

Influence of Socio-Economic and Educational Status of Parents and Siblings on the Child's Education: A Case Study

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Abstract

“Neglected, Marginalised are common in knowledge world. We are not the sources of problems. We are the resources that are needed to solve them. We are not expenses, we are investments. We are the children of the world and despite our different backgrounds we share a common reality. We are united in our struggle to make the world a better place for all.”

This is a world where approximately 120 million children are not enrolled in primary school. There are an estimated 30 million children out of school in India (MHRD statistics, cited in World Bank), many of whom are marginalised by various dimensions such as poverty, gender, disability, and caste. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. While many educational programmes have attempted to reach out of those who are excluded children. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. (**New Education Policy 2020**). Thus the paper aims to present a case study in exploring the factors in inclusive education with special reference to those sociological variables which act as a barrier in attaining the goals of NEP 2020 with special reference to those children who have never gone to the school.

KEY WORDS: - Influence, Socio-economic, Educational Status

1) INTRODUCTION

A child's learning and their success are most influenced by their family since the family is the child's primary social group, moreover family socio-economic status and parents' level of education have been regarded as a major attributes of children's academic achievement. Increasingly, researches have suggested that socio-economic status and parents' level of education parts a larger constellation of psychological and sociological variables influencing children's school outcomes (Joan, 2009). Certain variables like access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education. Thus, the influence of socio-economic status and parents' level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process variables (Joan, 2009). The literature also suggests that level of parents education influences their knowledge, beliefs, values, and goals about child rearing, so that a variety of parental behaviours are indirectly related to children's school performance. For example, higher socio-economic status and high levels of education may enhance parents' ability in involvement in their children's education, and also enable them to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher socio-economic status and higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower socio-economic status and lower levels of education (Joan, 2009). With this information, it is important to note that parents are one of the most influential yet significantly underrated factors in the child's education, and society should encourage more parental participation in public education as it has been highlighted by most researches (Ramachandrant et al 2003; Palmer 2005; Verpoor 2005; Cooter 2006; Nannyonjo H. 2007; Hanushek 2007; Lynch 2009 Okummu et al 2008; cited in Robert Onzima 2010)

2) Justification of the Study

Education is seen as a powerful means to reduce poverty and achieve economic growth (Mankiw, Romer, and Weil 1992; Breton 2004). It empowers people, improves individuals' earning potential, promotes a healthy population, is a major determinant of democracy and builds a competitive economy (Hannum and Buchmann 2005; World Bank 2006; Hanushek and Wossmann 2007; UNESCO 2014; Castelló-Climent 2008). Since the start of the Education For All (EFA) campaign after the World Education Forum in Jomtien in 1990, remarkable progress has been made in getting young children in developing countries into primary education. However, still millions of children drop out of school at too young an age, shifting the problem from getting children into school to keeping them there. In half the countries in South and West Asia and sub-Sahara Africa one of every three children who starts school, drops out before completion (UNESCO 2009). Children who leave school before they have finished the curriculum do not develop their potentials to the fullest and their countries waste scarce resources sorely needed. It is therefore of prime importance to get a better understanding of the factors that drive the decision to stay in school or drop out of children in developing countries. Most research on Out of School children conducted in the India (Vyas, 1992, Sharma, 2007, Govindraj and Venkatesan, 2010, Chugh, 2011, Khan and Pandey, 2012, Haseena 2014, Joy, 2014) and other Asian countries finds that there are

various factors responsible for dropping of the children from School. The national and international commitments for the right to education of every child regardless of economic status such as the RTE-2009, the Millennium Development Goals (MDGs) and Education for All (EPA) has not had fruitful results. Among developing and South Asian countries, India still remains a country with a significant number of out-of-school children. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. UNICEF reports more than half of the primary school going age children (5-9) remain out of school. Most strikingly, For India, rates of non-participation in schooling for pre-school age children are 12.4 per cent and for primary school-age children, 6.4 per cent. The rate of exclusion for lower secondary school-age children is 5.7 per cent. Given its large population size, India has the highest number of OOSC with 11.9 million children (ages 6 to 13) not in school. Moreover in India, school exclusion is considerably more prevalent among Muslim children, and among older children from socially disadvantaged groups. The average rate of exclusion for primary school-age children from Scheduled Castes is 5.6 per cent and Scheduled Tribes is 5.3 per cent as compared to national average of 3.6 per cent. Girls from Scheduled Castes have the highest rates of exclusion at 6.1 per cent (UNICEF 2014). The educational progress is very important in order to keep pace with the economic development of a country. Although India has come a long way in terms of improving overall levels of literacy, but still illiteracy is a major problem of the country. Therefore, achievement in literacy should be discussed simultaneously with those who remained out of the education system. It is also important to examine the level of out-of-school children in India so that appropriate measures may be taken to bring children to the mainstream of education. Many other questions also arise while discussing the level of out-of-school children, these are; whether economic condition still holds a major role in school enrolment, whether accessibility has increased over time, whether children opt out-of-school due to unattractive curriculum, whether child labour and early marriages still prevalent in the society. Therefore, the characteristics of out-of-school children need to be examined in detail in order to have an idea how different socio-economic factors contribute to children who did not go to school, started school late or dropped out without completing the compulsory schooling.

However, despite this significance of education for removing seclusion, the participation of weak and underprivileged children in the field of education is not very satisfactory. There is a wide gap between male-female literacy rates in India. Gender disparity has been a major issue in India's pursuit for achieving the goal of universal elementary education. In order to address this problem and develop appropriate interventions, it is necessary to understand the nature and extent of the problem, as well as possible explanations for the disparity.

- 3) **Objectives:** This paper makes an attempt to examine the Socio-economic factors associated with the children who are out-of-school in Jammu and aims
1. To examine the role of parents' socio-economic and educational background on the Educational process of their children.
 2. To examine the role of siblings educational status on the educational process of the children.
 3. To explain how children's education is significantly affected by the socio-economic status and educational background of their parents.

4. To provide some educational implications in order to overcome the personal and socio-economic challenges in the Educational process of the children.

To achieve these objectives, following research questions were formulated:

1. What are the factors responsible for children not in school in Jammu?
2. How socio-economic and educational backgrounds of the parents are responsible for out of school children?
3. How educational status of sibling is responsible for children not in schools?
4. What kinds of measures are required to bring out of school children to schools?

4) RESEARCH METHODOLOGY

(i) Nature of the Research

This study focused on those groups of children who have never gone to school and term them as out-of-school children. Research was of the descriptive survey type.

(ii) Sampling

The present study is concerned with the study of Influence of Socio-Economic and Educational Status of Parents and Siblings on the Child's Education in Jammu district. Hence the questionnaires were administered to the parents of out-of-school children. In the present context the researcher selected the sample from Jammu district. As the sample was selected from a very diverse population thus purposive sampling technique/ Snow ball sampling technique was employed for the selection of the sample. In this way a total of 103 parents whose children were never gone to the school were taken as a sample of the study.

Research Instrument

Socio economic status by Prof. R.P.Verma, Prof. P.C. Saxena and Dr. Usha Mishra was used for studying the socio economic status of the Parents.

(5) RESULTS AND CONCLUSIONS

The study sought to identify the causes for never enrolling of the children in school. The factor analysis produced three conceptual factors that include: Social factors, Economic factors, and educational status of the parents and siblings. Analysis indicates that the 'socio-economic factors' was the major cause of out-of-school children. The following figures highlight some of the major findings responsible for the children out-of-school.

Findings and Conclusions

Figure 1 Showing the percentage of the different castes of out- of-school children.

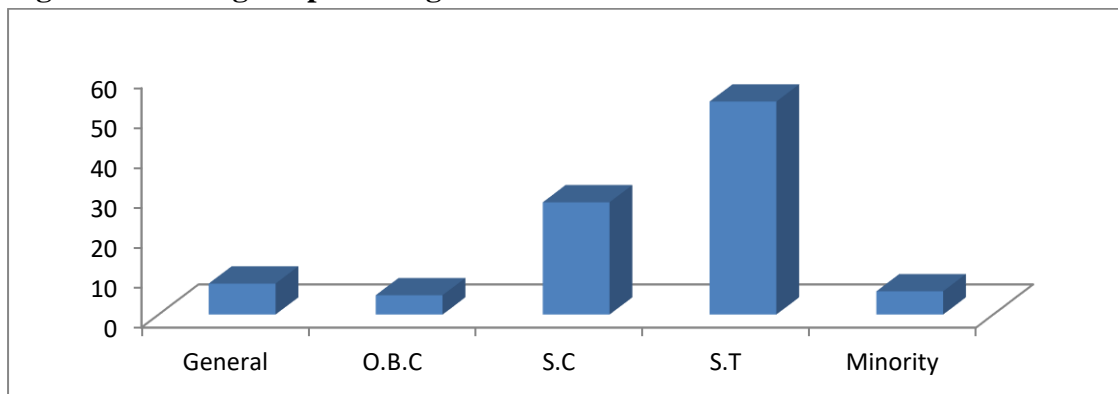


Figure 1 show that 53.40% and 28.15% of the out-of-school children are from low caste i.e. S.T. and S.C. respectively, whereas 7.77%, 4.85% and 5.83% of the children are from General, O.B.C and Minority castes. Hence, it can be interpreted that the majority of the out-of-school children belonged to the scheduled tribes. So, it is analyzed that low castes of the children has a relationship with the out-of-school.

Figure 2 Showing the caste wise Educational attainment level of Fathers’ of out-of-school children.

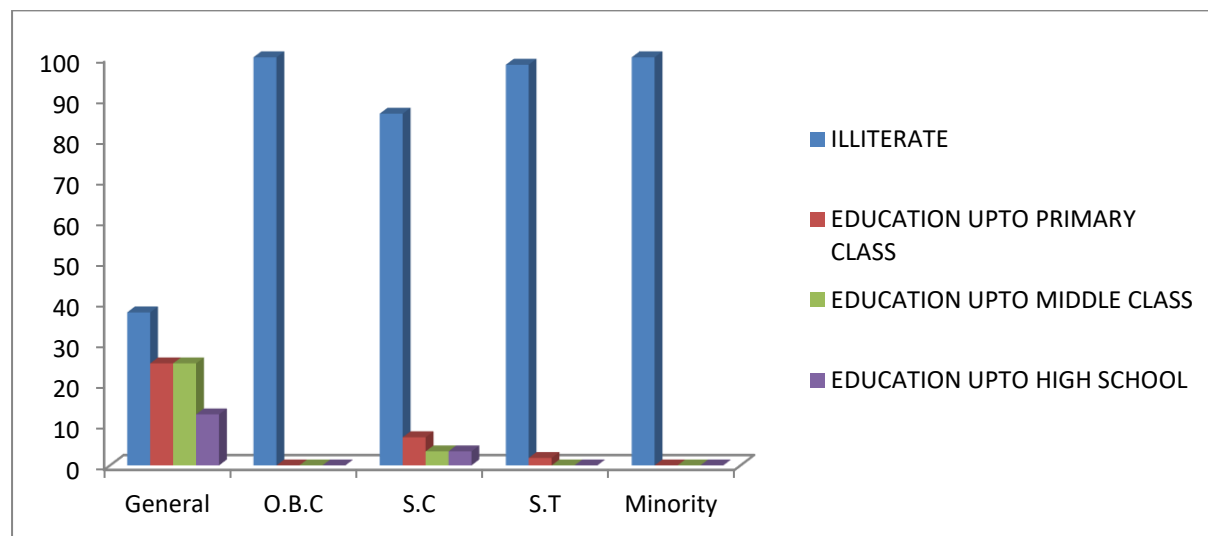


Figure 2 shows that majority of the out-of-school children’s’ father (100%, 86.2%, 98.18% and 100%) belonging to O.B.C, S.C, S.T and Minority castes respectively are illiterates where as mixed responses found in case of out-of-school children fathers’ of General caste i.e. 37.5% are illiterates, 25% are educated up to primary level, 25% are educated up to middle level and 12.5% are educated up to high class. So, it can be interpreted that General caste peoples are still on the edge in number of literacy rate as above figure clearly depicts that low caste peoples are still more illiterate than high caste people.

Figure 3 Showing the caste wise Educational attainment level of Mothers'' of out-of-school children.

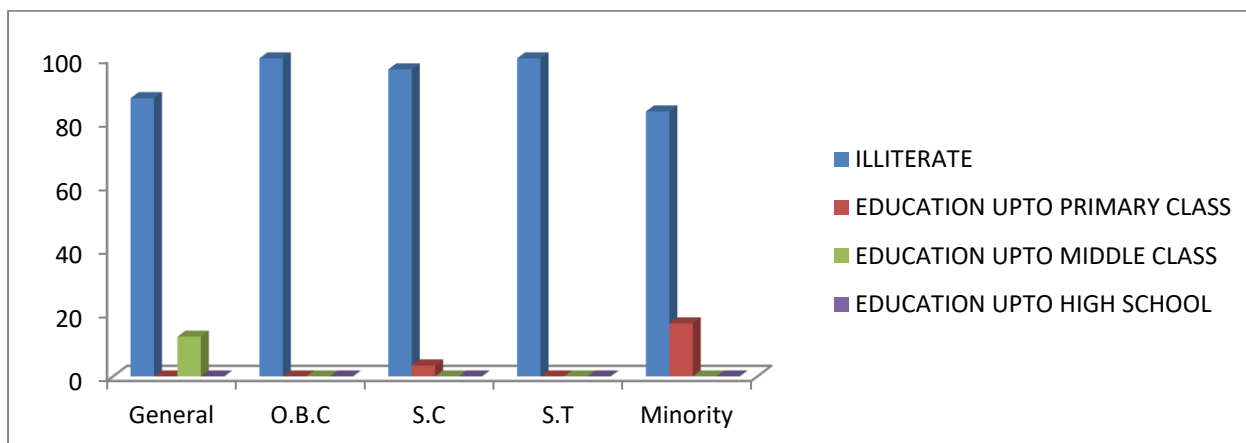


Figure 3 shows the Mothers' of out-of-school children belonging to General, O.B.C, S.C, S.T and Minority castes as 87.5%,100%, 96.55%, 100% and 83.33% respectively are illiterates where as 12.5% of the children's mothers are educated up to middle class belong to general caste. So, it is interpreted that lower attainment level of the Mothers education is a contributing factor that many of the school going age children are out of school.

Figure 4 Showing the Parents' occupation of the out-of-school children.

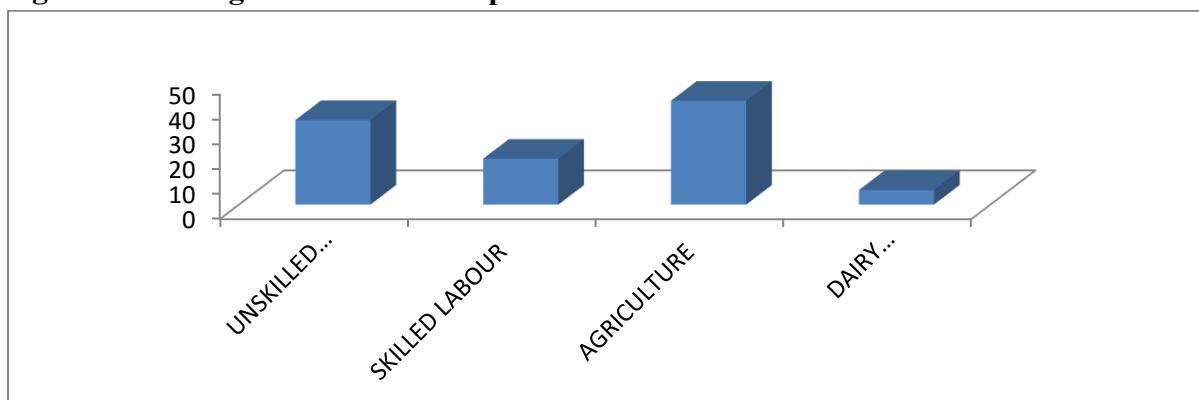


Figure 4 shows that the majority 41.75% (n-43) and 33.98% (n-35) of the occupation of the parents' of the out-of-school children are unskilled labour and having agriculture where as 18.45% (n-19) and 5.83% (n-6) of the parents of the out-of-school children are skilled labour and having dairy farming/ animal husbandry as occupation. So, it can be analyzed that lack of the job avenues may be an associated factor in out-of-school of the children.

Figure 5 Showing the caste wise analysis of Parents' occupation of the out-of-school children (caste wise).

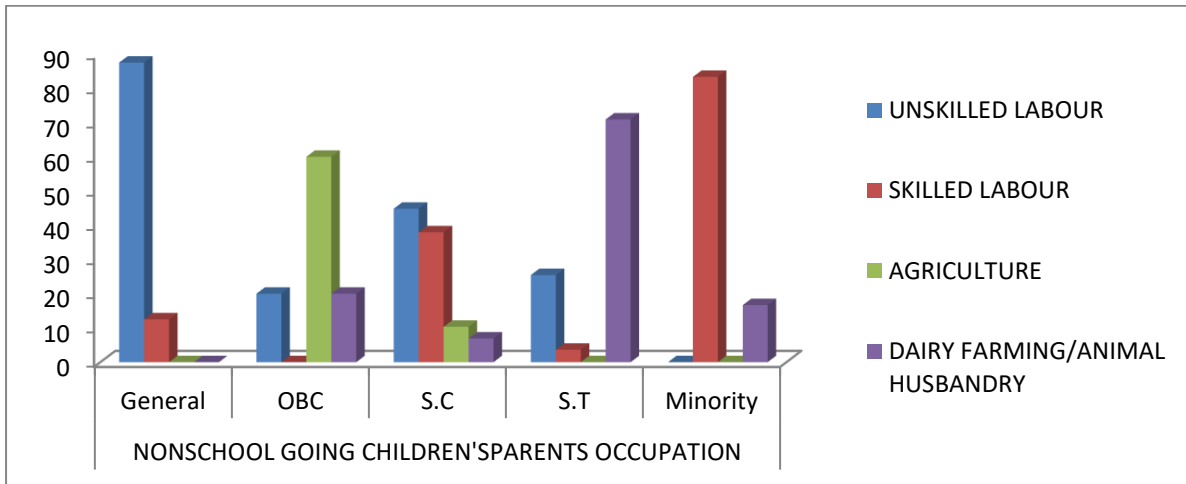


Figure 5 shows that majority (87.5%) of the parents' occupation of the out-of-school children of General caste are unskilled labour, 60 % of the O.B.C caste have the occupation of the agriculture, whereas 44.83% of the S.C. parents are unskilled labour, 70.91% of the S.T parents have dairy farming/animal husbandry as the occupation whereas 83.33% of the Minority caste are skilled labour. So, it is to be interpreted that there is a wide variation in the occupations of the parents of the out-of-school children and all the occupations are the low paid as well as unskilled which does not guarantee regular income or salary.

Figure 6 Showing the caste wise analysis of Parents attitude towards education of the out of school children.

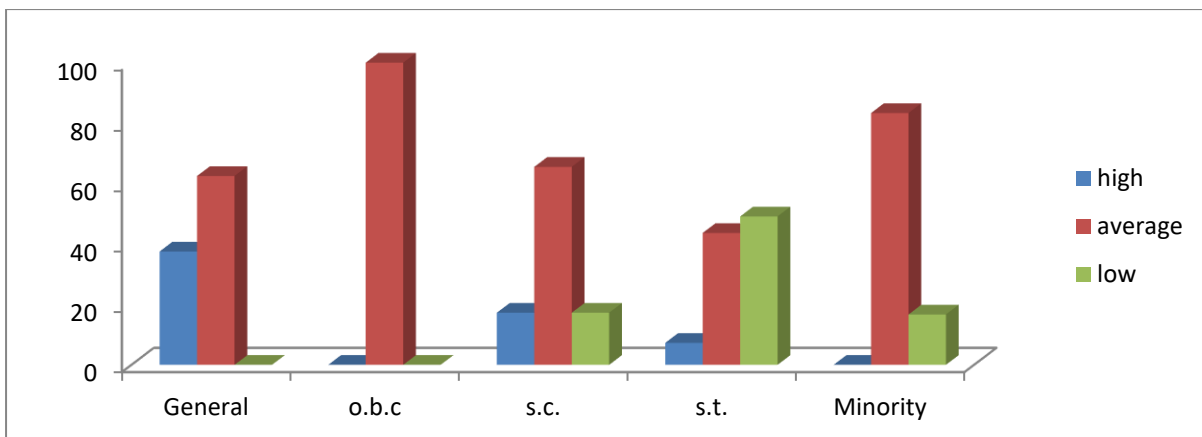


Figure 6 shows that majority (62.5%, 100%, 65.52%, 43.64% and 83.33%) of the out-of-school children parents belongs to General, O.B.C, S.C, S.T and Minority castes respectively have average attitude towards education where as 37.5%, 17.24%, 7.27% out-of- school children parents of General, S.C and S.T. have high attitude towards education respectively and 17.24%, 49.09% and 16.67% of the parents of S.C, S.T and Minority caste respectively have low attitude towards education. So, the above figure clearly depicts that the S.T. parents (49.09%) out-of- school children have low attitude towards education, it also states that S.T children are more out-of- school children than Minority castes except S.C. Thus there is a

relationship between the nonschool going of the children of Minority caste and parents attitude towards education which needs further research.

So, low attitude of parents towards education may be an attributing factor in children for being the non school going.

Figure 7 Showing the Educational status of the siblings' of out-of- school children.

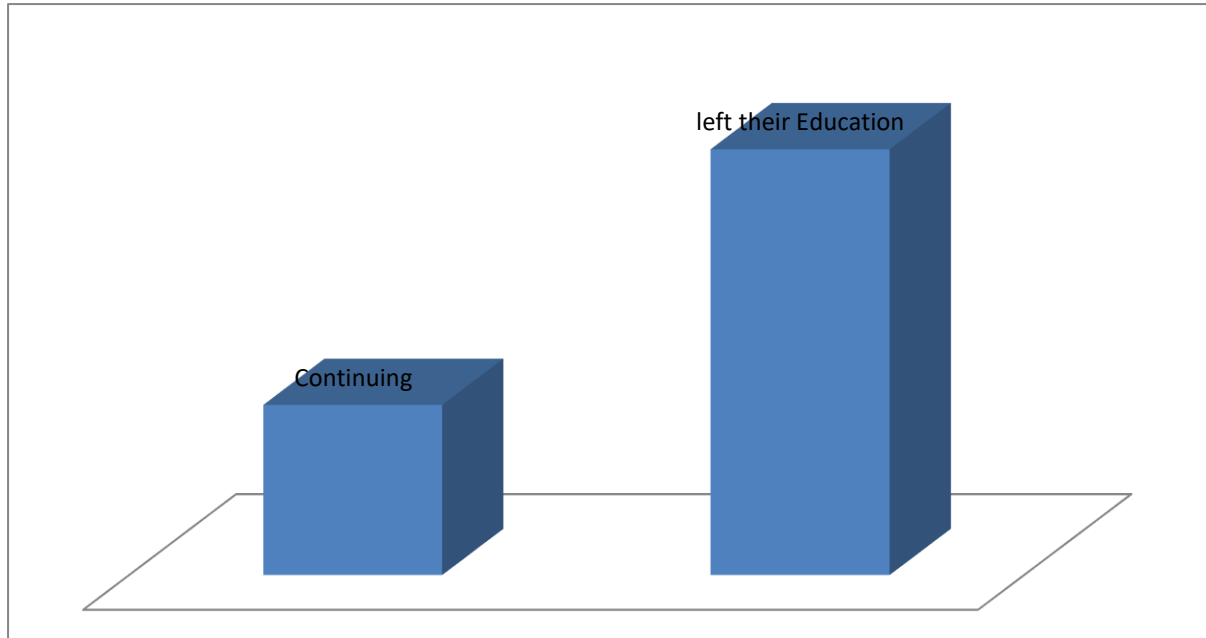


Figure 8 shows that majority (67%) siblings of the out-of-school children's have left their education; whereas only 33% siblings of the out-of-school children's are continuing their education. So, it can be stated that the educational status of the siblings also influences the school going of the child.

7) Conclusions

- 1 Majority 90% of the out-of-school children have very low Socio-economic-status where as menial 10% of the out-of-school children have low socio-economic-status.
- 2 Majority 67% siblings of the out-of-school children have left their education.
- 3 Majority 97.08% (n-93) mothers' of out-of-school children are illiterate and minor 1.94 % (n-2) and 0.98% (n-1) mother's of out-of-school children are educated up to primary and middle school level.
- 4 Majority (100%, 86.2%, 98.18% and 100%) of the father's of out-of-school children of O.B.C, S.C, S.T and Minority caste are illiterate where as mixed responses found in case of out-of-school children fathers' of open caste i.e. 37.5% are illiterates, 25% are educated up to primary level, 25% are educated up to middle level and 12.5% are educated up to high class.
- 5 Majority (87.5%,100%, 96.55%, 100% and 83.33%) of the mothers of out-of-school children of Open, O.B.C, S.C, S.T and Minority caste respectively are illiterate whereas minor 12.5% of the mother's of Open caste are educated up to middle class
- 6 Significant relationship found between the Socio-economic status and Parents attitude towards education in the out-of-school of the children.

- 7 Significant relationship found between the Socio economic status and siblings' educational status in the out-of-school of the children.
- 8 Significant relationship found between the caste and Fathers' educational status in the out-of-school of the children.
- 9 Significant relationship found between the caste and Mothers' educational status in the out-of-school of the children.
- 10 Significant relationship found between the caste and parents attitude towards education in the out-of-school of the children.
- 11 Significant relationship found between the caste and family income in the out-of-school of the children.
- 12 Significant relationship found between the caste and parents occupation in the out-of-school of the children.
- 13 The analysis on reasons of never attended school point out that the economic and social reasons are the most important in deciding whether the child will be enrolled, continue education or discontinue school.

8) Implications of the Study

School dropout and nonschool going is a very complex phenomenon, a very dangerous one, due to the fact that it happens much too easily and frequently. This phenomenon has been observed to be very intricate with multiple interwoven factors responsible for leading to this complex situation. Comprehensive approach is required to address their social and academic problems as well as to improve their socio economic conditions which contribute to the problem i.e. non enrolment, dropping from the school, as dropout is influenced by financial constraints; children should be given stipends, scholarships, free uniform, free text books, free stationery items up to primary level of education on time. For children of poor socio-economic background, these incentives will be useful in improving the retention rate. Socio-economic status variables like socio economic background, family structure, etc., are unlikely to change but alterable variables such as access to schooling facilities, attendance, improvement in infrastructure, flexible curriculum, teacher motivation and counselling of parents should be undertaken who not send their children to school.

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