

The Impact of Parents Socio-Economic Status on Attitude towards Education - A Study of SC/ST Families of Uttarakhand

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Abstract: *The socio-economic status of parents has deep impact on the approach they opt for education and career of their children education. These approaches can be optimistic or pessimistic with respect to provisions like education, Parent's participation and support in school activities. Many researches on parental attitude towards children education tend to focus on socio-economic status of the parents and highlighted parent's attitude towards education is mainly influenced by their socio-economic status. Therefore, the present paper aims to examine whether the parents, today, display a positive and great state of mind towards their children's education as a consequence of expanding consciousness of estimations of education through Government attempts and activities. Therefore, this work is a humble endeavor to investigate the impact of parent's socio-economic status on parent's attitude towards education and trace the strength of their socio-economic status and its influence in inspiring the child to achieve academic success. Further, this paper also intended to explore the socio-economic status of scheduled caste and scheduled tribe families. Keeping in view the research objectives and hypotheses descriptive survey method has been used further, attitude towards education of SC/ST families has been considered as dependent variable and socio-economic status has been considered as independent variables. A Sample of 454 scheduled castes and 136 scheduled tribes' families was selected through quota sampling techniques from Uttarakhand state of India. Socio-economic status scale developed by Bharadwaj 2001 was used to measure socio-economic status of scheduled families. Measure of central tendency and dispersion like mean and percentages was used to measure socio-economic status of SC/ST further, two way ANOVA has been used to find out difference between scheduled families and socio-economic status of SC/ST. the result pertaining to socio-economic status of SC/ST demonstrated that majority of SC/ST families reported low socio-economic status. The results pertaining to impact of socio-economic status on attitude towards education indicated that SC/ST families exhibit similar attitude towards education of their children also, the low socio-economic status families and upper low socio-economic status families have shown similar attitude towards education. Also, the socio-economic status and scheduled families together has no remarkable influence on attitude towards education among scheduled families. In other words socio-economic statuses have no remarkable impact on parent's attitude towards education. In the light of conclusion drawn for the study it is suggested that scheduled families are found to be low socio-economic status. Thus, in order to improve the socio-economic status of scheduled families' government should introduce schemes specifically for them to ensure better employment opportunities and income generation plans.*

Keywords: Socio-Economic Status, Attitude Towards Education, Uttarakhand, SC/ST Families

1. Introduction

Parenting is firmly a private exercise based on intellect and desires of two persons namely the father and mother. It is stupidity to define set of laws for parenting and forcing parents to follow clear cut paths of parenting. Parenting is not a single activity, but the sum of approaches and behavioural patterns use to show concern and prepare the children. Parental attitude and parental rearing practices are characterized as two dimensions of parenting style. Parental rearing practices are the practical aspects of the dealing with children actual actions which they perform while upbringing the children and these practices are composed of, providing for, physical security and development, intellectual security and development of child. Parental attitude is more of verbal and nonverbal behaviour of the parents towards dealing with the children. Parental attitude is a yardstick or a catalogue of parental participation. A child, nurtured with love and care in a friendly and open surroundings would adjust in a healthier way with the humanity. Jeynes (2005) highlights that it is important for the parents to chisel and care the child in such a way that he can prove to be an asset not only for the family but also for the society and the nation. Attitude is accountable to make a person behave in a certain and explicit way. If one has an optimistic and encouraging attitude towards an object, he will be pulled towards it and

respect it. On the contrary, if one has pessimistic and adverse attitude, one feels hostility for it.

Most parents consider the funding of their children's education as one of their most important family financial goals. Nevertheless, it is undeniable realities that without parents' help any hard work to progress educational attainment will be greatly hampered. A child educational attainment is strongly influenced by characteristics of his or her parents such as their own educational attainment, economic resources and expectations, their attitudes and performance regarding children educational attainment. Investigations have determined that parental approach and hold has an immense deal of power on stage of accomplishment attained in education. Number of researches had determined that parent's attitude is mainly influenced by their socio-economic status which is directly connected to the educational presentation of the student. Families from all socio-economic stages are concerned with their children's learning at home. However, families with a superior socio-economic rank lean to be more concerned at school (Keith & Keith, 1993; Lareau & Horvat, 1999).

Parent's participation and support in school activities are also influenced by their socio-economic status. Parent's participation in school activities is comparatively less in

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financially weaker sections of the society and minority groups than other families due to the feeling of estrangement. Goldberger (1991) found that parents with a little profit established it harder to get a place of authority than those with a higher income. Goldring (1993) said that higher is the revenue and the socio-economic rank, higher is the parent's participation; and parents become involved in the children education. Hodtuv (2001) parent participation differs from school to school. The lower income schools have difficulty in involving parents, particularly at the secondary level and given three motives for parents zero participation: firstly, a want of time due to service; secondly, parents are not willing to involve themselves; and lastly, incapacity to take babysitter into service.

Many researches on parental involvement in children education tend to focus on either social class or socio-economic status of the parents. Lareau (1987) in one of her studies emphasized the pressure of social group on parental participation in the education of their children. Her research found that want of skills; significant career, time and salary of the working class are the hurdles in the path of their involvement towards the education of their children. Other than the aforesaid hurdles, the working class parents also are not aware about the school curriculum. Sewell and Hauser (1980) found that most of the working class children have low cognitive skills. These children fail to have high ambitions in education which they consider result due to the absence of inspiration from their parents due to poor monetary resources. Ramsay et al. (1992) revealed that the working class parents could not contribute in school tasks due to a variety of reasons that have been faced. It involves the need for child care, the feeling of low standard and the insight that their participation will not be accepted by the school. It has been highlighted (Bhalotra & Heady, 2003; Das & Dutta, 2003) that salary classed parents are expected to be conscious about the significance of education and for this reason they happily invest in the education of their children. The children belonging to such group are also aware of the fact that education can only act as a ladder to uplift their status. On the contrary, parents are hardly attracted to spend money in the education of their child if they are entrepreneur and can directly pass on their profession and the vocational skills required to run the same efficiently to their next generation.

2. Rational of the Study

The present study aims to examine whether the parents, today, display a positive and great state of mind towards their children's education as a consequence of expanding consciousness of estimations of education through Government attempts and activities. Therefore, this research work is a humble endeavor to investigate the influence of parents' attitude on children education. The purpose of the present study is to investigate the impact of parent's socio-economic status on parental involvement in their child's education at home and to trace the strength of their socio-economic status and its influence in inspiring the child to achieve academic success. Present research intends to discover the impact of socio-economic status on

parent's attitude towards education and cast light on the causal relation between parental educational attitude and their socio-economic status. This information is extremely necessary for parents to make proper arrangement of socio-economic resources for children education in general, and to arrange educational expenses it also assists parents on how to overcome personal and economic challenges and to help in the educational process of their children. Further implication help the parents to uplift social, cultural, and economic backgrounds. It is observed that solution of social, economical, intellectual, personal, and cultural backgrounds can be unrevealed and solved through the process of education also; the results will help in understanding parents' attitude towards education and will find out how these educational attitudes vary by factors socio-economic status which ultimately influences the education of children.

Objective of the Study

- To study the socio-economic status of scheduled caste and scheduled tribe families.
- To find out the difference between scheduled caste and scheduled tribe families in their attitude towards education in terms of their socio-economic status.

Hypothesis of the Study

- Scheduled caste and scheduled tribe families do not differ significantly in their attitude towards education.
- Scheduled families having different socio-economic status do not differ significantly in their attitude towards education.
- Scheduled family category and socio-economic status has no significant interaction effect on their attitude towards education.

3. Methodology

In the present study, quota sampling technique has been used. In quota sampling, the researcher aims to represent the major characteristics of the population by sampling a proportional amount of each unit. Uttarakhand consist of two regions Kumaun and Garhwal. There are thirteen districts in the state of Uttarakhand. The division of sample is based on the scheduled caste and scheduled tribe population of districts. At the first stage, six districts have been selected out of thirteen districts of Uttarakhand state by using random sampling technique. After that for the selection of scheduled caste and scheduled tribe families quota sampling technique has been used. Sample size consists of 600 families out of which 462 families from scheduled cast and 138 families from scheduled tribe. Socio Economic Status Scale developed by Bharadwaj (2001) has been used to measure socio-economic status of parents.

Keeping in view the objectives of the study, the obtained data was analyzed using different statistical techniques. In order to know the nature of data, the measure of central tendency and Dispersion like Mean, percentage and S.D. were employed. First of all, to study the socio-economic status of scheduled caste and scheduled tribe families

mean and percentages were calculated. Further to find out the significance difference of scheduled caste and scheduled tribe families' attitude towards education on socio-economic status two ways ANOVA was applied.

4. Results of the Study

Socio-Economic Status of Scheduled Families

To study the socio-economic status of scheduled families, means and percentages are calculated and analysis of data is given below in table 1. The graphical representation of the same is presented in figure 1.

Table 1: Summary of Means, N and Percentages on Socio-Economic Status of Scheduled Families

Socio-Economic Status Families	Low Socio-Economic Status			Upper low Socio-Economic Status		
	N	%	Mean	N	%	Mean
All Scheduled Families	545	90.8	240.18	55	9.2	308.13
Scheduled Caste Families	414	89.61	242.16	48	10.38	306.58
Scheduled Tribe Families	131	94.92	233.92	7	5.07	318.17

The above table 1 shows the socio-economic status of the scheduled families. Out of 600 scheduled families, 545 (90.8%) belong to low socio-economic status and 55 (9.2%) belong to upper low socio-economic status. Similarly, out of 462 scheduled caste families, 414 (89.61%) belong to low socio-economic status and 48 (10.38%) belong to upper low socio-economic status. Out of 138 scheduled tribe families, 131 (94.92%) belong to low socio-economic status and 7 (5.07%) belong to upper low socio-economic status. Also, the above table 3.6, clearly shows that the mean score for low socio-economic status of all scheduled families is 240.18 and the mean score for upper low socio-economic status of all scheduled families is 308.13. Similarly, the mean score for low socio-economic status of scheduled caste families is 242.16 and the mean score for upper low socio-economic status of scheduled caste families is 306.58. The mean scores for low socio-economic status of scheduled tribe families is 233.92 and the mean score for upper low socio-economic status of scheduled tribe families is 318.17. However, no families from the data reported their socio-economic status in middle, upper middle and upper socio-economic status brackets. This clearly shows that the majority of the scheduled families belong to low socio-economic status of the society from the economic status point of view. The findings is in tune with the findings of Pai (2000) who reported that scheduled tribe constitute disadvantaged, economically poor and socially backward groups. Therefore, it can be concluded from above that

most of scheduled families belongs to low socio-economic status. The possible reason for this could be that agriculture was the sole occupation while subsidiary occupation are like labour, shop keeping, and driving among scheduled families. Also, scheduled families own little land and due to low levels of skilled occupation, they suffer from low levels of urbanization and draw low wages.

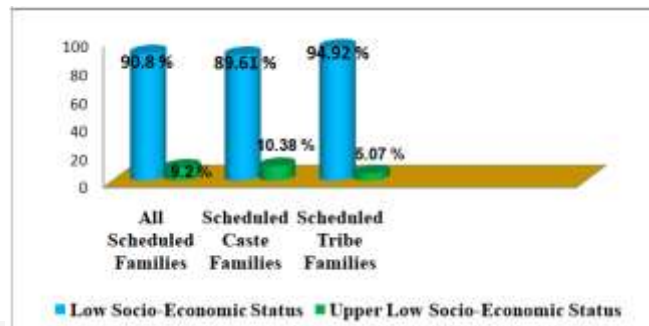


Figure 1: Graphical Representation of Socio-Economic Status of Scheduled Families

Influence of Scheduled Family Category and Socio-Economic Status on Attitude towards Education

To study the influence of scheduled family category and socio-economic status on attitude towards education scores, 2x2 factorial design i.e. scheduled family category viz. Scheduled caste and scheduled tribe & socio-economic status viz. low socio-economic status and upper low socio-economic status have been applied. The means and standard deviations of sub groups of scheduled caste and scheduled tribe families with low and upper low socio-economic status on the scores of attitude towards education have been calculated and presented below in table 2.

Table 2: Means, N and SDS on the Scores of Attitude towards Education with Respect to Scheduled Family Category and Socio-Economic Status

Scheduled Family Category	Socio-Economic Status	Mean	Std. Deviation	N
Scheduled Caste	Low	7.80	0.91	414
	Upper Low	7.73	0.73	48
	Total	7.79	0.89	462
Scheduled Tribe	Low	7.68	1.02	131
	Upper Low	7.41	0.91	7
	Total	7.66	1.01	138

In order to analyze the variance of attitude towards education of scheduled caste and scheduled tribe families with low and upper low socio-economic status, the obtained scores are subjected to ANOVA and the results have been presented below in table 3.

Table 3: Summary of ANOVA for 2x2 Design on the Scores of Attitude Towards Education with Respect to Scheduled Family Category and Socio-Economic Status

Source of Variation	df	SS	MSS	F
Scheduled Family Category	1	1.158	1.158	1.37
Socio Economic Status	1	0.670	0.670	0.79
Interaction (Scheduled Family Category x Socio Economic Status)	1	0.230	0.230	0.27
Error Variance	597	504.47	0.846	
Total	599	36706.89		

* Significant at 0.05 level of Confidence
 ** Significant at 0.01 level of Confidence

5. Main Effects

Scheduled Family Category

From table 3, it is observed that F ratio for the difference between means of scheduled caste and scheduled tribe families on attitude towards education is found to be 1.37. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (1), "Scheduled caste and scheduled tribe families do not differ significantly in their attitude towards education." It indicates that scheduled caste and scheduled tribe families exhibit similar attitude towards education. The finding is in tune with the findings of Dinesh and Chandrashaker (2015) reported that there was no significant difference in the attitude of tribal and non-tribal parents for schooling and education of their children. Therefore, it can be concluded that government scheme for awareness of education has been taken well by both scheduled caste and scheduled tribe families.

Socio-Economic Status

From table 3, it is observed that F ratio for the difference between means of scheduled families with low and upper low socio-economic status on attitude towards education is found to be 0.79. The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (2), "Scheduled families having different socio-economic status do not differ significantly in their attitude towards education." It indicates that low socio-economic status families and upper low socio-economic status families have similar attitude towards education. The finding is in tune with the findings of Al-Matalka (2014). He reported that regardless of socio-economic status parents are involved in children education. Though the socio-economic status of the scheduled families is low, therefore, it can be concluded from above that socio-economic status does not influence by increase /decrease in attitude towards education among scheduled families.

Interaction (Scheduled Family Category x Socio-Economic Status)

From table 3, it is observed that F-ratio for the interaction between scheduled family category and socio-economic status is found to be 0.27.

The calculated value is not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis namely (3), "Scheduled family category and socio-economic status has no significant interaction effect on their attitude towards education." It indicates that there is no significant difference on the scores of scheduled families having low and upper low socio-economic status on their attitudes towards education. Therefore, it can be concluded that socio-economic status and scheduled family category together has no remarkable influence on attitude towards education among scheduled families.

6. Conclusions and Recommendations of the Study

1. The majority of scheduled families belong to low socio-economic status. No family from the data reported their socio-economic status in middle, upper middle and upper socio-economic status brackets.
2. The scheduled caste and scheduled tribe families exhibited similar attitude towards education. In other words, scheduled family category do not influence attitude towards education.
3. The low socio-economic status families and upper low socio-economic status families have shown similar attitude towards education. In other words, socio-economic status does not make any influence on attitude towards education.
4. The socio-economic status and scheduled family category together has no remarkable influence on attitude towards education among scheduled families.
5. The present study noted low socio-economic status among scheduled families which reveal that the monthly income of scheduled families is very low and they are more dependent upon low skilled jobs. Thus, the government needs to introduce schemes for encouraging entrepreneurship and skill oriented jobs among scheduled families for the upliftment of their economic as well as social life.

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