

**IMPACT OF SOCIO-ECONOMIC LINEAMENT AMONG
THE RURAL PUPIL IN SECONDARY STAGE OF
EDUCATION FROM HOWRAH DISTRICT OF WEST
BENGAL**

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Abstract

Education is an attempt to learn a perfect behavioural nature and an adjustment to the society at large. Where theory and practice play a vital role, its contentious relationship create dichotomy between the same. In India various problems in framing policy, its implementation, educational research, pedagogy especially in the case of different disciplines is being faced since long in the field of education. Rapid transitional phase in the recent era, induce educational progress in various branches of pedagogy which enhance pupil to lead personal and democratic life specifically for the community and rural population. The present sequel was emphasized on the students' academic achievement influenced by the family facilities, economic condition, parents' education and academic standard as the parameters to establish the impact of socio-economic lineament among the rural people in secondary stage of education of Howrah District, West Bengal. The interesting feature "Facts through Figure" established the symbiotic relationship between theory and practice and its intermingling activity looming in the context of education. However, such impending phenomenon may be overcome through moral or liberal education.

Key Words: - Academic, Achievement, Economy, Education, Social, Students.

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Introduction: - Education is the stepping stone of human endeavour, exploring through which behavioural upliftment, creativity, philosophical and specific curriculum development can change the society at large.

21st Century is a beginning of drastic change in the context of education. Philosophy, Sociology, History, Anthropogenic, Languages, Mathematics and various other curriculums in the content. Research in higher education also saw a new era, where governmental Policy guidelines of education and its implications were marked as a modular view.

The Philosophy of education is primarily concerned with the analysis of the meaning of educational terms and its implications in various aspects, where theory and practice are the basic norms for its exploration amongst or by the pupil. To study the theory of education in some shape or form, precisely differ to some extent from place to place and time to time. One's view of what is important about "movement", as an educational activity will to some extent dictate the view of the concentrating factor on the "movement", children should be involved in introduction of "theory of education". While educational practice indicates of the ongoing phenomenon, like intelligent discussion of specific subject area.

In India since Independence the development of Policy and Practice in education has been influenced by several factors of which basic human right, sensitive cultural role, economic status and societal achievement are emphasized on through primary and secondary educational stage of attainment. Higher education, researches also highlight the specific curriculum development and pedagogy through multifarious disciplines.

The vexed or contentious relationship between theory and practice always create a dichotomy in the carpet area of education, affecting its development. In 1986 educational policy, its framework and implementation though superseded are the relating factors, but it appears to create problems for exploring education since its inception. The present study on the impact of socio-economic lineament was conducted among the children in secondary stage of education in rural settlements of Howrah District, West Bengal.

Exploring Reasons: - The reasons were pointed out on the students' achievement influenced by the family facilities in the rural area of Howrah District. If economic condition can influence the students' academic achievements then parents' education could also be a factor for the same.

It is interesting to visualise the theory and practice interaction with student's academic achievements, at the same time the role of parental education to propagate theory and educational practice of their wards.

The present investigation is an effort to point out a new approach to eradicate dichotomy between theory and practice.

There is plenty of research works performed by various scientists of which only a few are mentionable. Emile Durkheim, the classical French Sociologist, who first clearly indicated the need for a Sociological approach to the study of education. *Education and Sociology* (1922), *Moral Education* (1925) and the *Evolution of Educational Thought* (1938) are admirable products of Durkheim's lifelong interest in the educational process. He considered education as an eminent social approach in its origin, as also in its functions.

John Robert Shotton, in his Book *Learning & Freedom- Policy, Pedagogy Paradigms in Indian Education & Schooling*, in 1998, categorically narrated that the debate about theory and practice need not be a theory based phenomenon in India. It is influenced by a progressive philosophy which flourishes as a result of generous financial input and which embrace a radical and liberating pedagogy.

Dr. Suparna Sanyal Mukherjee in her article *Effect of Socio-economic Parameters on the Students in Secondary Stage of education in GALAXY International Interdisciplinary Research Journal (GIIRJ)*, Vol.4 (8), August 2016, pp. 46-54, specifically pointed out that education culminate a "Climate for Growth", will remain a theory only, if the students are not guided properly at the "shoot-off" period that is the secondary stage of education. Which could be compared with the Launching – pad.

In view of socio-economic parameters like parents' education, family size, economic condition, has been considered. Apart from these, housing facilities, separate study room, educational

amenities, and curriculum activities were also observed for the present sequel. One hundred students in Secondary stage of education in the rural areas of Howrah District were considered for the study. Data was collected through random sampling method for the students in class-IX & X of rural Institutions.

The Howrah District: -

The district Howrah was originated by establishing the railway station Howrah in 1854, prior to that the village was known as Harirah. It's a triangular tract, with the apex at the southern end. Land area covering 1467 Sq.km. located between 22.12 and 22.48 north latitude where 88.23 and 87.50 of east longitude. The district boundary is covered by the river Hooghly on the eastern side, northern side by the district Hooghly, and west by the district Purba Medinipur while the southern side sees the river Rupnarayan. According to 2001 Census the total population of the district was 47, 73,099 of which 52.46% are male and 47.53% are female. Total literacy rate is 77.64%, of which 83.68% are literate males and 70.93% are literate females. The present study was contemplated in two schools from rural areas of the district. Jhapardah Duke Institution for Boys', Rani Bala Kundu Chowdhury Girls' School was chosen for collection of data. Fifty (50) Boys and Girls were considered from the selected institutions respectively for the present cognition.

Sequences of Parameters under Study:-

The main areas of investigation were focused on Parents' education, Economic condition and Enjoying family facilities. In the parameters of Parents' education data has been divided into three categories, which are –

- 1> Below Secondary: - The Parents' who read Primary & Secondary level, but not completed
- 2> Secondary stage of education.
- 3> Secondary & Higher Secondary: - The Parents' who completed and passed Secondary & Higher Secondary stage of education.
- 4> Above Higher Secondary: - The Parents' who completed Graduation and above.

In the parameters of Economic condition data have been divided into three categories.

- 1> Lower Income Group (LIG):- Whose annual income is twelve thousand rupees or less.

2>Middle Income Group (MIG):- Annual family income varies from above twelve to sixty thousand rupees.

3>Higher Income Group (HIG):- Income beyond sixty thousand rupees.

In the parameters of enjoying family facilities, data were given numerical value. The students who enjoyed facilities like own house- single, double or multi-storeyed building, concrete or mud house, separate study room etc. Scored five points for each facility enjoyed, in the scale. Total score in this category was kept to one hundred.

The parameter of student's achievement was based on academic standard of each student recorded in their school. The percentage of marks of each student has been collected from the result of Annual Examination from class IX & X. This academic feature also divided into three categories.

- 1> Gradually Increasing:- The students whose percentage of marks are increasing every year.
- 2> Maintaining Equilibrium:-The students, whose percentage of marks are almost the same every year.
- 3> Gradually Deteriorating:-The students, whose percentage of marks are deteriorating every year.

Significance difference has been tested by Null Hypothesis. If the Null Hypothesis is true the difference would not be there, for testing it Chi-square (X^2) test has been done. The data was analyzed by X^2 test to find out any significant difference in academic achievement through following methods:-

- (i) Of students enjoying different family facilities.
- (ii) Of students with different economic standards.

- (iii) Of students with different levels of parental education.
- (iv) Of students with different academic standard between boys and girls.

The chi-square value has been tested to determine where the difference between theoretical and

observed frequencies of any number of categories in a particular parameter can reasonably be attributed to chance variations in sampling one of its common uses is the testing of goodness between theory and fact. It primarily involves, the calculation of the statistic X^2 subsequently interpretation of it, in terms of probability form a table of X^2 distribution. The general formula for calculation of X^2 is

$$\frac{(fo - fe)^2}{fe}$$

fe

Where two frequencies are observed fo and fe in the same cell are expected to rise in two traits independently. Having made proper provision of the degree of freedom, $df = (r-1)(c-1)$ the discrepancy between the obtained and expected X^2 values are estimated. The association is said to be significant when they obtained X^2 value is higher than the expected one, while it is significant when the observed X^2 value is lower than the theoretical one.

Facts through Figures:-

Table:-1

(i) Students Achievement Influenced By the Enjoying Family Facilities.

	High	Medium	Low	Total
OV (fo)	39	21	40	100
EV (fe)	33.3	33.3	33.3	100
$fo - fe$	5.7	-12.3	6.7	-
$(fo - fe)^2$	32.49	151.29	44.89	-
$\frac{(fo - fe)^2}{fe}$	0.97	4.54	1.34	-
fe	-	-	-	-

$$X^2 = \sum \frac{(fo - fe)^2}{fe} \quad df = 2, p = 0.05$$

fe

$$= 6.85$$

Entering Table E' it is found out $df = 2$, a X^2 of almost 6 (actually 5.991). In the column headed 0.05 and a X^2 of 9.20 is in the column headed 0.01. The result may be marked "significant at the

0.01 level”, on the grounds that the emergence of observed from expected result too, unlikely occurrence to be accounted for solely by sampling fluctuation.

The above result of Table no 1 of(i) shows the rural areas students academic achievement influenced by the family facilities they enjoyed. The test reveals that it is significant at 0.01 levels. The null hypothesis is rejected. Thus, the difference could not be attributed to chance (i.e. temporary and accidental factors) and hence represents a true difference in their achievement.

Table:-2

(ii) Students Achievement Influenced By the Economic Condition.

	High	Medium	Low	Total
OV (fo)	15	51	34	100
EV (fe)	33.3	33.3	33.3	100
fo - fe	-18.3	17.7	-0.7	-
(fo – fe) ²	334.89	313.29	49	-
$\frac{(fo - fe)^2}{fe}$	10.05	9.40	0.014	-

$$X^2 = \sum \frac{(fo - fe)^2}{fe}$$

df = 2, p = 0.01

OV = Observed Value & EV = Expected Value.

= 19.464

The result of Table 2of (ii) shows that in the specific area the students’ academic achievement influenced by the economic condition. X² value is significant at 0.01 levels. So the null hypothesis is rejected. The difference could not be attributed to chance (i.e. temporary and accidental factors) and hence represents a true difference in their achievement

Table: 3

(iii) Students Achievement Influenced By the Parents Education.

	High	Medium	Low	Total
OV (fo)	13	36	51	100
EV (fe)	33.3	33.3	33.3	100
fo – fe	-20.3	2.7	17.7	-
(fo – fe) ²	412.09	7.29	313.29	-
(fo – fe) ² fe	12.37	0.218	9.40	-

$$X^2 = \sum(\text{fo} - \text{fe})^2$$

----- df = 2, p= 0.01 OV = Observed Value, EV= Expected Value.

fe

$$= 21.968$$

The result of Table 3(iii) shows relation between students' academic achievement and their parents'

education in concerned area, where the students' academic achievement influenced by the parent's education. The X^2 value is significant at 0.01 levels. Thus the null hypothesis is rejected; the parents' education affects the student academic achievement.

Table:4

(iv) Students Academic Standard

	Gradually Increasing	Maintaining Equilibrium	Gradually Deteriorating	Total
OV (fo)	20	7	73	100
EV (fe)	33.3	33.3	33.3	100
fo – fe	-13.3	-26.3	39.7	-
(fo – fe) ²	176.89	691.69	1576.09	-
(fo – fe) ² fe	5.31	29.77	47.33	-

$$X^2 = \sum (fo - fe)^2$$

----- df = 2, p = 0.01 OV = Observed Value, EV = Expected Value.

fe

= 73.41

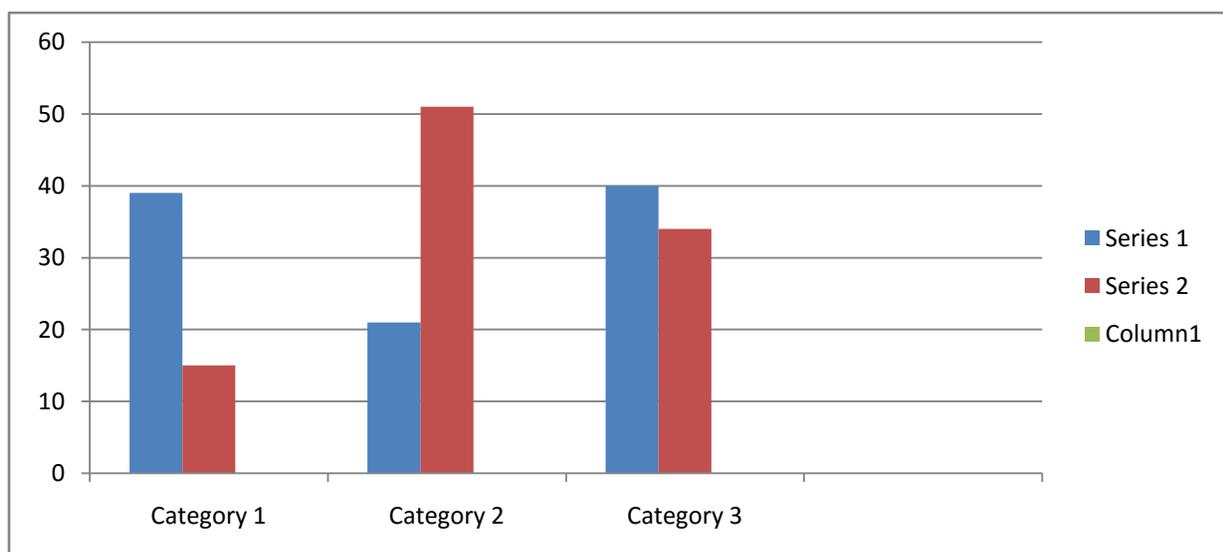
The table 4 of (iv) indicates the change in academic standard of the students (both boys and girls) in rural area has been identified through X^2 test, where value is significant at 0.01 level, so the null hypothesis is rejected. However, gradually deteriorating academic standard represents true deterioration in their achievement which reveals a special picture.

Traversing through the above “Facts through Figures” the following inner eye has been noted. Which are as follows:-

- The students did not differ in academic achievement those enjoying different family facilities.
- The academic achievement of the students influenced by their economic condition.
- The academic achievement in rural area is affected by their parental education.
- The academic standard of rural students both boys and girls are gradually deteriorating.

Represent true deterioration in their achievement.

Chart I :- The Students’ Achievement influenced By The Enjoying Family Facilities (Theory) and Students Achievement Influenced By The Economic Condition (Practice).



Series 1 denotes Observe Value (OV) of Students Achievement Influenced by Enjoying Family Facilities.

Series 2 enables Observed Value (OV) of Students Achievement Influenced by Economic Condition.

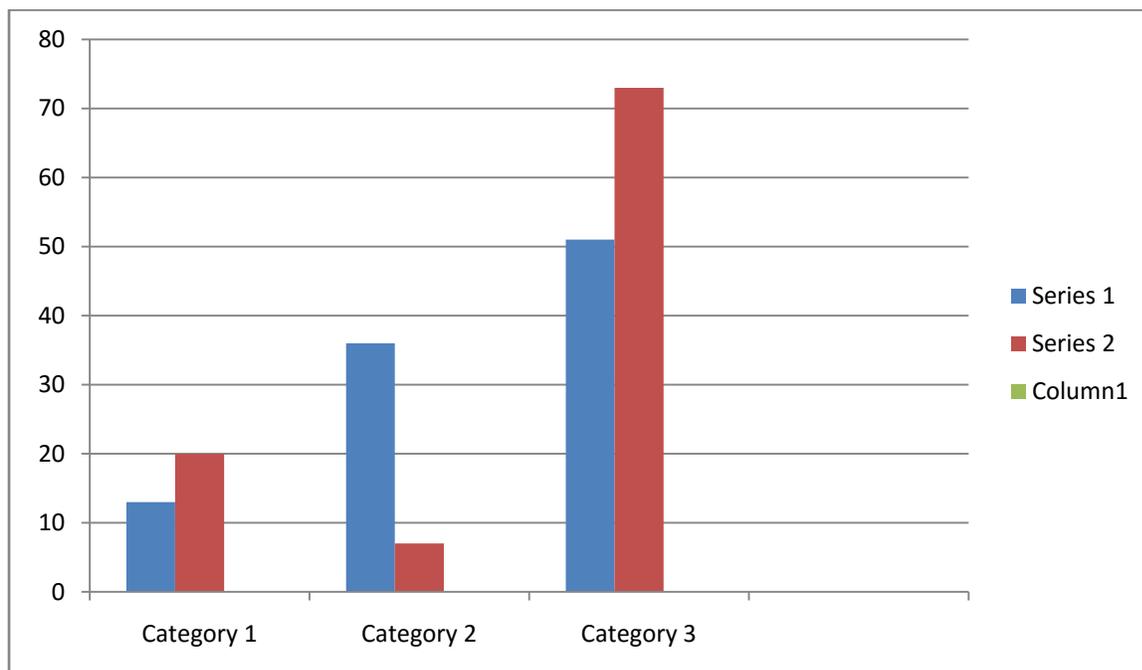
Category 1 indicates High Observed Value.

Category 2 pointed out Medium Observed Value and

Category 3 shows the Low Observed Value.

While students' achievement influenced, by enjoying family facilities is theory of education and the economic condition points out its practice. In case of Category 1, enjoying family facilities overrides the economic condition. Category 2, carries the economic condition stronger than the family facilities and Category 3, depict both maintaining equilibrium. So theory is more effective in Students achievement influenced by enjoying family facilities, denotes High Observed Value and educational practice does not depend upon family facilities. Economic condition is the main criteria for practicing education.

Chart 2 :- The Students ' Achievement Influenced By The Parents Education (Theory) and Students' Academic Standard (Practice).



Series 1 exhibit Observed Value (OV) of Students' Achievement Influenced By Parents Education.

Series 2 reveal Observed Value (OV) of Students' Academic Standard.

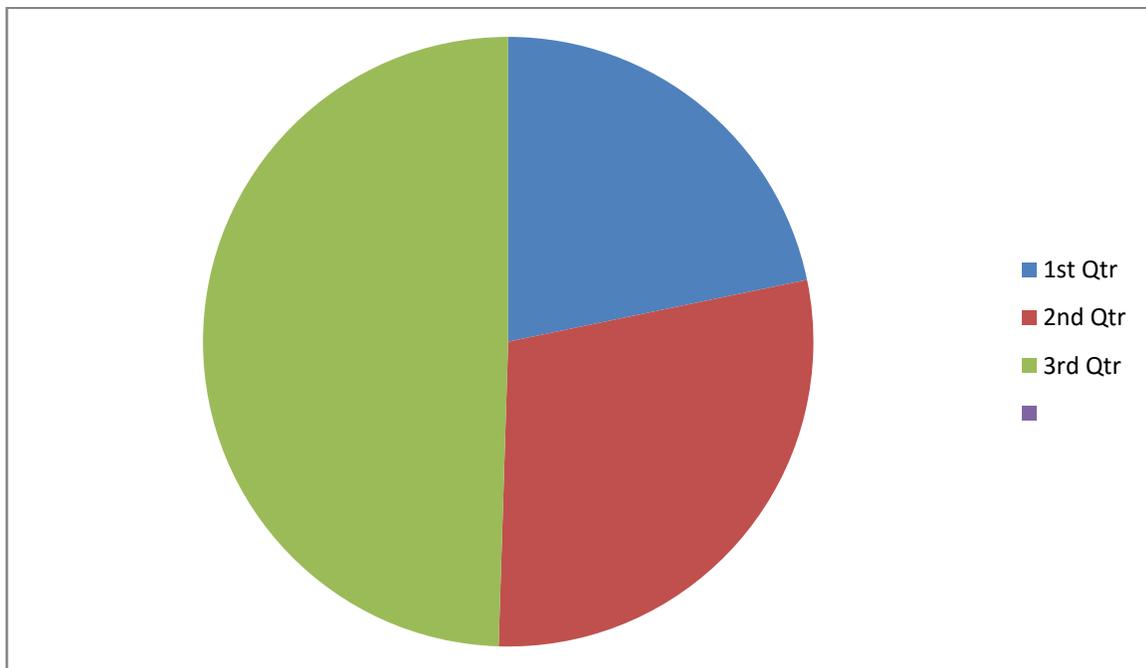
Category 1 pointed out High Observed Value.

Category 2 denotes Medium Observed Value and

Category 3 places Low Observed Value.

According to the above chart Category 1 High Observed Value exhibit students' academic standard did not depend upon Parents' Education, proving that practice is essential than theory. In case of Category 2 Medium Observed Value denotes that Parents' Education highly interfere in Students' Academic Standard, theory is more pronounced than practice. Category 3 Low Observed Value of Students' Academic Standard i.e. practice shadowed the Parents' Education the theory. However, from the above chart it can be clearly pointed out the relation between theory and practice, which superseded that practice is more effective for attainment of students' academic standard than the theory the parents' Education , has less importance for Students' academic achievement.

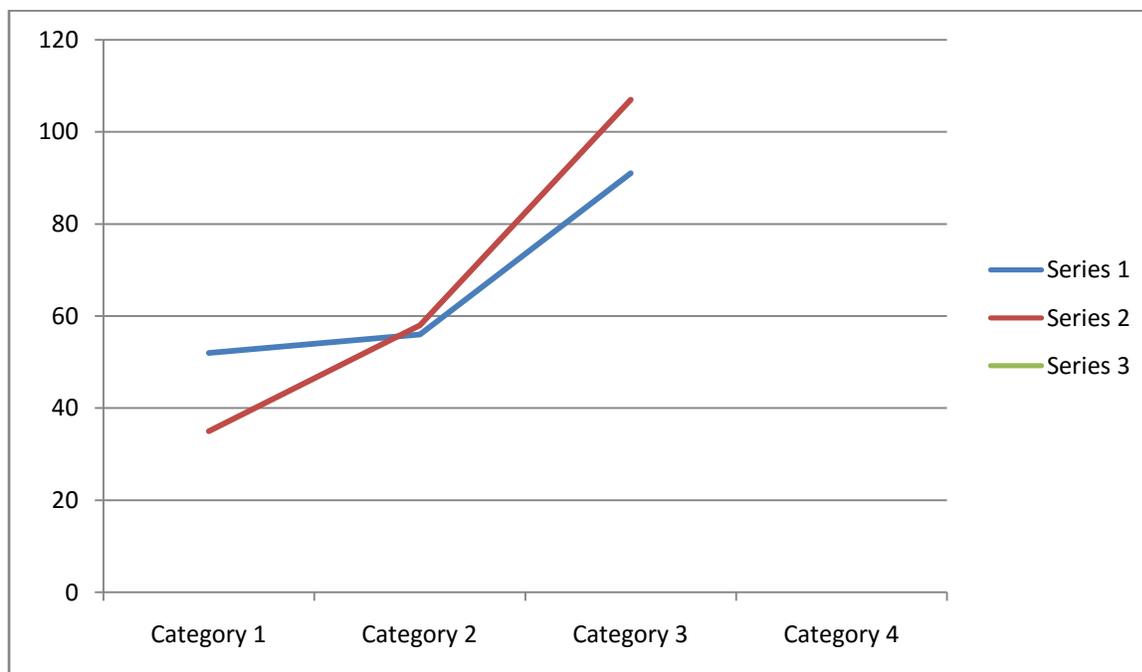
Chart 3: Total Observed Value (OV) of Category High, Medium & Low of Students' Achievement Influenced By the Selected Parameters.



The 1st Qtr of above Pie diagram indicates the total High Observed Value (fo) of the 4 criterions was selected for completing the study, which are Students' Achievement Influenced By The Enjoying Family Facilities, Economic Condition, Parents Education and Students' Academic Standard. The 2nd Qtr pointed out Medium Observed Value and 3rd Qtr denotes Low Observed Value.

While 1st Qtr reveals 21.75 % of the Total Observed Value 2nd Qtr. 28.75 % and 3rd Qtr 49.50 % of the same. When High OV(1st Qtr) is a theory led by the Medium OV(2nd Qtr) as practice, again Medium OV(2nd Qtr) identified as theory then Low OV(3rd Qtr) preceded as practice. So it is quite evident that both the time practice is more initiative criteria than the theory.

Chart 4:- Relationship between Theory and Practice.



The above chart shows the relationship between theory and practice and their effect on the selected parameters of the present study. When students' achievement is influenced by enjoying Family Facilities and their Parents Education covering the educational theory, at the same time Students Achievement Influenced by the Economic Condition and Academic Standard highlighted educational practice.

Series 1 denotes the High, Medium and Low Observed value (fo) of theory of education i.e. 52,56,91 respectively.

Series 2 line diagram pointed out the High, Medium and Low Observed Value (fo) of educational practice, which is 35, 58,107 chronologically.

The above graphical strata specifically notified the symbiotic relationship between the educational theory and practice, where practice plays a straight and upcoming vertical growth over theory. Low Observed value in both the cases maintained a high ratio than the High Observed Value which is declining so far as Students' Academic achievement is concerned and Medium Observed Value maintains equilibrium in both the cases. So to attain the educational achievement practice is more essential than theory.

Conclusion: -

The “facts through figures” embalming that family plays vital role as a social institution, engaged in the transmission of culture. Both the family and education have one purpose in common, i.e., the socialization of the younger generation and accretion of knowledge. Education also affects the family, in the sense of individual freedom and potential economic independence. Economic development assumes a particular set of attitudes and values, or broadly a new culture of its own. In the absence of rationality, impersonality, bureaucracy and planning, economic development can hardly become a reality. Education seems to be an important domain for fostering such values and attitudes, among the people, preparing them for economic development.

Wandering through the present study the symbiotic relationship between theory and practice in educational context has a long way to go. Secondary stage of education not only seems to be an academic preparation for the further studies but as an integral part of the community, preparation for life, service in the village, and rural economy. Students and parents are to be involved in decision – making, authoritarian teaching method and control should give way to democratic responsibility for the community. The syllabus of the education ceasing to be merely a selection process for higher education, but students are to be made aware of the obligations to use expensive education for serving the mass and people. The students academic achievements are

influenced by enjoying family facilities, economic condition, parents education, academic standard and its impact of socio-economic lineament are proved, the relationship between theory and practice and its intermingling activities with one another in the educational aspects can be obliterated by way of moral and liberal education. However, the students should have self – reliance by being self – reliant.

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