



FACTORS AFFECTING ACADEMIC LIFE OF RURAL AREA'S STUDENTS (A CASE STUDY OF SANGRUR DISTRICT, PUNJAB)

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ABSTRACT

Within the era of globalisation revolution & technological changes, human capital plays the vital role. Development of human capital is interlinked with the education that ensures the attainment of knowledge that increases the quality & productivity of human being's quality life. However the standard of education is extremely tormented by an outside no. of socio-economic factors like as educational & income level of parents, availability of basis facilities at village level etc. Study was conducted to investigate these factors mainly primary facilities at village level & ability of students to fulfil the academic requirements.

KEYWORDS : ACADEMIC REQUIRMENTS, PRIMARY FACILITIES, SATISFACTORY LEVEL, SELF PERCEPTION, SOCIAL-ECONOMIC FACTOR.

Introduction:

To strength the Indian Nation, education plays the vital role. It exposes opportunities resulting in individual & groups in terms of quality of life. However, we tend to should not point out education in urban areas solely & concentrate on rural areas as a result of Indian population lives in villages. Access to quality education depends on social & economic conditions of fogeys. Academic infrastructure is not on the market or terribly restricted in rural areas. Non-public universities & institutions are hard to please more cash for valuable courses but rural people who are below the poverty line & others who don't seem economically robust, don't seem to be able to afford these expenses although their youngsters are talented. Privatisation is penetrating the education system & another side public sector is facing monetary issues. By opening more & more college, you can't enhance the level of education if govt. is not ready to invest to employ the suitable staff. Punjab is a predominately rural state & has 62.52% rural population & it has the high concentration of schedule caste population i.e. 28.9% & overall literacy rate is 75.8% (census 2011). Although Punjab is an economically developed state, in terms of literacy, Punjab occupies 16th position.

Male literacy rate stands at 81.48% while female literacy rate is at 71.34% & the rural female literacy rate is lower at 55.3% & literacy rate for schedule cast female is 48.2%(Census 2011). But over a period of time, Punjab has shown positive performance.

Some basic indicators related to health & educations in Punjab are as below:

Medical & health					
Year 2014	Hospital	CHC	PHC	Dispensary	Total
Rural	4	90	412	1186	1692
Urban	66	60	15	150	291
Population Served per Medical & Para-medical Personnel in Punjab (Year 2014)					
	Doctor	Midwife	Nurse		
Persons	1124	662	482		
Education					
University	Arts,Scienc e & Commerce Colleges	Engg. & Technolo gy & Arch. Inst.	Medical/Ay ur/ Homeo/Ph arma	Teacher Training	Senior Secon dary School
17	960	142	153	29	3816
High School	Middle Basic School	Primary Basic School	Polytechnic Institutions	Others	
4844	5766	15738	89	177	
Drinking Water & Sanitation (census 2011)					
	Drinking Water Availability	Latrine (within premises)			

% of total households	85.9%	79.3%
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Source: Govt. of Punjab (India), Economic & Statistical organisation, statistical abstract 2014, publication no. 94.

As per ASER 2015 report finding school enrolment & out of school children:

Age group	Govt. schools	Pvt.	Others	Not in school	Total
Age 6-14	48.5	50.0	.1	1.5	100
Age 7-16	50.0	47.0	.1	2.9	100
Age 11-14	52.9	44.8	.0	2.3	100
Age 15-16	54.4	37.2	.0	8.4	100

Source: ASER REPORT 2015

There is the high percentage of dropout in the age of 15-16 years.

Facility improvement as per ASER REPORT 2015

% of schools which have	ASER 2014	ASER 2015
Pupil teacher ration number	64.0	60.5
Library & books available	39.7	48.4
Play-ground	70.6	64.8
Toilet available for use	79.2	75.7
Separate toilets for girls	71.6	69.7

Source: ASER REPORT 2015

Literature Review

In rural areas, the main downside is low financial gain level, social thinking & proper transport means. Sort of all these resources makes them hopeless to access the adequate academic facilities.

Lorean Annette 2004 stated that low parental educational level has greater no. of difficulties for his/her youngster to provide the right direction & proper accessibility of adjunct infrastructure.

Dr. Charles Kombo Okioga(2013) states that affordability of academic requirements depends on the socio-economic background.

Students from high & middle socio-economic background are better to academic learning due to proper access of facilities & parents having high socio-economic background can provide facility & better environment to flourish his/her academic life & on contrary low financial gain folks can't access these facilities (Becker & Tomes, 1979)

Rothman's (2003) analysis unconcealed that students from the high Socio-economic background will perform better as compare to a student from the low socio-economic student.

One point is clear that adequate access to academic infrastructure is not a straight forward task for rural area's students.

Statement of Problem

Students from rural areas have a lack of access to quality education owing to socio-economic factors though it should be within the variety of parental income & educational level, lack of academic adjunct infrastructure, lack of transport suggests that etc.

Objective of the Study

Following are the main objectives:

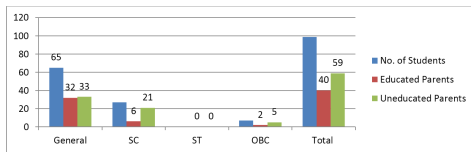
1. To investigate the primary facility at home towns.
2. To visualise the power to afford academic requirements.
3. To grasp the impact of socio-economic status on teacher-students relationship.
4. The self-perception among students toward economic standing

Research Methodology

The descriptive study was designed by employing a survey methodology. The population was college students although they may be from graduation & post graduation. Sample selection was conveniently like as a choice of college but the selection of students from college was willy-nilly. Therefore the sample size was 99. The study was delimited to only primary facility & availability of students to afford basic items & teacher – student relationship. Data was collected by using a questionnaire.

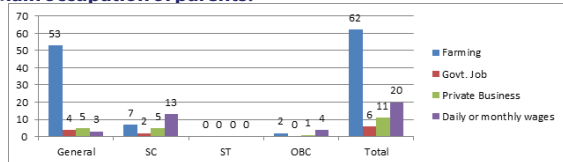
Data Interpretation & Analysis

Total No. of students & their parent's education level



Interpretation: out of 99 students, 65 belong to general category & around 50% of their parents are educated. 27 students from SC category & only 6 students' parents are educated & in the case of OBC category 2 students' parents are educated out of 7 students. Around 60% of students' parents are illiterate in rural areas.

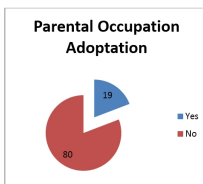
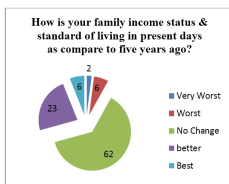
Main occupation of parents:



Interpretation: 82% of general category parents are involved in agriculture & 26% of sc category belongs to agriculture sector but majors from this category work for daily or monthly wages.

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
How is your family income status & standard of living in present days as compare to five years ago?	99	3.2727	.07708	.76689
Valid N (listwise)	99			



60% of respondents feel that there is no modification in their income status & living standard of family. 80% of respondents are not ready to adopt their parental occupation.

Basic Facilities at Hometowns

Facility	yes	No
Primary School	99	-
High School	64	26
Library	13	86
Hospital	24	75
Bank	41	58
Post Office	54	45
Water Supply (RO)	74	25
Sports stadium	44	55

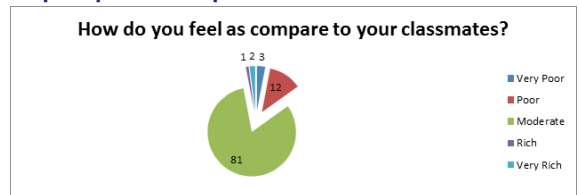
Although govt. provided primary schools in each city or village but secondary education level institutions are not in every city or village. Owing to this, Mostly people from rural areas avoid to provide education to girl child which may enhance the inequality & gender sensitization in education. To achieve the high mental level, libraries contributions are significantly but more than 85% villages don't have any library. A similar case of health cares services. Many villages don't have any dispensary. Well-health & mental level have the positive correlation with education. Lack of Other creational facilities also additionally exist, like sports stadium.

Education & Social life Satisfactory Level among Rural Students

	Are you satisfy with Education Conditions ?	Are you satisfy with Housing Conditions?	Are you Satisfy with Study Workload ?	Are You satisfy with Health conditions?	Are you satisfy with Social Life?	Are you satisfy with Financial situation of you & your family?
N	99	99	99	99	99	99
Missing/Valid	0	0	0	0	0	0
Mean	3.7071	3.3535	3.3131	3.5758	3.5051	3.0202
Std. Error of Mean	.08154	.09771	.09594	.08977	.08659	.11574
Std. Deviation	.81130	.97220	.95454	.89318	.86158	1.15157

In above table, 50-60% respondents are satisfied with their education & social life except monetary scenario.

Self-perception as compare to classmates:



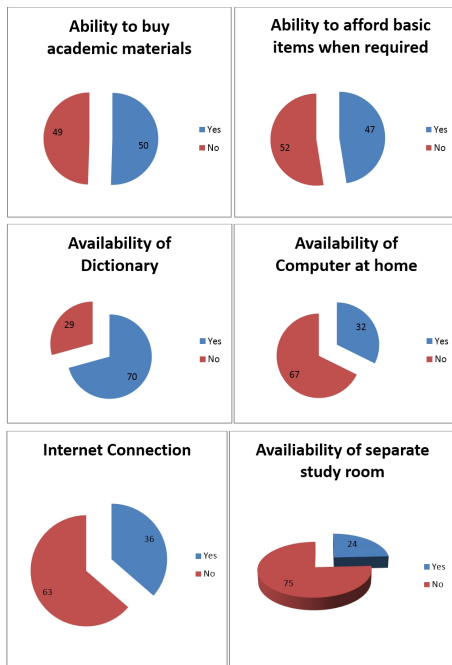
Statistics

How do you feel as compare to your classmates?

N	Valid	99
	Missing	0
Mean		2.8687
Std. Error of Mean		.05679
Std. Deviation		.56508

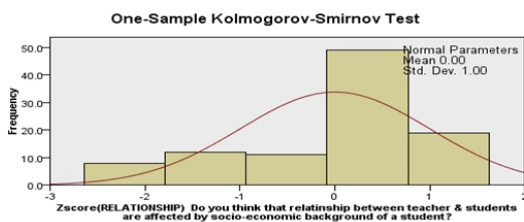
Self-Perception will work as a physiological feature issue for effective output. If you became passive in this case, you can't perform better. However, principally students consider themselves as moderate. There is no effective any richness & poorness.

Availability of Supportive infrastructure



From the top of pie charts, we can merely judge the conditions of rural area students . 75% of the rural students don't have the separate study room. So disturbance during the time of study at home is natural. In the area of high technology & internet, above 60% students don't have PC or laptop & internet connections which make inconvenience for instant analysis on the specific topic. Around 45% of rural student can't afford academic materials & can't fulfil their academic requirements. So in above case, we can consider 50% rural students can't access the properly academic infrastucture supportive environment.

Effect of Socio-economic background on Teacher-student Relations:



Total N	99	
Absolute	.322	
Most Extreme Differences	Positive	.173
	Negative	-.322
Test Statistic	3.205	
Asymptotic Sig. (2-sided test)	.000	

Many students realised that Teacher-student relationship is tormented by socio-economic background. If students have good economic & social background ,he/she can maintain long term relationships with teachers.

Findings:

On the basis of above data we can conclude the followings:
(I) Mostly parents of rural students are illiterate & they can't proper

guide & support to their students & may be misguided by the agents of private institutions on the name of quality of education.
(ii) The main source of these families is agriculture & in the case of SC/ST , daily or monthly wages are the main source. However, in agriculture , the risk is associated with weather conditions because Indian agriculture is based on weather conditions. Due to these reasons fluctuations in income size naturally, exist.
(iii) Mostly respondents believe that there is no change in family income & living standards. It is an indicator of average growth.
(iv) High/senior secondary level schools are not provided in every rural village. Due to this, enrolment in higher secondary education become less. This case is very sensitive in case of girl child education. These rural parents don't like to send their girls to another village.
(v) Health plays the very vital role in nation development. But every village doesn't have a proper dispensary.
(vi) Status of Library & sports facilities is at terribly low level.
(vii) Average 50% students can't afford basic support for the requirement of academic.
(viii) Financial situations are not in favour.
(ix) Students think that teacher maintains the relationship with those students who have the good socio-economic background.

Suggestions:

- (i) Govt. should provide the Senior secondary school at every village to enhance the enrolment in upper classes.
- (ii) Colleges should be established in rural areas , though it may be at the block level, to promote & provide quality of education. Special lookout of girls education.
- (iii) Primary teachers should be trained to work as a carrier guide for students to develop a career model for them on the basis of their potential.
- (iv) Special loan scheme should be launched to assist the rural area students at the low rate of interest.
- (v) Proper medical facilities ought to be located in every village.
- (vi) Recreational facility park & library development may enhance the mental level of rural students.
- (vii) The teacher should develop beliefs among students regarding their self-perception approach & guide him/her.
- (viii) Proper transport suggests that network is critical.

Initiatives by Central & State Govt. to improve educational level

To reap the edges of its demographic composition of its population, quality of education is necessary. In twelfth plan approach, govt gave stress on secondary schools to enhance enrolment after primary education. Govt. launched & supported many schemes to improve primary & secondary education level.

Primary & Secondary Education

- (I) Sarva Shiksha Abhiyan (SSA)/ Right to Education (RTE)
Children under the age of 6-14 years have fundamental right to education. It came into effect on February 16, 2010. at the national level campaign was launched. The ratio of fund sharing between centre & state is 65:35.
- (II) NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL :
To overcome low female literacy rate in backwards & rural areas scheme was launched. Special care on gender sensitisation of teachers, development of gender sensitive material & provision of need-based incentives.
- (III) RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RAMSA) :
It was launched in March 2009 aimed to improve the quality of secondary education & to overcome gender, socio-economic & disability barriers.
- (IV) NATIONAL PROGRAMME OF MID DAY MEAL IN SCHOOLS:
To provide & take care of nutrients among low aged children, govt launched this scheme. By this scheme, an energy content of 450 calories & protein content of 12 grammes at primary stage is provided. All govt. schools are providing these schemes to I-VIII class students.
- (V) Model Schools Scheme
With Public Private Partnership 6000 model schools were

launched to provide quality education to talented rural children. 3500 schools were developed for educationally backward blocks.

- (VI) Inclusive education for the disabled at the secondary stage: to assist these children in the form of assistive devices, transport, hostel, learning material & scholarships.

Higher & Technical Education

In terms of the no. of colleges & universities, India is one of the largest education systems but with low-quality education & faults in the regulatory structure of the Indian education system. 690 universities, 44 central universities, 306 state universities, 145 private universities, 130 deemed universities, 60 institutes of national level importance, 35,539 colleges as per economic survey 2012-13. 7 IIMs, 8IITs, 10 NITs, 5 IISERs were established. To assist the weaker section students, "INTEREST SUBSIDY ON EDUCATION LOANS" was launched.

Conclusion:

Socio-economic conditions of family play the vital role to provide quality education. High school dropout rate are attributed to the financial status & lack of transport suggests that in rural areas. In spite of these changes issues like low-level learning achievement, low participation of girls remains the matter of concern in India. Poor girls & members of SC/ST still face numerous problems to acquire basic education. Around 50% of the rural population can't provide academic supportive infrastructure. Due to unavailability of this rural student can't pursue their higher level studies. To overcome these barriers, the government of India has initiated a no. of plans to achieve the goal of universalization of education. To explore these rural young mind potential for the development of a nation, instantly actions in the quality of education & its free access & every village is critical.

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