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IMPACT OF SOCIOECONOMIC STATUS ON THE HIGHER EDUCATION OF TRIBAL GIRLS IN HIMACHAL PRADESH

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Abstract : The present study focuses on the impact of parent's socioeconomic status on the higher education of tribal girls in Himachal Pradesh. The total sample of the present study was 300 ST girls who are studying in various govt. degree colleges in Himachal Pradesh. The sampling design is based on purposive convenient method. A questionnaire developed by researcher, was used to obtain qualitative data related to parental socioeconomic background and impact of parent's level of education and income on their daughter's education. The findings of the study were that parent's level of education, parent's income influences girl's higher education to a greater extent

Key Terms: Socioeconomic Status, Parents Level Of Education, Parents' Income, Tribal Girls. Education

I. INTRODUCTION

Education is one of the most important and powerful instruments which help in the formation and development of the overall personality of human beings in general and that of girls in particular. It is impossible to build a healthy society without providing proper education to girls. The girl child of today is tomorrow's woman. Women as an individual perform different roles as a mother she plays the most important role in shaping the family thus society. Educated mother can provide better education to their children. The real progress of any community is possible only when all its members, especially the women, where education is ignored in certain sections of the society are brought under the umbrella of universal education. Education makes women fully aware of their rights and duties. (Chingtham and Guite, 2017). Education brings out women from ignorance, increases self esteem, and helps them to take control over their own lives and guides the progress of their families and the entire nation. Educated girl becomes more knowledgeable mother and can bring up children in a more fruitful way. It is quite clear that without imparting education to the females, progress of the society will not be possible. In India few percentage of tribal girls are accessing higher education. There is social, economical, geographic and other reason for their limited access to higher education. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country (Maharatna, 2005). The male-female gap in literacy and educational attainment among the scheduled tribes is significant..

Himachal Pradesh presents a varied tribal population throughout the length and breadth. The tribal's live mostly in isolated villages. A small portion of their population has now settled in permanent villages as well in cities and town. STs, SCs and denotified tribes constitute the weakest section of the society. Tribal communities interacted with the non-tribal, caste, Hindu communities but largely remained separated from the social structure.

As per census of India 2011 indicates total 392126 ST populations which comprises 5.71 per cent of total. 95.4 per cent ST population resides in rural area of Himachal Pradesh whereas only 4.52 per cent is urban ST population. Overall literacy rate of scheduled tribes of Himachal Pradesh is 73.6% Literacy rate of ST in districts Lahaul & Spiti, Kinnaur and Chamba with maximum ST population is 76.9 per cent, 80 per cent and 69.1 per cent respectively. Kinnaur district of Himachal Pradesh has the highest female literacy rate i.e. 71.5 per cent followed by Lahaul & Spiti with 67.2 per cent literacy rate. One of the other major constraints of tribal girl's education at higher level is low socio economic status of parents. The main occupation of tribal's is agriculture, practiced either through shifting cultivation or terrace cultivation where productivity remains very low. Consequently, children play an important role, contributing directly or indirectly to family income by participating in the family occupation and household works like cattle grazing and fuel and fodder collection, etc

SOCIOECONOMIC STATUS AND ITS IMPACT ON EDUCATION

The socio economic status of a child's family has been remained one of the strongest indicators of a child's educational outcomes. The socio economic status refers to social and economic standing. A person who has high standing in the community, has good income and lives in a well furnished house of a good quality is said to have a good socio-economic status. Thus, a way of describing people based on their education, income and type of job **The American Psychological Association (APA)** defines socioeconomic status as "the social standing or class of an individual or group" (APA 2018). According to (APA),

socioeconomic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and occupation.

Parental Income: - According to Saifi and Mehmood (2011), income can define invariably as wages, salaries, profits, rents, and any flow of earnings received. However, another way of looking income is in the form of workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Low-income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality.

Education: - Educational attainment is preferable to analyze for SES because it can be figured for all individuals. Kainuwa (2013) stated that the literature also suggests that level of education influences parents' knowledge, beliefs, values, and goals about children, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher socio economic status and high levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Goni and Bello (2016) stated that parents with high level of education are most likely to engage in activities that would develop the intellectual potentials in their children and pave the way for the children to perform satisfactory in school. From the statement above, we can know highly educated parents are most likely to give their children the necessary academic foundations at home. Where it will help them perform well in school, also highly educated parents, have knowledge of the necessary high quality reading materials and nutrition to provide for their children to enable them to perform well in school.

LITERATURE REVIEW

Suresh Kumar N Vellymalay (2012) in their study "Parental Involvement at Home:: Analyzing the Influence of Parents' Socioeconomic Status" found that most parents, regardless of their socioeconomic background showed a high degree of involvement in most of the involvement strategies at home to ensure their child's educational success. However, the parent's education level, employment status, and income among the parents from the lower socioeconomic class affect their understanding and knowledge on the actual values that need to be placed on their child's education. As a result, the higher the parent's socioeconomic status, the greater the parent's involvement in their child's education. As a result, the parents inculcate good skills, behaviour and values of education in their children which are extremely important for their academic success

Gupta, R.P. and Katoch, K. (2013) in their study "A study of Socio- Economic status and the Academic Achievements of Tenth grade Students" found that no Significant relationship between socio economic status and academic achievement among the Students of Tenth grade but there exist significant difference according to their areas among boys of grade Tenth. There exist no Significant Differences in Socio Economic Status among X grade Girls Belongs to Their Area.

Ahmar,F. and Anwar,E.(2013) in their study "Socioeconomic status and its relation to Academic Achievement of Higher Secondary School Students" found that: i) the gender do not influence the achievement in science at higher secondary school (Standard -XI) level, ii) the difference between high and low socioeconomic status groups are seen and iii) the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance. Based on these findings some recommendation was given with great implication for both practice and further studies.

Singh,P. and Choudhary,G.(2015) in their study "Impact of Socio-economic Status on Academic Achievement of School Students" found that: i) the difference between high and low socioeconomic status groups are revealed, ii) the gender influences the academic achievement at secondary school (Standard - XI) level & iii) the academic achievement was influenced by the socioeconomic status and those who belonged to high & middle socioeconomic status have shown better performance and based on these findings, some recommendation

Sarita Nitin Joshi, Shipra Banerjee & Sandhya Madan Mohan (2018) in their study "study of socio economic status of adolescent girls to know their family upliftment" found that the respondents belong to good educated family background only fourteen families have father in illiterate category. Mean average salary of family members is Rs. 53,716/- per family, which is quite adorable. 69% of the respondents have their own house while 31% of them are living in rented house. The education of family and income of family are the factors which uplift socio economic status of individual. After studying Socioeconomic status of adolescent girls to know upliftment of family, it is concluded that the education level of family members play an important role. Today's need of society is to save girl child and to educate girl child and automatically there will be improvement in status of family. Professional education and entrepreneurship also play an important role.

OBJECTIVES OF THE STUDY:

The study is conducted to fulfill following objective

1. To study the impact of parents' educational level on the education of tribal girls in Himachal Pradesh
2. To study the impact of parents' income on the educational of tribal girls in Himachal Pradesh

RESEARCH METHOD:

The present piece of research was conducted by adopting descriptive survey method of research.

THE SAMPLE:

The present study aimed at exploring the impact of socioeconomic status of parents on the education of their daughters in Himachal Pradesh. So the investigation was conducted using descriptive survey method. Research was conducted on the basis of questionnaire on socioeconomic status prepared by researcher. To obtain the requisite information from the respondents, researcher selected 300 girls from four government degree college of three districts namely Kangra, Chamba, Shimla. The researcher adopted purposive convenient sampling process.

THE TOOL USED:

Questionnaire on the impact of socioeconomic status of parents on higher education of tribal girls- developed by researcher

STATISTICAL TECHNIQUE USED:

The data was analyzed and tabulated by using the percentage technique.

DATA ANALYSIS:

The results of the empirical study are reported and discussed the perception of the respondents about impact of socioeconomic status on the education of tribal girls. The data was analyzed as following:

(1) Parent's level of education of Respondents:

Table -1 shows level of education of father and mother of the respondents.

Table -1
Parents Qualification Of Respondents

	Educational Qualification	Total Frequencies			
		Father		Mother	
		F	%	F	%
1.	University	60	20	6	2
2.	College /polytechnic	75	25	60	20
3.	Senior secondary school	30	10	105	35
4.	High school	105	35	75	25
5.	Middle school	30	10	45	15
6.	Primary school	-		9	3
7.	Never gone to school	-			

Table-1 had shown that 35 per cent fathers and 25 per cent mothers had high school level of education. Similarly 20 per cent, 25 per cent, 10 per cent, 10 per cent fathers and 2 per cent, 20 per cent, 35 per cent 15 per cent mothers had university, college /polytechnic, senior secondary school, and middle school level of education respectively. Only 3 per cent mothers had primary level of education.

(2) Family income of the respondents:

Table -2 shows family annual income of respondents

Table -2

	Family Income(Annual)	Total Frequencies	
		F	%
1.	More than 8,00,000	7.5	2.5
2.	4,00,000-8,00,000	30	10
3.	1,50,000-4,00,000	165	55
4.	50,000-1,50,000	37.5	12.5
5.	Less than 50,000	60	20

(3) Impact Of Parental Education On The Education Of Girls

(a) Table -3 shows statements pertaining to the impact of well educated parents on the education of girls.

Table -3

Sr.no	WELL EDUCATED PARENTS	S A	A	U	D	S D
1.	Help in providing conducive learning environment at home	55	45			
2.	Help in Assisting daughters in encountering hurdles in higher education	65	35	5		
3.	Encourage and develops disciplined study habits in daughters – punctuality, regularity etc	45	50	5		
4.	Provide motivation, guidance and support	70	30			
5.	Encourage their daughter to get enrolled themselves in the college immediately after +2	60	30	5	5	
6.	Are aware of the long –term benefits of acquiring a college degree	55	35	5	5	
7.	Impact the socialization process of their daughters.	45	50	5		
8.	Have Positive impact on their girls higher educational aspirations	40	60			
9.	Have Positive impact on their own child's perception of their own ability (self efficacy)	35	65			
10.	Are involved in their daughters' education thereby involve themselves in their daughter performance	25	70	5		

11.	Provide guidance to their daughter regarding the selection of course, college etc after +2	45	55			
12.	Know that higher education can make their daughter more skillful and trained	60	40			

Table -3 shown that out of total 300 girls, around 50 per cent girls are strongly agreed and 47.01 per cent girls are agreed that well educated parents had a positive impact on the education of girls.

(b) Table -4 shows impact of parents' low education on girls' education.

Table -4

Sr.no	IF PARENTS ARE NOT WELL EDUCATED THEY	SA	A	U	D	SD
1.	do not ensure their daughters academic work of college assignment, projects, presentations etc.	26.3	42.1	15.8	15.8	
2.	tends to have less knowledge of economic benefits of higher education	25	50	5	20	
3.	unaware of social benefits of higher education for their daughters	20	40		40	
4.	prefer their daughter to get married off rather than attend college	20	30	10	40	
5.	do not realize the value of education due to lack of guidance and inspiration	15	45	10	20	10

Table -4 indicated that 41.42 per cent girls are agreed and 21.26 per cent girls are strongly agreed with the statements that if parents are not educated well then it has negative impact on girls education, as only 27.16 per cent girls are disagreed with the fact.

(4) *Impact Of Parental Income On The Education Of Girls*

(c) Table 5 shows impact of parent's good income on girls education.

Table -5

Sr.no	IF PARENTS HAVE GOOD INCOME	SA	A	U	D	SD
1.	encourage daughters to have higher education by enrolling them in courses of their choice	26.3	63.2	10.5		
2.	make their daughters more confident which gives them high self esteem	25	55	15	5	
3.	easily bears all expenses of higher education	50	45	5		
4.	send their daughters out for studies	25	55	15		
5.	provide extra learning material	35	55	10		

Table -5 indicated that 54.6 per cent girls are agreed and 32.2 per cent girls are strongly agreed with the statements that if parents have good income then it has positive impact on girls education, whereas 11.1 per cent girls are undecided about the fact.

(d) Table -6 shows statements related to the impact of parents low income on girls education.

Table -6

Sr.no	PARENTS WITH LOW INCOME	SA	A	U	D	SD
1.	withdraw their daughters from higher education	15	65	5	15	
2.	consider their daughters as burden on them	5	25	20	40	10
3.	have to struggle financially to cater to educational needs for their daughters	30	60	5	5	
4.	force their daughters to get married at early age	15	45	10	25	5
5.	do not give money to their daughter to attend tour/ trips organized by college	20	30	10	35	5
6.	sometime daughters have to compromise in selecting college or course of their choice	20	60	10	5	5

Table -6 indicated that 38.05 per cent girls are agreed and 17.5 per cent girls are strongly agreed with the statements that if parents have low income then it has negative impact on girls education, whereas 16.94 per cent girls are disagreed about the fact.

FINDING OF THE STUDY:

The major research findings are:

1. 70 per cent girls believed that educated parents provide motivation, guidance and support to their daughters
2. 70 per cent girls agreed that educated parents are involved in their daughters' education thereby involve themselves in their daughter performance
3. 50 per cent girls agreed that if parents are not educated well then they tends to have less knowledge of economic benefits of higher education
4. 63.2 girls believed that parents with good income encourage daughters to have higher education by enrolling them in courses of their choice
5. 65 per cent girls agreed that parents with low income withdraw their daughters from higher education

CONCLUSION

Based on the finding and interpretation of the research, there were some conclusions could be drawn, the girls who have good socioeconomic status, it helped them to access higher education. Therefore, the contribution of parental socioeconomic status could influence girls' higher education. The findings of the current study indicate that parents' educational level has a greater impact on higher education than their income. Girls that have high level of parents' education, their enrolment in higher education, educational aspirations, self efficacy, study habits etc will be better than the girls that have low level of parents' education. And it also showed impact of parental income on girls' education. The finding revealed that parents with low income were found to be struggling financially to cater educational needs, daughters have to make compromises in selecting colleges and course of their choice etc as compare to parents with good income.

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