

# **A Correlational Study between Socio-Economic Status and Occupational Aspiration of the Tiwa Tribe of Assam**

Nilima Bhagabati<sup>1</sup> & Satyabrata Baruah<sup>2</sup>

## **Abstract**

In educational research, socio-economic status is considered as one of the most widely used contextual variable. It is an important non cognitive factor which is closely associated with certain cognitive and other component like achievement, aspiration and so on. Literally speaking, socio-economic status describes an individual's ranking on a hierarchy according to some combination of valued commodities such as wealth, power, education, income and social status. Apart from that racial and cultural background of a family continues to be a critical factor in determining socio-economic status of an individual. In this study socio economic status is considered as an independent variable which interprets its influence on occupational aspiration of Tiwa students of Assam. The present study aims to recognize socio economic status, and level of occupational aspiration of the Tiwa students. This is a correlational study aimed at finding out the relationship among different variables used in this study like socio economic status and occupational aspiration. On account of the nature and characteristics of the study descriptive survey method was used. The results of the study are analyzed on the basis of suitable statistical tools. Here, simple percentages, 'Z' value and regression equation projection are used to determine the specific value which is demand the objectives of the study. Accordingly major findings of the study are analysed. On the basis of the result of the study it can be considered as a base line study for all round development of the Tribal community of Assam in general and Tiwa tribe in particular.

**Keywords:** *Tiwa Tribe, Socio-Economic, Occupation aspiration, Gender.*

## **Introduction:**

India has a large number of castes and tribes with their variety in tradition, culture and exotic way of life due to its diverse ecosystem. There are 705 tribes notified by the Central Government under Article 342 of the Indian Constitution in 30 States and Union Territories (*Census of India, 2011*). Scheduled Tribes are distinct from mainstream Hindu society with lifestyles, languages and cultural

---

<sup>1</sup> Prof. & Dean, School of Social Sciences & Humanities, USTM,  
Email: nilimabhagabati@gmail.com.

<sup>2</sup> Assistant Professor, Department of Education, B. Borooah College, Guwahati.

practices. Even there are numerous tribal communities in India who live in various ecological and geo-climate conditions mostly in forest, hilly, mountainous and inaccessible areas. They are heavily concentrated to total state population in the north-eastern states of Mizoram (94.80%), Nagaland (86.48%), Meghalaya (86.15%), and Arunachal Pradesh (68.79%). In the state of Assam, Scheduled Tribe population constitutes 12.45% of its total population.

The tribal communities of Assam are the part and parcel of Assamese society popularly known as 'sons of the soil' (*Pegu Deben*). Among these divergent Scheduled Tribes, Boro is the largest tribal community which constitutes 35.05% of its total tribal population of Assam. Miri, popularly known as Mising is the second largest tribal community represents 17.51% of its total tribal population. Mikir (now recognized as Karbi), Rabha, Kachari (Sonowal), Lalung (literally known as Tiwa) are the other major tribal communities each having 5 percent or above of total Scheduled Tribes. Dimasa represents 2.65 percent of its total ST population and the rest of the tribal communities are very small in their population size. As an aboriginal tribe of Assam Tiwa live on the flat lands of the Southern bank of the Brahmaputra valley, mostly in Morigaon and Nagaon districts.

#### **Need of the study:**

In the context of tribal society it is evident that instead of having several special safeguard made by the Government of India from the commencement of the Indian Constitution, satisfying progress is not observed till today. Scheduled Tribes are the most disadvantage group more particularly from socio economic point of view. Studies also document that "caste and political networks are crucial elements for completing successfully in the job market, and that even SC and ST youth are who complete high school are often unable to secure jobs due to lack of such social capital"(Subrahmanian, 2005; Jefferey et al, 2002). Thus, to identify the problem of social and economic exclusion an in-depth study is required in the context of their socio economic system.

The present study has been conducted to establish whether there exists significant relation between socio-economic status and occupational aspiration of Tiwa population or not. The findings of the study will definitely be lead overall development of Tiwa community to a possible extent. Apart from that, this study will have both educational and socio-economic relevance which oblige the investigators to conduct the study.

#### **Objectives of the study:**

Following were the main objectives of the study:

- 1) To study the Socio-Economic Status of Tiwa people.

- 2) To study the gender difference in Occupational Aspiration of Tiwa students.
- 3) To study Occupational Aspiration of Tiwa students and its relation to Socio-Economic Status.

**Methodology of the study:**

The present study aims to recognize socio economic status, and level of occupational aspiration of the Tiwa students. This is a correlational study aimed at finding out the relationship among different variables used in this study like socio economic status and occupational aspiration. Hence, the objectives of the study is to state the present condition of the Tiwa students under concerned dimensions. For examining the objectives of the study no readymade data were available and the variables used in the study were neither controllable nor manipulate-able by the investigator. On account of the nature and characteristics of the study descriptive survey method was used.

In order to draw a valid general conclusion from the discovered facts the investigator designed the methodological approach in terms of population pattern and sample distribution, sampling procedure, research tools: administering for data collection, scoring techniques, statistical design and analysis of collected data which are illustrated as below-

**Population and sample:**

In this study secondary student studying in provincialized school of Morigaon district of Assam is considered as the population. Here, Morigaon district is selected because more than 50% of the Tiwa population resides in this district. From the school record it was found that 497 Tiwa students were enrolled 2014-2015 in the sample district of Morigaon. Out of them 150 (72 boys & 78 girls) students were selected by applying stratified random sampling method. The sample students were proportionately selected so that exact representation may be determined.

**Research tools used:**

The investigator used the following research tools to gather relevant information which may be described as follows:

1. Socio-Economic Status Scale, standardized by Rajbir Singh, Radhey Shyam and Satish Kumar, and
2. Occupational Aspiration Scale, standardized by J.S. Grewal.

**Procedure of data collection:**

In order to collect data related to socio-economic status of the Tiwa families Socio-Economic Status Scale was administered. This tool was associated with education, income, possession as well as social involvement in different activities of the family. The respondent of this questionnaire was not for the students but for the parents. Here, the students were provided the questionnaire to take it to home and taken back on the next day.

The Occupational Aspiration Scale, standardized by J. S. Grewal was administered to the sampled students to collect data related to their level of aspiration. The investigator has visited personally to the schools and approached the students to cooperate and give response with perception. When the students got difficulty to understand the question the investigator simplified it so that appropriate responses may come out.

**Analysis & Discussion:**

1. Analysis of socio-economic status of Tiwa students

In this study, socio-economic status of Tiwa people was measured by using Socio-Economic Status scale developed by Rajbir Singh, Radhey Shyam and Satish Kumar. As per the norms of the scale the students the students were assigned the Socio-Economic Status on the basis of the following categories-

Table 1: Assignment of Socio-Economic Status categories

SES category		Raw Scores
Low SES		38 and below
Middle SES	Lower	38-47
	Average	48-63
	Upper	64-80
High SES		81 and above

\*Source: Socio-economic Status Scale developed by Rajbir Singh, Radhey Shyam and Satish Kumar

From the table 2 it has been revealed that 87.33% of the boys belonged to middle socio-economic background family. Out of 72 boys, 2.78% belonged to high socio-economic status, 20.84% to middle upper, 26.38% to middle average, 38.89% to middle lower and 11.11% students belonged to low socio-economic status family.

Again, from the table 2 it has been revealed that 88.45% of the girls belonged to middle socio-economic status background family. Out of 78 girls, 2.57% belonged to high socio-economic status, 15.38% to middle upper, 26.92% to

middle average, 46.15% to middle lower and 8.98% students belonged to low socio-economic status family.

Table 2: Classification according to the level of Socio-Economic Status

Category	Socio-Economic Status					
	High	Middle Upper	Middle Average	Middle Lower	Low	Total
Boys	2	15	19	28	8	72
Percentage (%)	2.78	20.84	26.38	38.89	11.11	100
Girls	2	12	21	36	7	78
Percentage (%)	2.56	15.38	26.92	46.15	8.98	100
Total	4	27	40	64	15	150
Percentage (%)	2.67	18	26.67	42.66	10	100

## 2. Analysis of occupational aspiration of Tiwa students:

Table 3: Classification according to the level of Occupational Aspiration

Category	Boys		Girls		Total	
	N	%	N	%	N	%
High	13	18.05	12	15.38	25	16.67
Average	49	68.06	46	58.98	95	63.33
Low	10	13.89	20	25.64	30	20

Investigating the occupational aspiration of Tiwa students it has been revealed that most of the sampled students belonged to average category. Out of 150 students, 18.05% boys and 15.38% girls were having high occupational aspiration whereas, 68.06% of Tiwa boys and 58.98% Tiwa girls were having average occupational aspiration. On the other hand, 13.89% of boys and 25.64% of girls had low occupational aspiration. In totality, 16.67%, 63.33% & 20% students had high, average and low occupational aspiration level respectively.

### Testing of significant difference of occupational aspiration in between boys and girls

In order to test the significance of difference in between boys and girls in matters of occupational aspiration 'Z' test has been applied. The results of the study are shown as below-

Table 4: Z test of Occupational Aspiration of Tiwa students

Gender	N	Mean	SD	Z  Value	Sig.	Remark
Boys	72	39.53	12.08	2.43	1.95	Significant
Girls	78	36.69	12.81			

Significance level is at  $P < 0.05$

While comparing the occupational aspiration level of 72 boys and 78 girls the 'Z' value is obtained as 2.43, which is greater than the table value at 5% level of significance. So, it can be said that the mean difference in occupational aspiration between Tiwa boys and girls is to be significant at 5% level of confidence. Hence it can be said that boys and girls are significantly different on their choice of occupation.

### 3. Analysis of the relationship between socio-economic status and occupational aspiration of Tiwa students

The level of occupational aspiration is influenced by various cognitive and non-cognitive factors. Among the various non-cognitive factors socio-economic status of the family influenced directly and indirectly in choice of the students' occupation. Keeping in view, the investigator made an attempt to make a correlational study and analyzed the relationship between socio-economic status and occupational aspiration of the Tiwa students. The data collected in this study were analyzed and showed in following figures 1 and 2.

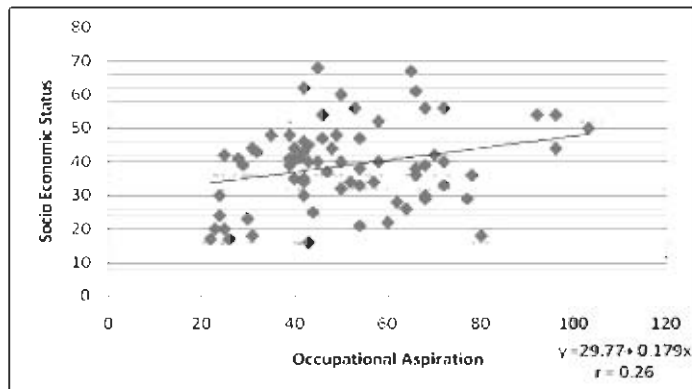


Figure 1: Linear Regression Equation projection between Socio-Economic Status and Occupational Aspiration of Tiwa boys' student

The calculated co-efficient of correlation while comparing the socio-economic status and occupational aspiration of Tiwa boys (N=72) was 0.26 which was found positive but negligible correlation. The estimated value of regression equation involving socio-economic status and occupational aspiration of Tiwa boys was  $\hat{y} = 29.77 + 0.179x$ . (Fig: 1). Hence, it can be said that there existed positive but very low correlation between the two variables. Thus, it was revealed from the study that though socio-economic status and occupational aspiration were positively correlated but boys' occupational aspiration was not much more influenced by socio-economic status. The figure indicates that boy students belonging to low socio-economic background possessed high

occupational aspiration and high socio-economic background students possessed low level of occupational choice.

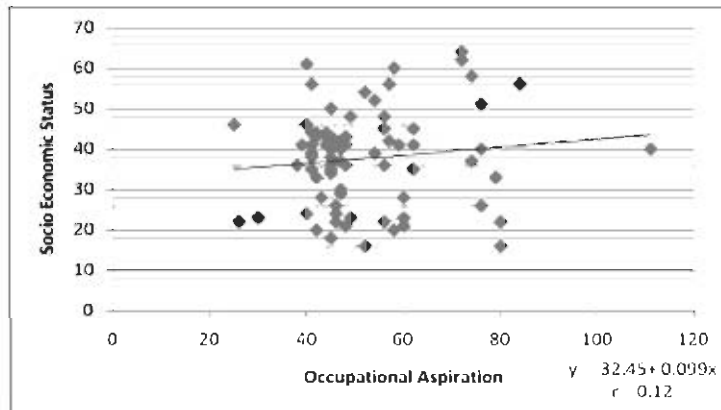


Figure 2: Linear Regression Equation projection between Socio-Economic Status and Occupational Aspiration of Tiwa girls' students

The calculated co-efficient of correlation while comparing the socio-economic status and occupational aspiration of Tiwa girls' (N=78) was 0.12 which was found positive but very negligible correlation. The estimated value of regression equation involving socio-economic status and occupational aspiration of Tiwa girls was  $\hat{y} = 32.45 + 0.099x$ . (Fig: 2). Hence, it can be said that there existed positive but very negligible correlation between the two variables. The figure indicates that girls belonging to low socio-economic background possessed high occupational aspiration and high socio-economic background students possessed low level of occupational choice. Hence, it is concluded that though socio-economic status and occupational aspiration were positively correlated but girls' occupational aspiration was not much more influenced by socio-economic status.

#### Major findings of the study:

- I. While investigating socio-economic status, it was found that maximum number of students (42.66%) belonged to middle lower category. Rests of them, 2.47% had high, 18% had middle upper, 26.67% had middle average, and 10% had low socio-economic status.
- II. In case of boys, 2.78% belonged to high socio-economic status, 20.84% belonged to middle upper, 26.38% belonged to middle average, 38.89% to middle lower and 11.11% students belonged to low socio-economic status family.
- III. Considering the girls, 2.57% had high socio-economic status, 15.38% had middle upper, 26.92% had middle average, 46.15% had middle lower and 8.98% students had low socio-economic status.

- IV. The study revealed that maximum numbers of Tiwa students (63.33%) had average level of occupational aspiration. It is found that only 16.67% had high & 20% students had low occupational aspiration level.
- V. It was found that 18.05% Tiwa boys have high level of occupational aspiration which is just above than the overall high aspiration category with 1.38%.
- VI. It was found that 13.89% Tiwa girls have high level of occupational aspiration which is just below than the overall high aspiration category with 2.78%
- VII. The  $|Z|$  value while comparing the occupational aspiration of boys and girls of Tiwa students was found 2.43, which was significant at 5% level of confidence. Hence, it can be said that boys and girls were significantly different on their choice of occupation.
- VIII. The co-efficient of correlation ( $r=0.26$ ) was found positive and negligible between the variables of socio-economic status and occupational aspiration of Tiwa boy students.
- IX. Positive and very low co-efficient of correlation ( $r =0.12$ ) was found between socio-economic status and occupational aspiration of Tiwa girl students.

### **Conclusion:**

Socio-economic status of an individual is most commonly determined by educational status, occupational status and income level which directly effects family's outcome in the field of academic result as well as choice of occupation. Students coming from different socio-economic status bring to school different values, resources, skills and aspirations with them (Jeynes, 2002). Socio-economic status is a vital condition which plays an important role in the life of a person. It is an indispensable non-cognitive factor that patterns intelligence, attitude, aptitude interest, and even aspiration of the individual. Telford (1964) pointed out "children belonging to higher socio-economic status are not only brilliant but also are provided better opportunities for developing intellectually, physically and emotionally."

Again, socio-economic status has a great role in determining the occupation among the students. It was revealed from the study that students belonging to higher socio-economic status held higher occupational aspiration. In an earlier study, Jo-Ann S Hannah (1988) remarked that there is significant relationship between SES background and occupational prestige level for males and females. Males predominantly choose male-dominated occupations, but high SES females were more likely than low SES females to choose male-dominated occupations. In another study, Sarmah N (2010) showed 'most of the students were influenced



by the factors like personal interest and aspiration.' Thus, occupational aspiration also greatly depends upon parental aspiration as well as socio-economic background of the students. Hence it is evident that socio-economic status of the family is an influential factor that directly affects achievement level of the students as well as in choice of their occupation. As a concluding remark it can be said that socio economic status is one of the most significant non-cognitive factors which directly influence certain other factors like occupational aspiration. It is also revealed from the study that there were significant gender difference in matters of choice of occupation among the Tiwa students.

### **Acknowledgement:**

The authors are grateful to the district authority of Morigaon District and to the school principals for extending assistance and full support in the collection of data from the Tiwa students.

### **References**

- Register General of India (2011). *Census of India, 2011*.
- Bhuyan, S.K. (1951). *Kachari Buranji, Gauhati*.
- Subrahmanian, R. (2005). Education Exclusion and the Development State. Chopra, R., and Jeffery, P. (eds). *Educational Regimes in Contemporary India*. New Delhi: Sage Publications.
- Singh R., Shyam R. & Kumar S. (2006). *Socio-Economic Status Scale Manual*.
- Grewal, J. S. (2011). *Occupational Aspiration Scale Manual*.
- Jeynes, William H. (2002). Examining the Effects of Parental Absence on the Academic Achievement of Adolescents: The Challenges of Controlling for Family Income. *Journal of Family and Economic Issues* 23 (2).
- Telford, C. W. and Sawrey, J. M. (1964). *Educational Psychology, 2<sup>nd</sup> Edition*, New Delhi: Prentice Hall of India (Pvt) Ltd.
- Jo-Ann S Hannah. (1988). *The Relationship of Socio-Economic Status and Gender to the Occupational Choices of Grade 12 Students*.
- Sarmah, N. (2010). *A Study on Career Preference Level of the students of class XII of Higher Secondary Schools with special reference to Greater Guwahati Area*, Unpublished M. Phil Dissertation, Gauhati University.