

# A Study of the Effect of Parental Educational Status on the Academic Achievement of SCHEDULED CASTE and Scheduled Tribe Students

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## **Abstract**

The objective of the present study is to find out the impact of parental educational status on the academic achievement of scheduled caste and scheduled tribe students enrolled in higher secondary schools. A total of 600 Scheduled Caste and Scheduled Tribe students were selected from higher secondary schools in Raipur district. The sample included an equal number of boys and girls, with 300 boys and 300 girls in total. Stratified sampling was used for the selection of subjects. The educational level of parents was measured using a single statement in which they were asked to mark the option that applied to their highest level of education: illiterate, primary education, secondary education, higher secondary, graduate, postgraduate, or doctorate. Parents with a combined score of more than 6 were categorized as having a high educational level, while those with a score of 6 or below were categorized as having a low educational level. The academic achievement of the selected students was based on the marks obtained in their previous year's annual examination, which were collected with the permission of the school. Result revealed a significant positive impact of parental educational status on the academic achievement of scheduled caste and scheduled tribe students enrolled in higher secondary schools. It was suggested that schools focus on increasing parental involvement, providing guidance programs for children from less-educated families, and ensuring equal access to educational resources for all students.

**Keywords:** Parental educational status, academic achievement, SC/ST students

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## **INTRODUCTION**

Parental educational status is a socio-economic determinant that is given special importance for the overall development of children. With some differences of opinion, the significant role of parental educational status in the emotional, psychological, and cognitive development of children has been established. Educational status is defined as the highest level of education attained by the mother or father. Various research studies have repeatedly indicated that the educational status of parents influences the learning pace and ability of children; however, some studies have shown contrary results. Therefore, the relationship between the level of parental education and the developmental process of children can be considered highly complex and multidimensional in nature.

Many studies have examined the impact of parents' level of education on children's education and other aspects of their lives. It has been observed that when parents have a higher level of education, they are better able to help their children revise and understand the lessons taught at school at home. As a result, children of highly educated parents not only perform better in school but are also more likely to develop an interest in pursuing higher education.

The upbringing provided by highly educated parents or guardians is often based on better communication with their children, and they are able to create a supportive and conducive educational environment at home. This contributes to the development of self-confidence, emotional maturity, and an overall well-rounded personality in children.

However, there is another side to this assumption. When parents are highly educated, they often expect their children to excel in every sphere of life. Due to such expectations, parents may put excessive pressure on their children to succeed. This can create stress related to performance and a fear of failure in children. Therefore, the aspirations of highly educated parents can sometimes become an obstacle to the overall development of their children.

The effect of parental education was observed on academic achievement, but so far no study has been conducted in which educational status of both parents being considered in one frame. Hence, the present study was planned.

### **OBJECTIVES**

The objective of the present study is to find out the impact of parental education on the academic achievement of scheduled caste and scheduled tribe students enrolled in higher secondary schools.

### **HYPOTHESIS**

$H_{01}$  No significant effect of parents' educational level will be found on the academic achievement of scheduled caste and scheduled tribe students of higher secondary schools.

### **REVIEW OF LITERATURE:**

Mgboro (2024) examined parental educational level as a predictor of career aspirations among secondary school students. The study found that students' career aspirations were significantly influenced by parents across all educational levels i.e. high, medium, and low respectively.

Bhandari and Timsina (2024) used a cross-sectional survey of 386 students from 14 high schools in Nepal to examine the effect of parents' education on academic achievement. Linear regression results showed a strong positive relationship ( $R = .711$ ), with parents' education explaining 50.5% of the variance in students' grades, while the remaining variation was due to other factors.

Bruce and Asante (2024) studied how parental education, occupation, and income influence career choice among 200 university students in Accra. The findings showed that parental education and occupation significantly affected students' career choices, while parental income and gender had no influence. The study recommended that parents and stakeholders consider the role of education and occupation in guiding students' career development and encourage students to adopt inspiring role models.

Ambaye (2024) investigated how individual, family, and school factors predict students' academic achievement using a correlational design with 461 Grade 10 students. Hierarchical regression analysis showed that individual factors explained the most variance, followed by family factors, while school factors also made a meaningful contribution. The study emphasized the shared responsibility of parents and schools in improving students' academic performance.

Davis-Kean et al. (2021) highlighted socioeconomic status measured through parents' education, occupation, and income as a key predictor of children's development and academic outcomes. The authors emphasized parental education as a central factor that shapes children's success indirectly through parents' expectations, beliefs, and the cognitive stimulation provided at home. The study also discussed intergenerational influences and family dynamics as important considerations for reducing educational inequalities.

Ngure and Amollo (2017) examined the effect of parents' educational level on the academic achievement of preschool children in Nairobi using a descriptive survey. The study found that most parents had low educational qualifications, limiting their ability to support their children academically, which was associated with poorer academic performance.

Rana et al. (2015) studied 200 secondary students in Pakistan and found, using a Z-test ( $Z = 3.87$ ), that higher parental education had a significant positive effect on students' academic performance.

### **METHODOLOGY**

**Sample** A total of 600 Scheduled Caste and Scheduled Tribe students were selected from higher secondary schools in Raipur district. The sample included an equal number of boys and girls, with 300 boys and 300 girls in total. Stratified sampling was used for the selection of subjects.

#### **Tools:**

##### **Parental Educational Status :**

The educational level of parents was measured using a single statement in which they were asked to mark the option that applied to their highest level of education: illiterate, primary education, secondary education, higher secondary, graduate, postgraduate, or doctorate. Scores were assigned as follows: 0 for illiterate, 1 for primary education, 2 for secondary education, 3 for higher secondary, 4 for graduate, 5 for postgraduate, and 6 for doctorate. The scores of both parents were added together according to each student's parental education level. Parents with a combined score of more than 6 were categorized as having a high educational level, while those with a score of 6 or below were categorized as having a low educational level.

### Academic Achievement

The academic achievement of the selected students was based on the marks obtained in their previous year's annual examination, which were collected with the permission of the school.

#### Procedure:

600 Scheduled Caste and Scheduled Tribe students were selected from higher secondary schools in Raipur district. The parental educational status was determined through a single statement. The academic achievement of selected students was noted from school records. High and low level of parental educational status was determined, and students were placed in these groups accordingly. The academic achievement of students was compared between these groups by using an independent sample 't' test. Results given in Tables 1, 2 and 3, respectively.

## RESULT AND DISCUSSION

**Table 1 Comparison of Academic Achievement of Scheduled Caste and Scheduled Tribe H.S.S. Students Based on their Parental Educational Status**

Groups (SC/ST Students)	Mean	S.D.	Mean Difference	't'
High Parental Educational Status (N=376)	58.31	11.90	3.38	3.41, p<0.05
Low Parental Educational Status (N=224)	54.92	11.47		

Table 1 indicates a significant impact of parental educational status on the academic achievement of scheduled caste and scheduled tribe higher secondary school students. It was observed that scheduled caste and scheduled tribe higher secondary students with high parental educational status scored significantly higher in academic achievement (Mean = 58.31) as compared to students with low parental educational status (M=54.92). The calculated  $t=3.41$  support this finding at  $p<0.05$ .

**Table 2 Comparison of Academic Achievement of Scheduled Caste and Scheduled Tribe H.S.S. Male Students Based on their Parental Educational Status**

Groups (Male Students)	Mean	S.D.	Mean Difference	't'
High Parental Educational Status (N=190)	56.80	11.34	1.33	0.97 (NS)
Low Parental Educational Status (N=110)	55.47	11.63		

NS Not Significant

Table 2 reveals non significant effect of parental educational status on the academic achievement of male scheduled caste and scheduled tribe higher secondary school students ( $t=0.97$ ,  $p>0.05$ ), although the academic achievement of male students in the high parental educational status group was slightly higher.

**Table 3 Comparison of Academic Achievement of Scheduled Caste and Scheduled Tribe H.S.S. Female Students Based on their Parental Educational Status**

Groups (Female Students)	Mean	S.D.	Mean Difference	't'
High Parental Educational Status (N=186)	59.85	12.29	5.46	3.84, p<0.05
Low Parental Educational Status (N=114)	54.39	11.35		

Table 3 indicates a significant impact of parental educational status on scheduled caste and scheduled tribe higher secondary school female students. It was observed that scheduled caste and scheduled tribe female higher secondary students with high parental educational status scored significantly better in academic achievement (Mean = 59.85) as compared to female students with low parental educational status (M=54.39). The calculated  $t=3.84$  support this finding at  $p<0.05$ .

According to Bandura's social learning theory, children learn by observing the behaviour of family members. When children observe problem-solving and critical thinking skills in educated parents, they develop an interest in education and a positive mindset. Educated parents not only provide academic guidance but also expose children to various life skills, which fosters the development of self-efficacy in children, a quality that is positively associated with higher academic achievement.

## CONCLUSION

Based on result and discussion, it may be concluded that parental education positively affect academic achievement of higher secondary students of schedule caste and scheduled tribe communities. It is suggested that schools focus on increasing parental involvement, providing guidance programs for children from less-educated families, and ensuring equal access to educational resources for all students.

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