



Education and socio-economic condition: a study in Kamrup district of Assam.

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Abstract

Education is a long process of bringing up or training an individual who is culturally refined, emotionally stable, mentally alert, morally upright, physically strong, economically independent and socially efficient. Every aspect of the present society or the present economy directly or indirectly comes as a product of education. In the present age of globalization, education has got a lot change. Education now acts as the chief engine to all solutions of the prevailing problems of our country. Education today however has to do a lot more in socio-economic perspectives. Its inability to improve the socio-economic condition of the remote villagers is in true sense regretful. Its main key lies behind the uneducated section and the lowly educated section of our society. No doubt, the highly educated section does a lot in this regard and they have somehow been enjoying a good socio-economic condition even in rural areas. Here in this study an attempt has been made to assess the relationship between education and socio-economic condition of the rural population of kamrup District. 600 adult population, 400 educated and 200 uneducated were taken as sample from Kamrup (R) District of Assam, India. To collect first hand data, standardized scale has been used. The present study tried to investigate the importance of education in the socio-economic condition enjoyed by the rural inhabitants of Kamrup District. Statistical techniques like percentage and Chi-square test based measure Cramer's V were used.

Keywords: Achieved socio-economic, ascribed socio-economic, educated, education, kamrup (R), uneducated.

1. Introduction

The scope of education in the 21st century has widened and changed enough. In this century education makes people creative, collaborative, knowledgeable, liberal and global. Educated people demand good infrastructure which works as the main agent of improved socio-economic condition. Such an infrastructure opens up newer and newer avenues of employment for new industries, mechanized agriculture etc. are welcomed. The government of India has been adopting numerous policies and programmes for multiplying literacy rate, eradicating poverty, checking population growth, improving infrastructure and also improving the socio-economic condition of the rural population right from the time of independence or even before independence. India

has the largest illiterate population in the world. Every year, India adds more people than any other nations in the world. Keeping this viewpoint in mind it is imperative to say that education has to do a lot more in socio-economic perspectives. Education helps reduce the population growth rate and relieve society from the burden of non-productive new entrants. It could affect the age structure of the population and bring about changes associated with a reduction in young dependency. Various changes might take place in the socio-economic milieu of a society as a result of a large-scale increase in women's education. As a result, a higher proportion of women might participate in the labour force; a change might come about in the traditional role of women as housewife and mother; there might be better planning of every aspect of life

by educated, emancipated women; and there might be a rational planning of family size. It has been an established fact that the social benefits from investing in female education are far greater than those from investing in male education. Educated women desire smaller families. Education may also change women's preferences about the quantity versus the quality of children, with educated women choosing fewer children but of better quality. India has a large percentage of uneducated and lowly educated population and they add more people to the total population of India in comparison to the betterly educated section. Education makes people responsible citizen in the society and thereby they make all efforts to prosper the economy for a satisfactory socio-economic condition to live in.

2. Need & Significance of the study

The overburdened population (with more number of dependents in the family) and feeble socio-economic condition of the rural societies are mainly due to inaccessibility of education and educational levels. The derivatives of education are –high income, sound health and hygiene, favourable family size with controlled population, good socio-economic condition and improved scientific temper. They are the symbols of an emancipated society like the society of a 1st world country.

Hence the study is expected to give insight about the pivotal role of education in all respects of rural life. The study would help the rural people lead a rational and scientific life. It would also help them understand and realize the real value of human resource for which investment in education of their wards is a must. The study would help the rural folk enjoy high per capita income and thereby live a high standard life.

The study is expected to provide first hand insight into some of the problems faced by the rural inhabitants of Kamrup District and to find out their hopes, aspirations, needs and wants, lags and also to find their remedy so that the rural societies can enjoy an appreciable socio-economic condition.

3. Objective of the study

To study the relationship between education and socio-economic condition.

3.1. Hypothesis

There exists no significant relationship between education and socio-economic condition.

4. Methodology

Descriptive survey method was applied in the present study by the investigators.

4.1 Sample

The investigators collected primary data from 41 sample villages of 07 community development blocks of Kamrup(R) district through Simple Random Sampling technique. The 41 villages have approximately 3000 households and out of which 600 (20%) has been taken as sample for the present study. The sample comprises of 400 educated and 200 uneducated rural married adults.

4.2 Tools used

Socio-economic status scale developed and standardized by Rajeev Lochan Bharadwaj (Aligarh) has been used. Socio-economic status has been divided into Higher, Average and Lower status as per the scale.

4.3 Statistical technique

Percentage & Chi-square test based measure Cramer's V were used in the present study to analyze data.

5. Delimitation of the study

1. The study has taken into account only the rural areas of Kamrup District of Assam.
2. The present study has taken only 07 community development blocks out of the total 15 blocks.
3. The study has taken only 41 villages out of the total villages of the District.
4. The present study has taken the adult married people up to 65 years of age.
5. The present study has taken only those samples as educated who received formal education and fall in the following levels of education—
Level—1 —upto Elementary, i.e. Upto 8th std.
Level—2— from Secondary to Higher Secondary, i. e. from 9th—12th std.
Level—3— Above Higher secondary i.e. Degree & above.

Uneducated= People who are illiterate or unschooled that is not received any formal education are taken as uneducated.

6. Analysis and interpretation of data

Objective : To study the relationship between education and socio-economic condition.

Hypothesis : There exists no significant relationship between education and socio-economic condition.

In order to study the relationship between education and socio-economic condition and to test the hypothesis framed in the present study, one chi-square based measure of association i. e., Cramer’s V

has been used.

Table-1 has been constructed to plot the information regarding the simple relationship trend between the said variables.

Table 1 : Relationship in percentages between education and socio-economic condition.

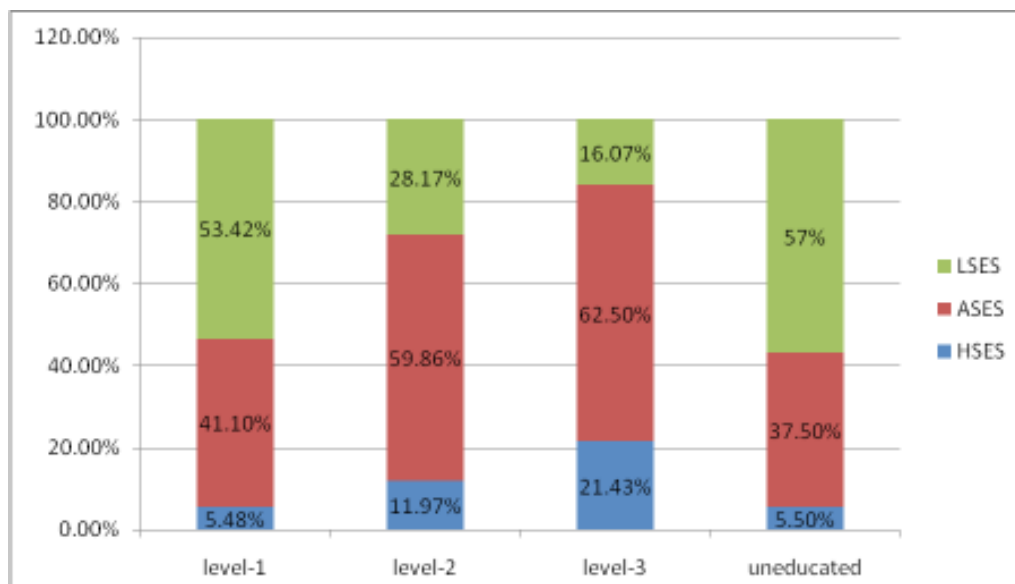
Levels of education	N	Total in Higher S E Status	Total in Average S E Status	Total in Low S E Status	% of Higher S E Status	% of Average S E Status	% of Low S E Status
Level-1	146	8	60	78	5.48 %	41.1 %	53.42 %
Level-2	142	17	85	40	11.97 %	59.86 %	28.17 %
Level-3	112	24	70	18	21.43 %	62.5 %	16.07 %
Uneducated	200	11	75	114	5.5 %	37.5 %	57 %
Total	600	60	290	250	10 %	48.33 %	41.67 %

Table-1 shows a very satisfactory trend about the relationship between different educational levels and socio-economic condition of the rural inhabitants. It has been found out that as the levels of education of the respondents increases, the percentage of population in higher socio-economic status and average socio-economic status also increases. At educational level-1, out of 146 sample, 5.48 % has been found in higher socio-economic status, 41.1 % in average socio-economic status and 53.42 % in low socio-economic status. At level-2, out of 142 sample, the highest percentage i. e. , 59.86 % has been found in average socio-economic status. Again at level-3 out of 112

sample, 21.43 % has been found in higher socio-economic status which is higher than level-1 and level-2. 62.5 % has been found in average socio-economic status and 16.07 % in low socio-economic status. Out of the total 200 uneducated sample, percentage in higher socio-economic status is very meager i. e. , 5.5 %. In average socio-economic status the percentage is 37.5 % and 57 % in low socio-economic status.

The following sub-divided bar diagram gives indication about the percentages of respondents that have been found from the present study in different socio-economic status groups at each level of education as shown in table-1.

Sub-divided bar diagram of socio-economic status at different levels of education



7. Ascribed & achieved socio-economic status

There are two ways of attaining the socio-economic status namely “Ascribed” and “Achieved”. The ascribed status is the recognition which a society gives to a person because of his/ her position. It is assigned to individuals without any reference of their abilities. It is something like inherited status. It can be ascertained since birth and characterized by horizontal social mobility.

The achieved status on the other hand is that requiring special qualities. They are not assigned to an individual since birth but are left open to be filled

through competitions. Simply it is acquired status and signifies about vertical social mobility.

Relationship between education & ascribed socio-economic condition

The following table, table-2 helps know about the relationship between education at different levels and socio-economic status of a particular nature or type i. e. , either ascribed or achieved. Chi-square test based measure of association i. e. , Cramer’s V has been applied to see the relationship between the variables—

Table 2 : Relationship between education (at all levels) & Ascribed socio-economic status

Categories by type/ nature	Level-1	Level-2	Level-3	Uneducated	Total
Ascribed Higher S E Status	8(8.37)	8(7.84)	10(4.18)	6(11.61)	32
Ascribed Average S E Status	40(39.48)	51(37.01)	18(19.73)	42(54.77)	151
Ascribed Low S E Status	32(32.15)	16(30.15)	12(16.10)	63(44.62)	123
Total	80	75	40	111	306

The independent values of all cells gives χ^2 or chi-square. In the present problem $\chi^2 = 34.51$ and $df = 6$. Cramer’s V = 0.24 as shown in table-3 below.

Table 3 : Cramer’s V, measure of association between levels of education & Ascribed socio-economic status

Calculated value of χ^2	df	Cramer’s V	Remark
34.51	6	0.24	Significant

It has been found out from table-3 that the value of Cramer’s V is 0.24 which has been found significant. The value signifies neither high nor low but positive association. Hence, the obtained value of Cramer’s V indicates a positive and moderately acceptable relationship between levels of education and ascribed socio-economic condition.

Relationship between education & Achieved socio-economic condition

The way of attaining Achieved socio-economic Status is quite different to the way of attaining Ascribed socio-economic status. Therefore the necessity has been felt to see Achieved socio-economic status’s relationship with different levels of education. Table-4 & 5 helps understand the relationship between the two variables.

Table 4 : Relationship between education (at all levels) & Achieved socio-economic status

Categories by type/ nature	Level-1	Level-2	Level-3	Uneducated	Total
Achieved Higher S E Status	0(pooled)	9(pooled, 12.67)	14(6.86)	5(8.48)	28
Achieved Average S E Status	20(31.20)	34(31.68)	52(34.04)	33(42.08)	139
Achieved Low S E Status	46(28.51)	24(28.94)	6(31.10)	51(38.45)	127
Total	66	67	72	89	294

The values of all cells gives χ^2 . In the present problem $\chi^2 = 61.48$ and $df = 6$. Cramer's V = 0.32 as shown in table-5.

Table 5 : Cramer's V, measure of association between levels of education & Achieved socio-economic status

Calculated value of χ^2 (pooled)	df	Cramer's V	Remark
61.48	6	0.32	Significant

It has been found out from table-5 that the value of Cramer's V is 0.32 which is significant. The significance level so obtained indicates a strong positive relationship between levels of education and achieved socio-economic condition.

Finally, in order to test the hypothesis that there exists no significant relationship between education and socio-economic condition, the investigator combined both types of statuses and constructed the following table, table-6.

Table 6 : Relationship between education (at all levels) & Overall socio-economic status

Categories of S E Status	Level-1	Level-2	Level-3	Uneducated	Total
Higher S E Status	8(14.6)	17(14.2)	24(11.2)	11(20)	60
Average S E Status	60(70.57)	85(68.63)	70(54.13)	75(96.67)	290
Low S E Status	78(60.83)	40(59.17)	18(46.67)	114(83.33)	250
Total	146	142	112	200	600

The independent values of all cells of table-6 gives χ^2 . In the present problem $\chi^2 = 77.16$ and $df = 6$. Cramer's V = 0.25 as shown in table-7.

Table 7 : Cramer's V, measure of association between levels of education & Overall socio-economic status

Calculated value of χ^2	df	Cramer's V	Remark
77.16	6	0.25	Significant

It has been found out from table-7 that the value of Cramer's V is 0.25 which is found significant. Therefore, the obtained value indicates a positive and moderately strong relationship (neither strong nor weak) between the levels of education and overall socio-economic condition. The value of Cramer's V here established such an association between the two variables that with the increase in level of education the socio-economic condition of the rural people also get increased. We can now reject our null hypothesis and conclude that there exists moderately strong relationship between education and socio-economic conditions of the rural population.

study reveals some important results in connection with education and rural people's socio-economic condition which have been enumerated as under—

a) Population that fall in educational level-1 & population that fall in uneducated category have showed almost similar picture in regard of percentage of population falling in different socio-economic categories.

b) As the levels of education go higher, the percentage of population in higher and average socio-economic status also go higher.

c) Education and ascribed socio-economic status have low association between them while education and achieved socio-economic status have stronger association between them.

8. Result & Discussion

The analysis and interpretation of the present

d) The overall socio-economic condition and education showed a moderately strong association between them.

J. L. Gupta studied on “The impact of literacy on socio-economic condition of rural poor” and found out that literacy has a positive impact on socio-economic condition of rural poor.

M. L. Jadhav highlighted from his study that a significant advancement in the field of each level of education leads to a considerable advancement in the socio-economic lives of the villagers.

9. Conclusion

Education is widely accepted as the main exit route from lower socio-economic condition and from poverty. Education and socio-economic condition are always related to each other in many different ways. Despite of having made education compulsory and free upto the age of 14 years by the government , it has

been found out that the rural inhabitants of Kamrup District especially the uneducated ones are still under deplorable socio-economic condition. Only education can direct them into permanent solution from the problems they have been facing.

The present study has highlighted some ideas about the relationship between the variables under study which could be enumerated as under—

A. Better education always leads to a better socio-economic condition.

B. Socio-economic condition shows a marked difference between educated and uneducated respondents.

Ample scope is there for the Government and Policy makers to grab the opportunities by going deep into the affairs of villages and by imparting good and effective education or educational programmes to make Socio-economic condition enjoyable for all.

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