



## **TO ANALYZE THE IMPACT OF THE SOCIOECONOMIC STATUS OF CHILDREN ON THEIR EDUCATION**

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### **Abstract**

Literacy levels in India were deficient when the country gained independence in 1947. According to the 1951 census, only 27% of men and 9% of women in the citizenry were knowledgeable. Under British rule, some advancements in Indian education were manufactured, but primarily with the intention of creating a wealthy that could support national leadership. Compared to kids from the weakest 20% of the population, those from the wealthiest 20% spend a mean of 11.1 years in school. Rural poor women fare far worse, with just three years of schooling on average. The school attendance rates of children from lower castes and tribes are much lower than the national average. This research aims at the economic status of school education management in India and the level of education. A student attending a school with a high average socioeconomic status achieves better academic results than a student attending a school with a lower middle socioeconomic status. This is descriptive and experimental research. This research explores children's economic situation and education level in India. This research has a sample size of 200. The results reveal that socioeconomic status affects children's education, primarily due to school dropouts and inadequate schooling.

**Keywords:** *Economic status, Children's education.*

### **Introduction**

Any nation's educated populace is its foundation for progress. One of the most effective methods for eliminating inequality and poverty is education. A nation's competitiveness in the global economy can be increased via schooling. Thus, ensuring that everyone has access to high-quality education, especially the poor, is essential for society's and the economy's growth. More knowledge is available now than ever before, yet not everyone can use it. Nations all across the globe have made great strides in greater access to educational opportunities for everyone, increasing school attendance rates, and enhancing basic reading skills. The goal of universal primary schooling has advanced significantly since 2000. But even though the percentage of children globally that don't attend school decreased by almost half in 2015, the overall enrolment



in developing nations rose to 91%. In addition, attendance rates have increased, and the proportion of female students enrolling in schools has never been more significant. Throughout 1990 and 2016, the level of the educational rate for young people aged 15 to 24 rose from 83.2% to 91.4%. Primary school graduation rates dropped from 90.7% in 2012 to 89.6% in 2016 and have declined recently. Gender equality at all levels of schooling is a rarity nowadays. Despite their tremendous accomplishments, one in five children adolescents are now 138 million middle school students, 64 million junior secondary students, and 61 million elementary school students who are not enrolled in school. Extreme poverty, bloody conflict, and other catastrophes have made growth in developing areas impossible. Many children in Southwest Asian and African countries skip school because of ongoing violent conflict. I'm concerned about this trend. Children of primary school who are not enrolled make up around half of all absentee youth. The likelihood of children from the poorest households not attending school is four times higher than that of the wealthiest families. The distinctions between urban and countryside areas continue to be very distinct. While sub-Saharan America had the most significant increases in primary student enrolment among the developing regions—from 52 percent at the time to 78 percent in 2012—there are nevertheless substantial disparities. More than half of the primary-aged kids who are still not in school come from sub-Saharan Africa. More than 60% of the 103 million kids who lack basic literacy skills are female. One in four females in underdeveloped nations does not attend school. Huisman and Smits, (2009).

### **Literature Review**

Panigrahi (2005) stated that the 1986 National Education Policy attempted to equalize educational opportunities across social categories. Scheduled Classes and Tribes sought educational equality with non-scheduled castes. Scheduled Castes, Scheduled Tribes, Other Backward Castes, and Others benefit from affirmative action in a government schedule after independence.

Abdu-Raheem, (2012), Education policy now includes equity and affirmative action as issues. The national government has launched various educational programs to improve SC & ST education, enrolment, and dropout rates. The vision stays bleak. According to the 2001 census, 55% of SCs and 47% of STs were literate, compared to 65% nationally. In 2006/7, SC and ST children's gross enrollment ratios improved in several nations compared to 2000/1, while dropout rates rose in many states, including Bihar and Rajasthan.

According to Bradley & Corwyn (2002), the private sector expanded because different people demanded education and government schools lacked the necessary facilities. Many low-cost schools are entering this sector. Even low-income families are sending their kids to private schools instead of public ones. Parents at all socioeconomic levels desire outstanding education and services for their children. However, girls, low-caste youngsters, and other underprivileged kids still dominate government schools.

Magnuson & Duncan (2006) examined Educational attainment and socioeconomic history remains challenging. The Coleman Report found that "the disparities imposed by their home, community and peer setting on children are carried along to become the disparities at the end of school with which they face adult life." Schools had little impact on student's academic



performance beyond what they brought to school. Over 50 years, several high-quality meta-analyses have been published on this topic. Researchers often utilize a student's and school's socioeconomic background as contextual factors when studying accomplishment.

### **Research objective**

- To analyze the impact of socioeconomic status on the academic life of children.
- To assess the factors that impact children's academic performance

### **Research Hypothesis**

H1: There is a significant impact of socioeconomic status on the educational life of children

H0: There is no significant impact of socioeconomic status on the educational life of children

H2: There are significant factors that impact children's academic performance

H02: There are no significant factors that impact children's academic performance

### **Material and Method**

#### ***Research Design***

In this examination, a Non-experimental research design is utilized. Non-experimental research suggests that the researcher cannot control an indicator's variables or group of individuals.

#### ***Data collection***

This descriptive study examines how family socioeconomic status affects socioeconomic status. People think SES strongly and consistently affects children's academic success and cognitive development. However, study results vary. Financial statements, newspapers, and articles provided secondary data.

#### ***Sample Size***

Critical analysis cannot be done on the entire population or cosmos. The researcher chooses sample units to represent the cosmos. This study examines India's education management economy. This study involves 200 participants.

#### ***Data Analysis***

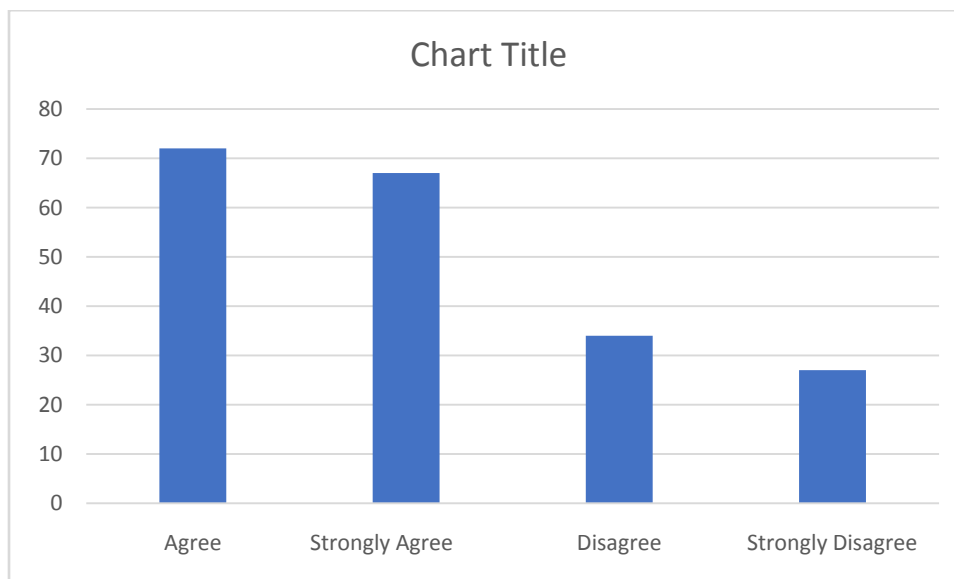
This strategy uses numerical and factual data. This approach solves problems by converting numerical data into conventional measures. In addition, this strategy uncovers mood, behaviour, beliefs, and other aspects. The frequency analysis method has been utilized to interpret and analyze the information about the Indian education management system.

## Results and Discussion

**Objective 1:** To analyze the impact of socioeconomic status on children's educational life.

Opinion	No. of respondent
Agree	72
Strongly Agree	67
Disagree	34
Strongly Disagree	27
<b>Total</b>	<b>200</b>

**Table 1.1: Socioeconomic status impacts the educational life of children**



**Figure 1.1: Socioeconomic status impacts the educational life of children**

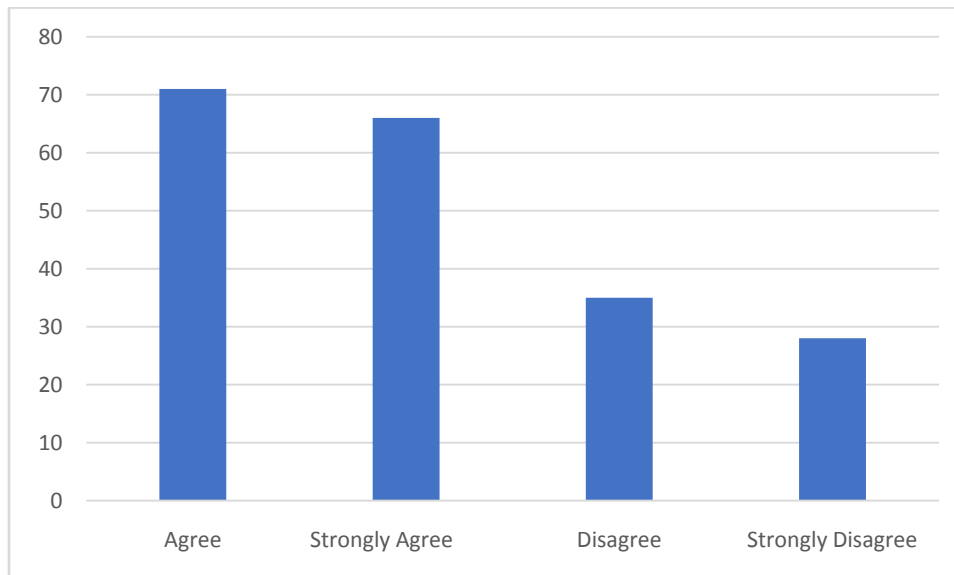
From the above table, it was observed that 72 respondents agreed that socioeconomic status influences children's teaching methods, 67 respondents strongly agreed that socioeconomic status affects students' development lives, 34 respondents disagreed that socioeconomic status effect

students' development experiences and 27 respondents strongly disagreed that the socioeconomic status influences how children are learning. Thus, it is found that most of the respondents agree and strongly agree that social-economic status affects children's teaching methods

**Objective 2:** To assess the factors that impact children's academic performance

<b>Opinion</b>	<b>No. of respondent</b>
Agree	71
Strongly Agree	66
Disagree	35
Strongly Disagree	28
<b>Total</b>	<b>200</b>

**Table 1.2: Inadequate schooling and increased dropout rates impact children's academic performance**



**Figure 1.2: Inadequate schooling and increased dropout rates impact children's academic performance**



From the above table, it was observed that 71 respondents agreed that School achievement is negatively affected by unsatisfactory schooling and rising dropout rates, according to 66 respondents strongly agreed with this statement. However, 35 disagreed with this statement, and 28 strongly disagreed.

## **Conclusion**

When India first achieved its freedom in 1947, the country had only a relatively low percentage of its population that could read and write. The census taken in 1951 revealed that just 9% of the population's females and 27% of the population's males could read and write. During British dominion, a number of advancements were accomplished in Indian education; nonetheless, the primary motivation for these advancements was to create an elite that could assist in the administration of the nation. The two main foci of this research are the economic situation of school education management in India and the degree of education. A student who receives their education at a school where the average socioeconomic level is high is more likely to succeed academically than a student who receives their education at a low socioeconomic status. According to the findings, more knowledge is associated with a number of positive outcomes, such as better health and well-being, enhanced social trust, enhanced political involvement, less governmental scepticism, and significantly fewer sentiments towards immigrants.

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