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A Study on Socio-Economic Status of Hari Village, Ziro

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Abstract: The present study investigated the socio-economic status of Hari village, Ziro. This study is conducted on a sample of 60 households at Hari village, Ziro. The descriptive cum survey method is used for data collection using Socio-Economic Status Scale (Dr. Ashok K. Kalita and Dr. Sudhir Sahu). The finding of the study reported that Socio-economic status plays an important role not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. There was only one community health centre in Hari village, no such hospital were there. Government should make hospital then better in Hari village peoples. If government's various scheme opportunities' give to people it will lead to better development of Hari village in every sector. The main sector is health and education. People of Hari village has rich cultural as well as goods service rather than in education aspect. It might be not much an aware of education impact on one individual's life. So, the state government should give much emphasis for the improvement educational sectors.

Keywords: Socio-Cultural, Economic, Possession of Good and Services, Health and Education.

Introduction

Education is the most important and powerful weapon to bring changes in the society by removing orthodoxy, stereotype nature and superstitions, and helps to make the people wise and rational thinking. Education is the prime equipment to make the people of a state or country skilled and civilized, and leads to the development of the nation. Without education no country can make progress the whole process of education is focused on to being desirable behavioral changes one individual for the betterment of a society as well as for the national development. It is found that academic performance or achievement of a student is very much influenced by numerous factors like socio-economic status of parents, residential locality of the students, gender, age, school etc. It is the education that determines an individual's occupation, income status, or position in the society. Human life, which is the best creation of god, has got two aspects: the

biological and sociological, while the format is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil purposes as per his wishes.

Socio-economic status plays an important role in human life. The status opens a way for their progress. Socio-economic status refers to the position that an individual and family occupies with prevailing average standards, enriched cultural. Education is the modification process of human behavior in a socially desirable way coming through the contact of its environment for adequate adjustment in the society to influence the life style of him on the basis of socio-economic status. Socio-economic status includes both the social and economic of an individual in the group. The influence of the socio-cultural factors on various aspects of individual's development has particularly caught the attention of many educationists. Individual's success and failure can be judged by the facilities provided for his study. Children belonging from higher economic status are not only facilitated but they wish to provide with better option to develop intellectual leads as well as to develop have extra co-curricular activities for physical and emotional growth. Socio-economic status is typically classified into three categories high, average and low socio-economic status. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education & occupation) can be assessed lifestyle of an individuals are widely dependent on their economic status. Hence, socio position of the person is dominated by his /her income. Proper socio-economic development can control and balanced for the healthy growth of a nation. Now a day, increasing educational level and perception of education has been changing the socio-economic status among the rural population. Socio-economic characteristics are important tools to measure the human development. People's way of living is differ from one income group to another income group as depends on how they earn.

Socio -Economic Status in the Context of Arunachal Pradesh

Education is the first and foremost rights of every human being. Education means to know various things and explores the world of their knowledge. Education also improves the economic growth of the country. Ziro is a town and the headquarters of the Lower Subansiri district, Arunachal Pradesh. It is included in the tentative list for UNESCO's World heritage site for the centre of economic activities and where the administrative offices are located is called as Hapoli. Ziro is 115km from the capital Itanagar, 123km from the nearest civil airport at Lilaboni, 96km from Naharlagun railway station. Ziro is the district headquarters of lower Subansiri and is one of the oldest towns in Arunachal Pradesh. As per 2001 census the literacy rate was 66%, lower the national average of 74.4% male literacy was 72% and female literacy was 66%. The older generation had not been exposed to formal education, but with the rapid pace of education of younger generations, the education of Ziro grew tremendously. As of 2011 India census, Ziro had a population of 12,806. Males constitute 50% of the population and females 50%. In Ziro, 17% of the population is under 6 years of age. Urban populace of Lower Subansiri district mainly reside in Ziro and as per 2011 census, average urban literacy rate in Lower Subansiri district is 82.52% of which males and females are 89.81% and 81.26% literates respectively. Total number of villages in Ziro is 139 among which

is Hari village, where the survey is been conducted by the students of M.A.3rd semester of Education department. Here, the socioeconomic status of Hari village is being presented. Hari village is located in Old Ziro tehsil of Lower Subansiri district in Arunachal Pradesh, India. It is situated 3km away from subdistrict headquarter old Ziro and 10km away from district headquarter Ziro. Hari has a total population of 637 peoples. There are about 70 houses in Hari village. Old Ziro is nearest town to Hari. The village has population of 637 of which 303 are males while 334 are females (census 2011). Hari village has higher literacy rate compared to Arunachal Pradesh. In 2011, literacy rate of Hari village was 80.40% compared to 65.38% of Arunachal Pradesh. In Hari male literacy stands at 89.05% while female was 72.61%. in Hari village out of total population, 291 were engaged in work activities 95.88% of workers describe their work as main work while 4.12% were involved in marginal activity providing livelihood less than 6 months of 291 workers engaged in main work 145 were cultivators (owner or co-owner) while 6 were agricultural labourer. Most of the village population is from Schedule tribe (ST) ST constitutes 98.90% of total population. Talking about the health facilities in Ziro, then there is one Community health centre (CHC) in Old Ziro, also Gyati taka general hospital. And, government middle school is also there in Hari, Ziro, established in the year 1953.

Background of the Study

Socio-economic factors including educational level, economic conditions, cultural beliefs, residence location etc. plays a significant role to determine health care and educational sector of any community. Although, education is the most commonly used in measure of socio-economic status. For instance low socio-economic status in childhood is related to poor cognitive development, language, memory, socio-emotional processing, and consequently poor income and poor health in adulthood. Inadequate education and increased dropout rates affect children's academic achievement. Surrounded by blue rolling hills and topographically cut off from the rest of the populated areas of the region, Ziro lies tucked in the lower ranges of Eastern Himalayas in the state of Arunachal Pradesh in North-east India. The settlement pattern of the people in Ziro is an example of a traditional human settlement in an upland area. The part of the town which is the centre of economic activities and where the administrative offices are located is called Hapoli. Ziro is located at 27.63 N 93.83 E at an elevation of 1688 metres (5538 feet) to 2438 metres (8000 feet). Ziro is a home to the Abotani tribe. Total number of villages in this subdivision is 139. Among which the study is based over the Hari village situated in old Ziro circle of Lower Subansiri district, Arunachal Pradesh with the total population of 637 peoples. Hari village population of children with age 0-6 is 40 which make up 6.28% of total population. Average sex ratio of Hari village is 1102. Child sex ratio for the Hari village is 1000, higher than Arunachal Pradesh average of 972.

Socio-economic factor is an important factor for the upgrade of any democratic society. An individual's Socio-economic status may influence his choice of activity, in which he take part effectively and performs the skills with a high level of motivation. The socio-economic status make-up of an individual

plays an important role in their every-day-life. With these on the basis of the background the investigator notes that socioeconomic status has paramount influence in the development of any society.

Needs and Importance of the Study

Socio-economics is the interrelation between economic activity and society behaviour. Social economics analyzes how the economy is affected by social norms, ethics, sentiments and other factors. Social economics attempts to explain how social factors impact economic activity in society by drawing upon information from fields such as history, philosophy, sociology and political science. It uses information from different areas to examine how it influences consumer behaviour, shapes buying trends, and affects other activities within business and economics. Social economics certainly exerts a profound impact of the lines of individuals, and their socioeconomic status may strongly influence their future achievements, level of education and degree of financial security. For example, someone coming from a wealthy household in the upper or upper-middle classes would likely to encounter more opportunities they will be able to afford higher education while enriching their experiences with study abroad programs or frequently travelling to explore foreign places and cultures.

The goal of importance of socio-economic study is generally to undertake an impact assessment and bringing about socio-economic development in metrics such as life expectancy, literacy, levels of employment etc. The socio-economic component incorporates various facets related to prevailing social and cultural conditions and economic status of the study region. The socioeconomic study includes analysis of demographic structure, population dynamics, infrastructure resources, status of human health and economic attributes like employment, per-capita income, agriculture, trade and industrial development, education in the region. That is why socio-economic status of a region is very much important and needed.

Statement of the Problem

The problem of the present study is stated as “**Socio-Economic Status of Hari village, Ziro**”

Objectives of the Study

The study is proposed with the following objectives:

1. To examine the socio-economic status of Hari village.
2. To know the impact of socio-economic status on education
3. To study the various problem faced by Hari village peoples.
4. To suggest some remedial measures to solve problems faced by Hari village peoples.

Methodology of the Study

The methodology followed in the present research is given in detail under the following headings.

- i) Methods of the study
- ii) Population and Sample of the study
- iii) Tools used and their description (Administration)
- iv) Data collection procedure
- v) Analysis and Interpretation of data

Methods of the study

Keeping in view the purpose and importance of the present study the investigators has adopted 'Survey studies' based on descriptive research method. The survey studies are conducted to collect detailed information of the existing practices of phenomenon with the intent of employing data to justify the conditions and practices to make intelligent plan for improving them.

Population and Sample of the study

The total population in the Hari village is 637 with 70 families household residing, out of 637, 303 are male and 334 are females as per the population census of 2011. The study were conducted on 60 household selected randomly from Hari village, Ziro, Arunachal Pradesh.

Tool used

The investigators used the following tool for the study:

Socio-Economic Status Scale (Urban and Rural) (SESS-UR-KASS): The scale designed by Dr. Ashok K. Kalita, Professor of Education department of Maharshi Dayanand University ROHTAK (Haryana) and Dr. Sudhir Sahu, Assistant Professor, Vikramaditya college of education, Morkhuri ROHTAK (Haryana).

The scale comprised of 40 statements which is based on five different dimensions of socio-economic parameters. Distribution of items and components of SES scale is given below:

Part	Dimensions of SES scale	Items	Total Items
Part-I	Socio-Cultural Component	1 to 15 (+ information on Caste)	15+1
Part-II	Economic Component	16 to 20	05
Part-III	Possession of Good and Services	21 to 30	10
Part-IV	Health Component	31 to 35	05
Part-V	Educational Component	36 to 40 (+ information on Stream)	05+1
		Total	40+2= 42

Administration of Socio-Economic Status Scale:

This scale comprised of 40 items on five different areas/dimensions of socio-economic status viz.- i. Socio-Cultural Component, ii. Economic Component, iii. Possession of Good and Services, iv. Health Component and v. Educational Component. There is no time limit for filling this scale. But it takes approximately 20-25 minutes for completing it. While administering SES scale following precautions should be kept in mind.

1. A proper seating arrangement should be made for the respondents in a peaceful environment.
2. A minimum facility of writing materials should be arranged for respondents.
3. All instructions mentioned in the test booklets should be loudly read out by the test administrator.
4. Respondent should be instructed to give their response only on consumable test booklets.

5. Test administrator should motivate the respondents for free and frank responses to establish proper rapport with them.
6. All doubts should be clarified before handing out the test booklets.
7. Before collecting the response sheets, the test administrator should ensure that all the test items have been answered by the respondents.

Scoring of Socio-Economic Status

The scoring of SES scale is easy and objective. To find out the total score in socio-economic status scale the researchers should add the scores where the respondents has put a check (“”) as his/her response. A separate scoring key has been developed to facilitate the scoring of socio-economic status scale. The total scores for socio-economic status scale are obtained after adding scores from information given by the respondents to Part-A and respond less/answers given to the all items (1-40) of the Part-B of the test booklet.

Data Collection Procedure

The present data were collected directly from the selected households by administering SES scale. The households of selected samples were visited during the year of 2021 to find their socio-cultural component, economic component, possession of goods and services, health component and educational component and problem faced by day to day life.

Analysis and Interpretation of Data

The collected data were systematically arranged, organized and tabulated for analysis. For the fulfillment of the objectives of the present study, the investigator employed the percentage analysis as the principal technique for the analysis of the data. The analysis and interpretation of data is carried out objective wise.

Objective 1: To Examine the Socio-Economic Status of Hari Village, Ziro.

Table 1: Showing the mean of the socio-economic status of Hari village, Ziro.

Components	N	Mean
Socio-Cultural component	60	18.75
Economy Component	60	8.5
Possession of Goods and Services	60	14.75
Health Component	60	7.8
Educational Component	60	6.16

The Table-1 shows that the mean scores of socio-cultural component among the Hari village are 18.75 respectively which are very rich cultural component. The mean value of the variable economic component among the Hari village is 8.5 respectively which means people of Hari village are not economically sound. The value of mean of the variable possession goods and service among the Hari village is 14.75 respectively which are quite proximate to each other which showed a better sign. The mean value of

the variable health issue among the Hari village is 7.8 respectively which show difference to other variable that means still Hari village peoples faced medical problem in their respective area. The value of mean of the variable educational component is 6.16 respectively, which signifies that Hari village have little bit backward in education sector. An overview of the above results indicates that be distribution of number of Hari village was near normal on the variable socio cultural, economy sector, possession of goods and services, health issues and education sector.

Objectives 2: To know the impact of socio-economic status on education.

The scenario of education sector of Hari village is very low as per the research i.e. 6.16 mean value is concerned. People of Hari village are rich cultural as well as goods service component but little bit backward in education. Its might be not much an aware of education impact on one individual life.

Objective 3: To study the various problem faced by Hari village peoples.

Basis of analysis Hari village people faced following problems:

1. Since the introduction of government funded schools in the 1960's, the Apatani language does sometimes appear in roman letters, but the few school books in Romanized Apatani have not proved popular and written culture is dominated by English and Hindi.
2. In Hari village, there were only government secondary schools, which can lead them to illiterate and also their infrastructure facility is not good as we think which can lead them to poverty, uneducated and economical problem.
3. There was only one community health centre in Hari village, no such hospital were there.

Objective 4: To suggest some remedial measures to solve problems faced by Hari village peoples.

As it is mention that there was only one community health centre in Hari village, no such hospitals were there. Government should make hospital then better in Hari village peoples. If various governments scheme opportunities give to people by Government it will lead to better development of Hari village in any sector. The main sector is health and education. So, the state government should give importance to improve these sectors because these both are very important and related to the economic growth of that particular place.

Conclusion

Based on the above analysis and observation, it can conclude that the people of Hari village very simple living lifestyle and friendly nature and engage in agriculture also. Agriculture is basically the source of income for everyone. They support in preserving their tradition and culture along with adopting some of modern culture also. The people of Hari village don't believe in caste system and fully support equality in society which is great revolution for better society. Socio-economic status plays an important role not just income but also educational attainment, financial security, and subjection perceptions of social status and social class. There was only one community health centre in Hari village, no such hospital were there.

Government should make hospital then better in Hari village peoples. If government's various scheme opportunities' give to people it will lead to better development of Hari Village in every sector. The main sector is health and education. People of Hari village has rich cultural as well as goods service rather than in education aspect. It might be not much an aware of education impact on one individual's life. So, the state government should give much emphasis for the improvement educational sectors.

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