



EDUCATIONAL ATTAINMENT & SOCIO-ECONOMIC STATUS IN UTTARAKHAND- A CASE STUDY OF SRINAGAR GARHWAL

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Abstract

Student's education is closely linked to their life chances, income, and well being. Therefore, it is important to have a clear understanding of what benefits or hinders his/her educational attainment. There are several relevant areas that are most commonly linked to academic performance. Family factors, school factors, and peer pressure are the main factors which influence the educational attainment of the student. This study tries to find out the factors concerned with socio-economic status responsible for educational attainment in Uttarakhand. It is an attempt to examine the impact of education, occupation and earning of the parents on the educational attainment of the students. This study revolves around the students of Uttarakhand Board senior secondary and secondary classes in Srinagar an urban hamlet of Pauri Garhwal district of Uttarakhand state. All three school of Uttarakhand Board (G.I.C., G.G.I.C., Sarswati Vidya Mandir, Sirkot, Srinagar) have been taken under consideration in the study.

Keywords: *Educational performance, socio-economic status*



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Introduction

The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. Family background has also been found to influence the educational attainment of the student. Family background is the key to a students' life and outside the school, influences student learning and includes factors such as socioeconomic status (education of parents, occupation of parents, income of parents), parental involvement, and size of the family. A student's educational outcome and academic success are greatly influenced by the type of school that they attend. School factors include school structure, school composition, and school environment. The school one attends is the institutional environment that sets the parameters of students' learning experience. School sector (public or private) and class sizes are two important structural components of schools. Private schools tend to have both better funding and smaller class

sizes than public schools. Peer influences can also affect student performance. Secondary and senior secondary-level education is the most important part of one's educational life and is valued very highly for advance classes, world of work, scientific and technical application of knowledge and Life skills. However, attaining secondary education is not natural. It is influenced by many imbalances, including parents' social, educational, occupational condition.

Annet Lareuae speaks on the concept of '*concerted cultivation*', where middle-class parents take an active role in their children's education and development by using controlled organized activities and promote a sense of right through encouraged discussion. Lareuae argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus natural in the path of educational attainment. Lower-income families can have children who do not succeed to the levels of the middle-income children, who can have a greater sense of right, that make them more prepared for adult life (*Gladwell, 2008*).

Occupation is another measure of SES, includes both income and educational attainment. Occupational status reflects the educational attainment required getting the job and an income level varies with different jobs and the ranks of occupations. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Low SES and its correlates, such as lower education, poverty, and poor health, ultimately affect our society as a whole. Inequities in wealth distribution, resource distribution, and quality of life are increasing in the India and globally. Society benefits from an increased focus on the foundations of socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status in the India and abroad. Behavioral and other social science professionals possess the tools necessary to study and identify strategies that could alleviate these disparities at both individual and societal levels. This paper tries to analyze the trends, patterns and interacting factors affecting the quantitative and qualitative aspects of School Education System in Uttarakhand as well as in India in recent years.

Statement of the Problem

Quality of education is now an emerging issue in the world and evolving over the globe. Million Development Goal (MDG) of the United Nations has also targeted for the improvement in the quality of education. Global competition is now force economy to be educationally sound. Secondary phase of education is another important phase in the academic life of a student. Recently, many changes have been made by the government to

enhance the quality of senior secondary and secondary class education. To improve the quality of the state board new grading system has been considered. Secondary and senior secondary education is influenced by the many factors as socio-economic status, role of schools and so on. This study is exploring the relationship between social status, educational level and income of parents and educational performance of the student. Several studies have been conducted in this field by different research institution and research scholars. However, most of them are concentrated with primary education but the main focus of the present study is to analyze the impact of socio economic background of female and male parents on the educational performance of the student separately at senior secondary and secondary education in Uttarakhand with special reference to Srinagar town. Present study is also exploring the role of schools on the educational performance and constructing a comparison between public and private school of the state board in Srinagar town.

Theoretical Background

The research was informed by three related theories. These are:

1. The theory of cultural capital by Pierre Bourdieu, (1986) who stated that education leads to social reproduction and a stratified society by honoring the cultural capital of the elite classes.
2. The theory of concerted cultivation by Annet Lareuae, (2003) which stated that lower-income families have children who do not succeed to the level of the middle-income children.
3. The theory of credentialism by Collins Randall 1979 stated that public schools are socializing institutions that teach and reward middle-class values of competition and achievement.

These theories have been being used throughout the study as a set of tools to construct explanations of what is the condition of socio economic condition and educational attainment in Srinagar town.

Objectives

The ultimate objective of the research paper is to understand the relationship between student's educational attainment and socio-economic status of their family in the town. In order to achieve the above objective study has also put stress on the role of schools in academic achievement of student.

Research Hypothesis

H_R= Educational attainment of the students is strongly impacted with the socio-economic background of their family. However, role of schools is also play crucial to determine the academic achievement of student.

Review of Literature

Research indicates that students from low-SES households and communities develop academic skills more slowly compared to student from higher SES groups (*Morgan, Farkas, Hillemeier and Maczuga, 2009*). Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect student academic skills. The school systems in low-SES communities are often under resourced, negatively affecting students' academic progress (*Aikens and Barbarin 2008*). Inadequate primary and secondary education affects children's further educational attainment and perpetuat the low-SES status of the community. Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between SES and education is essential. Students with families where parents have less education tend to systematically perform worse than pupils whose parents have more education.

Summing up we can say that there is a huge complexity of reasons why students from low socio economic status are less likely to excel in education. These range from family and community expectations due to possible returns of education for the family, financial hardship, parents ambivalent attitudes to education, poor attendance patterns due to need for child labor. Likewise there are also many reasons why students from high socioeconomic status excel in education. These include ability of literate parents to support pupils with home and school work, monitoring and supervision of children's school work and access to information and social networks necessary for their children's success in life.

Study Area

Srinagar is the biggest town in Garhwal (hills) and a municipal board in Pauri Garhwal District in the Indian state of Uttarakhand. Srinagar is located at 30.22°N 78.78°E at the left bank of Alaknanda River. It has an average altitude of 560 meters (1,837 feet). It is a widest valley in the Garhwal hills. Srinagar is the hottest place in the Garhwal (hills) in summers and has chilly winters. According to the census 2011, males constitute 51.60 percent of the total population and females 48.4 percent. As of 2001 India census Srinagar has literacy rate of 92.03 percent with male and female literacy of 94.22 percent and 89.51 percent, respectively. As far as school education is concerned, Srinagar is the most suitable place in Garhwal division to study. Several Senior secondary schools are there among them four senior secondary schools are affiliated to central board (Devbhoomi Public School, SGRR public school, Kendriya Vidyalaya Srinagar Garhwal, RainBow school), one is affiliated to ISC board and rest three are affiliated to state board among them two, Government Inter College

and Government Girls Inter College have been established by state government and one, Vidya Mandir Srikot, is non-governmental.

Research Methodology

This study involves a descriptive research design in order to obtain information concerning the current status of socio-economic status of parents and students educational attainment. Study is based on the students of senior secondary schools of Uttarakhand Board in Srinagar. To analyze the impact of socio-economic status on educational attainment 150 students out of 751 have been interviewed including senior secondary and secondary levels from them 138 (71 out of 75 in senior secondary class and 67 out of 75 in secondary class) responses have been considered. To analyze the impact of socio-economic status of the family on the educational attainment of the student, parent's interview has also been taken. 100 families out of 600 families have been interviewed in which 66 responses could be analyzed. Primary data have been collected using, especially, interview schedule, unstructured interviews, observation and examination of records. Separate interview schedules have designed for a student and their parents. To find out the association between performance and casual socio-economic factors **PEARSONS' CHI-SQUARE TEST** has been used and to indentify prime casual factors for academic achievements **PRINCIPAL COMPONENT ANALYSIS** has been utilized.

Results and Discussions

Socio-economic status is the combined impact of parent's educational status, their income and occupation. Present study will discuss the impact of different aspects of socio-economic factors on student's academic performance at school education i.e. secondary and higher secondary level.

A. Role of Parent's Education

Chi-square value of parent's education (father and mother) and student's educational performance is found to be significant (52.49 and 36.90, respectively) at 0.05 significance level i.e. student's educational performance is significantly impacted with the parent's educational status.

B. Role of Parent's Occupation and Family Hardships

Chi-square value of parent's occupation (father and mother) and student's educational performance is found to be significant (45.01 and 11.41, respectively) at 0.05 significance level. Moreover, student's school education is also influenced with the financial hardships (family monthly income slab and difficulty faced by them) of their family (24.81 and 22.78,

respectively). Above argument supports the conclusion that student's educational performance is significantly impacted with the parent's occupation and family hardships.

Table-1: Association of Attributes table

Association of Attributes	Pearson's Chi-Square value
A. Role of Parent's Education	
Performance & Education of Father	52.49*
Performance & Education of Mother	36.90*
B. Role of Parent's Occupation & Family Hardships	
Performance & Occupation of Father	45.01*
Performance & Occupation of Mother	11.41*
Performance & Family Monthly Income Slab	24.81*
Performance & Difficulty Faced by Family	22.78*
C. Role of Student	
Performance & Sincerity	53.68*
Performance & Tuition Taken	24.04*
D. Role of School	
Performance & Selection of School	22.45*
Performance & Quality of Teaching	17.24*
Performance & Quality of Arrangement	19.73*

Note: (*) Values are significant at 0.05 significance level.

C. Role of Student

Chi-square value of student's own efforts (sincerity and tuition taken) towards their educational performance is found to be significant (53.68 and 24.04, respectively) at 0.05 significance level i.e. student's educational performance is significantly impacted with their own efforts.

D. Role of School

Chi-square value of role of school (selection of school, quality of teaching and quality of arrangements) and student's educational performance is found to be significant (22.45 17.24 and 19.73, respectively) at 0.05 significance level i.e. student's educational performance is significantly impacted with the role of their school.

Principal Axis Factoring of socio-economic variables

By using principal axis factoring, different socio-economic variables of a family can be clubbed, based on their influences and intensity, in the circumference of educational performance of the student's at school level education.

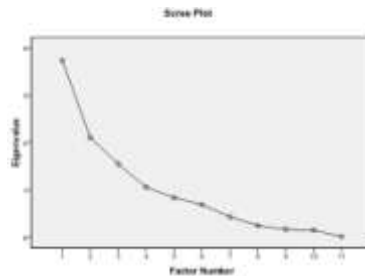
Factor-1 includes family monthly income slab (0.879) as the prime component followed by selection of school by the family and student themselves (0.801), difficulty faced by family (0.758), occupation of father (-0.717) and tuition taken by student themselves (-0.473).

Factor -2 includes quality of teaching by student’s school (0.953) as a prime component followed by quality of arrangement provided by student’s school (0.899), and personal care taken by students (0.268). **Factor-3** combines education of mother (0.984) as major component followed by Education of father (0.978); and **Factor-4** includes occupation of mother (0.604) as a major component which influences student’s educational performance at school level (see table below).

Table-2: Pattern Matrix of Factors

Variables	Factors			
	1	2	3	4
Family Monthly Income Slab	.879			-.272
Selection of School	.801			.327
Difficulty faced by Family	.758	-.204		
Occupation of Father	-.717			
Tuition taken	-.473			-.218
Quality of Teaching		.953		
Quality of Arrangement		.899		
Sincerity		.268		
Education of Mother			.984	
Education of Father			.978	
Occupation of mother				.604

Note: Extraction Method: Principal Axis Factoring.



Conclusion

Educational attainment is defined as the highest grade completed within the most advanced level attended in the educational system of the country where the education was received. Some countries may also find it useful to present data on educational attainment in terms of the highest grade attended. Right to Education is the ‘Fundamental Right’ of every citizen of a nation. While Higher Education is important, the Elementary Education system serves as the base over which the Super-structure of the whole education system is built up. In the case of Srinagar, educational hub across hills of Uttarakhand, it is derived that the educational performance of students at school education i.e. secondary and higher secondary level is

significantly influenced by the socio-economic status of their family as well as the quality of teaching and arrangement provided by the schools.

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Appendix-1

Table-3: Total variable explained table of factor analysis

Factor	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Square
	Total	Variance (Percentage)	Cumulative Percentage	Total	Variance (Percentage)	Cumulative Percentage	Total
1	3.736	33.967	33.967	3.514	31.947	31.947	3.015
2	2.105	19.134	53.101	1.864	16.948	48.894	2.144
3	1.552	14.112	67.214	1.425	12.952	61.847	2.408
4	1.058	9.622	76.835	.562	5.113	66.960	.804
5	.839	7.629	84.464				
6	.690	6.269	90.733				
7	.437	3.971	94.704				
8	.246	2.240	96.944				
9	.169	1.539	98.483				
10	.150	1.367	99.850				
11	.016	.150	100.000				

Note: Rotation Method: Oblimin with Kaiser Normalization.