deviation, standard error etc.

In the table 8 it is found that the calculated $t_{(98)} = 2.763$ and $P = 0.007$ ($P < 0.05$) it means t is statistically significant so the null hypothesis is rejected.

FINDINGS & CONCLUSION

The findings of the study are socio-economic condition of sc students not significantly influenced in respect to gender (boys/girls) and location (rural/urban) factor. Another findings of the study was occupational preference of the sc students not significantly differ on the basis of gender (boys/girls) and highly influenced by location factor. (rural/urban).

The most important matter that India faces nowadays in the field of education are the caste based inequality, economic status and cultural characteristics. Indian society seriously influenced by the undesirable effect of caste system. The socio economic condition and occupational preference were interrelated each other and a learners achievement on success in the field of education as well as in his life is depends on these factors. So, the researcher has studied on this issue so that, it what will be helpful for the upcoming educational planning for them.

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