

Social and cultural factors of family influencing the good scholastic performance of school children in rural area, Bhadrak District, Odisha

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Abstract - This article describe about social and cultural factors that influence the good scholastic performance of school children among 500 students in rural area Bhadrak, Odisha. To find the social and cultural factors like age and sex distribution, mother literacy, father literacy, mother employment, father employment, addiction of parents, domestic violence, water and toilet facility at home influencing the good scholastic performance of school children (Grade-A- >80%, Grade-B 60-79%) students. It is cross-sectional study (observational). Students were included in the current study from four High school interviewed through questionnaires and interview schedules. Findings are these social and cultural factors of students have made a major impact on good scholastic performance of school children.

Keywords - Good scholastic performance; Children; Rural

Introduction: Learning is complex; it begins at birth and continues throughout life. Family, Parents and Teachers are role model of students. Social and cultural factors of family have major impact on good scholastic performance of student in secondary level. Academic underachievement of children is a big concern among parents and teachers in present day competitive society in secondary level. It is reported that 37% are A grade and 42.8% are B grade students. Factors associated with good scholastic performance include like sex, mother literacy, father literacy, mother employment, father employment, addiction of parents, domestic violence at home. It is important to identify the factors for good scholastic performance, so that these children and parents can be aware early and corrective measures initiated. The aim of the present study is to identify social and cultural factors of family influencing good scholastic performance of school children.

Materials and Methods: It is a cross-sectional study (observational), carried out in four schools of rural areas of district- Bhadrak, Odisha, India. 500 Students of secondary level from four different schools are included in the study those being, getting A grade and B grade i.e. more than 80% and 60-79% aggregate marks accordingly in the previous academic year. Parents, students are also interviewed separately other than the school hours.

Exclusion Criteria

Dropout students from school were excluded. Parents of students complaining of gross learning disorders were excluded from our study.

The study is selected through a semi-structured questionnaire are designed with local language which consist of following parts (1) Socio-demographic profile (2) Parental factors (3) Socio-economic factors and (4) Personal factors of the students. Privacy and confidentiality are ensured during the whole process.

Observation:

Table 1(Literacy of father)

Grade	Literacy of father						Total
	illiterate	%	Under matriculation	%	Above matriculation	%	
A	7	1.4	50	10.0	131	26.2	188

B	10	2.0	88	17.6	116	23.2	214
C	11	2.2	31	6.2	39	7.8	81
D	1	0.2	6	1.2	2	0.4	9
E	0	0	1	0.2	7	1.4	8
Total	29		176		295		500

Table-1 shows that majority 131 numbers (26.25%) of A grade students and 116 numbers (23.2%) of B grade students having father with above matriculate qualification. Finding of the current study support that father education has positive impact on students scholastic performance.

Table 2(Literacy of Mother)

Grade	Literacy of Mother						Total
	illiterate	%	Under matriculation	%	Above matriculation	%	
A	20	4.0	53	10.6	115	23.0	188
B	29	5.8	91	18.2	94	18.8	214
C	16	3.2	31	6.4	34	6.8	81
D	3	0.6	4	0.8	2	0.4	9
E	0	0	3	0.6	5	1.0	8
Total	68		182		250		500

Table-2 shows out of 500 students that majority 115 numbers (23.0%) of A grade students and 94 numbers (18.8%) of B grade students having mother with above matriculate qualification. Finding of the current study support that mothers educational qualification are less than father but has a vital role on students scholastic performance.

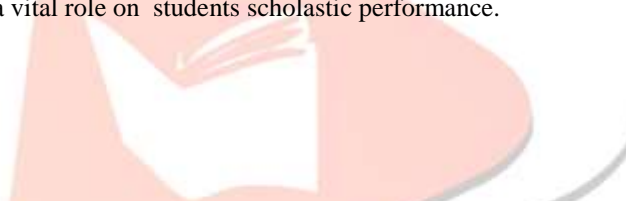


Table-3(Employment of Father)

Grade	Employment of Father								Total
	Unemployed	%	Unskilled Worker	%	Skilled Worker	%	Professional	%	
A	6	1.2	67	13.4	96	19.2	19	3.8	188
B	8	1.6	114	22.8	74	14.8	18	3.6	214
C	0	0	53	10.6	24	4.8	4	0.8	81
D	0	0	7	1.4	2	0.4	0	0	9
E	0	0	3	0.6	4	0.8	1	0.2	8
Total	14		244		200		42		500

Table-3 shows that majority 96 numbers (19.2%) of A grade students have father employment as skilled worker and 114 numbers (22.8%) of B grade students have father employment as unskilled worker. Finding of the current study suggest that rural area professional father numbers are very low. Earning money has a good influence on scholastic performance of students.

Table-4(Employment of Mother)

Grade	Employment of Mother								Total
	Unemployed	%	Unskilled Worker	%	Skilled Worker	%	Professional	%	
A	159	31.8	19	3.8	5	1.0	5	1.0	188
B	157	31.4	40	8.0	13	2.6	4	0.8	214

C	61	12.2	13	2.6	5	1.0	2	0.4	81
D	6	1.2	2	0.4	1	0.2	0	0	9
E	7	1.4	1	0.2	0	0	0	0	8
Total	390		75		24		11		500

Table-4 shows out of 500 students that majority 159 numbers (31.8%) of A grade students and 157 numbers (31.4%) of B grade students having unemployed mother. Finding of the current study support that mother employment has not impact on students scholastic performance.

Table 5(Domestic violence)

Grade	Domestic violence						Total
	Occasional (nil/1/week)	%	Infrequent 2-5times/week	%	Regular (>5times/week)	%	
A	168	33.6	16	3.2	4	0.8	188
B	183	36.6	30	6.0	1	0.2	214
C	72	14.4	5	1.0	4	0.8	81
D	9	1.8	0	0	0	0	9
E	6	1.2	1	0.2	1	0.2	8
Total	438		52		10		500

Table-5 shows among 500 students 168 numbers (33.6%)A grade and 183 numbers (36.6%)in B grade have family with no or once per day domestic violence. Finding of the current study suggest that those students have no domestic violence increase their achievement in study.

Table-6

Grade	Addictions of parents										Total
	no	%	alcohol	%	cigarette	%	pan	%	gutuka	%	
A	139	27.8	13	2.6	5	1.0	30	6.0	1	0.2	188
B	127	25.4	21	4.2	6	1.2	58	11.6	2	0.4	214
C	60	12.0	6	1.2	3	0.6	11	2.2	1	0.2	81
D	7	1.5	0	0	1	0.2	1	0.2	0	0	9
E	5	1.0	1	0.2	0	0	2	0.4	0	0	8
Total	338		41		15		102		4		500

Table-6 shows that among 500 students majority 139 numbers (27.8%) A grade and 127 numbers (25.4%) B grade having parents with no addiction .Those students having addicted parent reduces their performance due to neglect by parents and feeling shame on them.

Summary and Conclusion:

Findings of current study suggest that girls education (56%) is improved in rural area ,Bhadrak ,Odisha .

Father literacy has a vital role on good school scholastic performance of High school students. Father with above matriculation qualifications guides their children in study so that their scholastic performance improves. Father understands the need of child in his/her study.

Mother literacy is less than the Father literacy but it helps in scholastic performance of student. Mother having above matriculation qualification guides their children in study at home. Majority of A grade and B grade students prefer to study with their mother. So Govt. of Odisha should put emphasis on improving mother education.

Professional father number is very low but fathers of majority of A grade and B grade students are skilled workers and unskilled workers respectively. Fathers economics status makes a support on good scholastic performance. It fulfills the elementary needs and study material of students.

Mothers of majority A grade and B grade students have above matriculation qualification but are unemployed. Educated mothers having no jobs can give mental and emotional support and more time to their children. Children do not feel alone at all. So that they improve on their scholastic performance. Hence mother employment is not necessary to improve good scholastic performance.

Finding of the current study suggest that no domestic violence occurs in families of A grade and B grade students. Domestic violence in family has negative impact of mental state of student and distract from study. Healthy family environment improves the good scholastic performance of school children.

Majority of parents of A grade and B grade student are not addicted. Those students have addicted parent reduces their performance due to neglect by parents and they feel shame on their parents. Society always criticize as have a drunken parents and lost their mental strength.

Significance of study: These social and cultural factors have major impact on good scholastic performance of students.

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