

A Study on the Impact of Socio-Economic Conditions on the Educational Status of Kuthalam Taluk, Mayiladuthurai District

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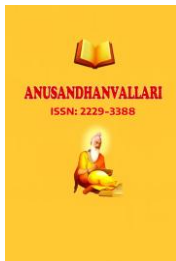
Abstract

Education serves as a pivotal tool for progress, enhancing not only individual prosperity but it also contributing to national economic growth (Bandyopadhyay et al., 2021). It plays a crucial role in reducing poverty and addressing socio-economic inequalities, particularly in developing nations (Karlidag et al., 2020). Access to education is a fundamental necessity, especially during childhood, as it lays the foundation for becoming responsible citizens. According to a report by Education world (2023), over half of the children in KG-12 education across 16 states in India are enrolled in private schools, with 75% of these students attending private institutions. In recent years, a growing number of parents have shown a preference for enrolling their children in private or government-aided schools. This study examines the link between family socio-economic conditions and school enrollment. Using a simple random sampling method and questionnaires for data collection, the research highlights a significant correlation between socio-economic status and access to higher education.

Keywords: Higher Education, Impact, Socio-economic, Enrolments, Educational Status

Introduction:

Education is a fundamental right of every citizen, yet it is influenced by various factors, one of the most significant being the socio-economic status of families. Central and state governments have introduced numerous schemes to promote student enrollment. Universal access to quality education is crucial for fostering an equitable society, supporting national development, enhancing scientific progress, and preserving cultural heritage (MoE, 2023). A survey conducted by the Government of Tamil Nadu in 2020-2021 reported a Gross Enrollment Ratio (GRE) of approximately 33.71% (The Hindu, 2021). This demonstrates that enrollment trends are shaped by multiple factors. Research consistently indicates that socio-economic conditions significantly influence school enrollment, with factors such as financial constraints, preferences, and academic aptitude playing vital roles (Declercq, 2015). This is especially pronounced in rural areas with limited resources and lower socio-economic status, where economic challenges hinder educational progress (Wang, 2022). In developing nations such as Pakistan, socio-economic indicators like government spending and unemployment rates are strong determinants of higher education enrollment (Batool, 2021). These concepts underscore the importance of targeted policies and interventions to mitigate the effects of socio-economic disparities on educational access. This study aims to examine the influence of socio-economic conditions on student's access to and success in higher education.



Literatures

So far a number of researches made on various aspects of environmental issues and management strategies such as Coleman et al. (1966), Bourdieu and Passeron (1977), Sewell et al. (1980), Jencks et al. (1972), Reardon (2011), Banerjee and Duflo (2011), Hanushek and Woessmann (2012), Evans and Kim (2013), Chetty et al. (2014), Poonam (2015), Gershoff et al. (2017), Kumar and Sharma (2018), Ali and Ahmed (2018), Brown et al. (2018), Umbrella Review (2022), Goldhaber et al. (2022), Gee et al. (2023), Munir et al. (2024), Brown and Johnson (2024) to mention a few.

Statement of the Problem

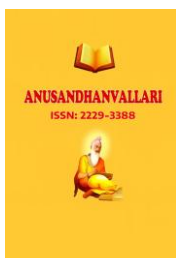
Children living below the poverty line often come from families with limited educational resources at home, and insufficient support or encouragement for homework due to their parents' lack of education (Addressing the Achievement Gap: A Challenge to Washington State Educators, 2002). According to the U.S. Census Bureau (2000), the United States reported one of the highest child poverty rates globally, with over 17% of children living in poverty as of 2006 (U.S. Census Bureau, 2006). Poverty affects individuals across all races and age groups in every state, and its impact is not confined to any particular region (Crooks, 1995). Despite the widespread nature of the issue, schools often fail to provide adequate support to these children, who are among those in greatest need (Cavanagh, 2007; Haycock, 2001). Poverty tends to perpetuate itself across generations. Children raised in poverty frequently grow into adults who face similar financial challenges (Bowman, 1994). This cycle often begins with parents' lack of education, as limited educational attainment is both a cause and consequence of poverty (Arnold & Doctoroff, 2003). The interconnectedness of poverty and academic failure underscores the significant negative effects of economic hardship on individuals and society as a whole (Arnold & Doctoroff, 2003). While the problem may appear overwhelming, addressing the academic challenges faced by children from low socio-economic backgrounds is critical.

Methodology

The main purpose of the study was to find out the major impact of socio-economic conditions on the higher educational status of children of the respondents in Kuthalam taluk, Mayiladuthurai district. Data was gathered using a self-made questionnaire. In this study, simple random sampling was used and significance was found using Chi-square test. The sample consisted of 110 respondents from Kuthalam taluk, Mayiladuthurai district. The study utilized both primary data and secondary data sources. The researcher employed interviews for data collection and applied basic statistical tools for the analysis.

Objectives of the Study

1. To know the impact of Socio-economic condition on Educational Status of respondents in study area.
2. To study the Income, Assets and Education levels of respondents in Kuthalam Taluk.
3. To examine the impact of Community on students Educational status.
4. To analyze the impact of Gender on student's Educational status.



Hypothesis

The Educational status of Higher Secondary School students is influenced by their Socio-economic status.

Result and Discussion

In this part, several factors are involved the education enrolment and different choices of schools. All the parents dream of giving their children the best education but often limited by their socio-economic status. In this connection they are listed several thinks like near by the school, medium of the instructions, playground, extracurricular activities and etc.,

Table: 1- Gender-wise Classification of Respondents

Gender	Educational status of Higher Secondary Students		Total	Chi-Square Tests
	Yes	No		
Male	54 (46.95)	10 (8.69)	64 (55.65)	P .Value 15.051 .(000)Sig
Female	42 (36.52)	9 (7.82)	51 (44.34)	
Total	96 (83.47)	19 (16.52)	115 (100)	

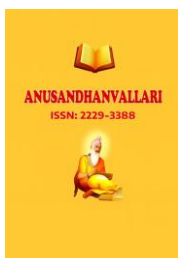
Source: Primary data

Note: Data in the Parenthesis refer to Percentage

The above table 1 presents a gender-wise classification of higher secondary students based on their educational status. A total of 115 respondents were analyzed, comprising 64 males (55.65%) and 51 females (44.34%). Among males, 54 students (46.95%) are continuing their education, while 10 students (8.69%) are not. Among females, 42 students (36.52%) are continuing their education, and 9 students (7.82%) are not. The chi-square test was applied to examine the association between gender and educational status. The chi-square value is 15.051, and the P-value is 0.000, indicating a statistically significant relationship between gender and the likelihood of pursuing higher secondary education.

Table: 2- Community-wise Classifications of Respondents

Community	Educational status of Higher Secondary Students		Total	Chi-Square Tests
	Yes	No		
Other Caste	23 (20)	-	23 (20)	P. Value:



Backward Caste	22 (19.13)	5 (4.34)	27 (23.47)	9.713 (0.013) Sig.
Most Backward Caste	23 (20)	7 (6.1)	30 (26.08)	
Scheduled Caste	26 (22.60)	9 (7.82)	35 (30.43)	
Total	94 (81.73)	21 (18.26)	115 (100)	

Source: Primary data

Note: Data in the Parenthesis refer to Percentage

The above table 2 presents the community-wise distribution of respondents based on their educational status in higher secondary school, with a focus on the chi-square test results. The data indicates that among the different communities, the majority of respondents from the Other Caste, Backward Caste, Most Backward Caste, and Scheduled Caste categories have enrolled in higher secondary education, with 94 out of 115 respondents (81.73%) reporting positive enrollment. A smaller portion, 21 respondents (18.26%), did not attend. The chi-square test result (P-value = 0.013) suggests a statistically significant relationship between community type and the likelihood of attending higher secondary education. This highlights that socio-economic and community background may influence educational enrollment, with varying patterns observed across different caste groups.

Table: 3 -Monthly Income of the Respondents in Study area

Monthly Income	Educational Status of Higher Secondary Students		Total	Chi-Square Tests
	Yes	No		
BelowRs.20000	20 (17.39)	9 (7.82)	29 (25.21)	P. Value: 12.713 (0.013) Sig.
Rs.20001 -Rs.30000	28 (24.34)	7 (6.1)	35 (30.43)	
Rs.30001 -Rs.40000	21 (18.26)	5 (7.82)	26 (22.60)	
AboveRs.40000	25 (21.73)	-	25 (21.73)	
Total	94 (81.73)	21 (18.26)	115 (100)	

Source: Primary data

Note: Data in the Parenthesis refer to Percentage

The table presents the monthly income distribution of respondents in the study area in relation to their educational status in higher secondary school, alongside chi-square test results. Among respondents with monthly incomes below Rs. 20,000, 20 (17.39%) reported attending higher secondary school, while 9 (7.82%) did not. In the income group of Rs. 20,001 to Rs. 30,000, 28 (24.34%) attended, and 7 (6.1%) did not. For those earning between Rs. 30,001 and Rs. 40,000, 21 (18.26%) were enrolled, with 5 (7.82%) not attending. Among those with incomes above Rs. 40,000, all 25 respondents (21.73%) were enrolled. The chi-square test result (P-value = 0.013) indicates a statistically significant relationship between monthly income and higher secondary school enrollment, suggesting that higher income levels are positively correlated with higher educational attainment.

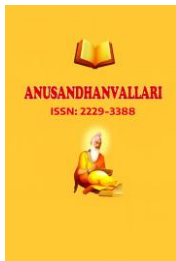
Table: 3 - Assets Holding-wise Respondents

Gender	Educational status of Higher Secondary Students		Total	Chi-Square Tests
	Yes	No		
Below Rs .5,00,000	14 (12.7)	7 (6.1)	21 (18.26)	P. Value 28.731 a (0.000) Sig
Rs.5,00,001 - 20,00,000	17 (14.78)	6 (5.21)	23 (20)	
Rs.20,00,001 -30,00,000	20 (17.39)	4 (3.47)	24 (20.86)	
Rs.30, 00,001- 40,00,000	21 (18.26)	2 (1.7)	23 (20)	
Above Rs.40,00,000	22 (19.13)	2 (1.7)	24 (20.86)	
Total	94 (81.73)	21 (18.26)	115 (100)	

Source: Primary data

Note: Data in the Parenthesis refer to Percentage

The table presents the monthly income distribution of respondents in the study area, categorized by their educational status in higher secondary school. A chi-square test was applied to assess the relationship between income and educational enrollment. Among respondents with a monthly income below Rs. 20,000, 20 (17.39%) were enrolled in higher secondary school, while 9 (7.82%) were not. In the Rs. 20,001 to Rs. 30,000 income group, 28 (24.34%) were enrolled, and 7 (6.1%) were not. For those earning between Rs. 30,001 and Rs. 40,000, 21 (18.26%) attended, and 5 (7.82%) did not. Among respondents with incomes above Rs. 40,000, all 25 (21.73%) were enrolled in higher secondary school. The chi-square test result (P-value = 0.013) indicates a statistically significant relationship between monthly income and educational status, suggesting that higher income levels are associated with a higher likelihood of enrollment in higher secondary education.



Suggestion

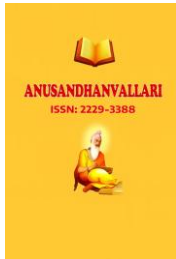
- Allocate sufficient funds to disadvantaged schools to provide quality facilities, resources, and trained educators.
- Implement programs such as tutoring, mentoring, and counseling to address the specific challenges faced by students from low socio-economic backgrounds.
- Actively engage parents across all socio-economic groups in their children's education through workshops, school events, and clear communication channels.
- Partner with community organizations to provide affordable or free access to sports, arts, music, and other enrichment activities for all students.
- Introduce career counseling services to help students from all backgrounds explore opportunities, set goals, and plan their futures effectively.
- Establish school meal programs and health initiatives to ensure students' well-being, which is essential for academic success.
- Foster a fair and inclusive learning environment where all students, regardless of socio-economic status, can thrive academically and socially.

Conclusion

In conclusion, socio-economic factors significantly impact educational outcomes in Kuthalam Taluk, Mayiladuthurai District. Elements such as income, community, parental education, occupation, and resource accessibility play crucial roles, while gender disparities, cultural norms, and inadequate infrastructure add to the challenges. To overcome these barriers it calls for a holistic approach involving improved educational facilities, targeted policies, and community participation. Reducing socio-economic inequalities and promoting inclusivity can unlock the educational potential of children in the region, driving overall district development.

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