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## Girl child education under Sarva Siksha Abhiyan: A socio-economic perspective

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### Abstract

The present study stated that there is a significant difference between the girl students from various socio-economic strata and the educational problems encountered by them. The study concludes that there exists a significant relationship in the achievement levels of the girl students and their socio-economic background.

**Keywords:** Socio-economic perspective, girl child education, Krishna district

### 1. Introduction

The fundamental notions in terms of socio-economic conditions of the girl children various educational levels are the existing social conditions, economic issues, the attitude and the involvement of the parents and the existing environmental factors that denotes the concept of girl child education. It is a known fact that the families with higher income grades will be successful in getting their children academically oriented and they will promote their children to higher standards of academic pursuits. The medium income grade families will try their level best in making their children academically productive. The real problem lies in the low income grade families of the society. Generally the low income group in the society will pay a lot of hurdles in making their children to pass through the academic phases.

The problems of girl child education like enrolment rate and the rate of dropouts in the primary and secondary level of education are very high among the girl children in the Indian society particularly this is more prevalent in the rural areas of the country. Broadly speaking, economic conditions of the girl children are directly and indirectly effecting the academic achievement and they are acting as the barriers for academic growth of the girl child community.

Gender inequalities also play an important role in the achievement levels of the girl children and they will certainly influence the academic progress among them. The other contributing factors involve the aspects like school infrastructure and the existing environment and surroundings and they will have their own effect on the performance standards of the girl children. These factors can also be termed as the barriers of girl child education and these aspects can be particularly witnessed in the government school machinery in India.

### 2. Statement of the problem

Education is considered to be the most effective tool for the socio-economic development of the nation. It acts as the means of indispensable nature for the women empowerment and the upliftment for girl children. The United Nations Convention on the Rights of the Child (UNCRC) had clearly emphasized that every child in this world has the right to education. In India, since independence, there is a remarkable progress in terms of access to education especially in the case of girls. It is nearly universal in terms of girl children enrollment but their rate of dropout factor is said to be marginally higher than that of boys. The steps to maximize the retention of girl children at the school level have also attained some remarkable success with the achievement in terms of gender clarity at both primary and secondary level of school education. Though education offered in the government schools is said to be officially free, still there exists the gender disparity and the aspect of girl child education remains a challenging problem especially in rural areas.

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The recent statistical data at the national level shows the drop out rate among the girls at the primary level of education is 4.12 percent which increases to 16.86 percent at the secondary level of education and this is particularly high among the scheduled caste and scheduled tribe girl children in the society. There are several negative attitudes in the society towards the element of girl child education and several social and economic factors contribute to this notion like low socio-economic profile, lack of poor infra structure at the school, concerns of safety and security, health and hygiene problems, ill-equipped schools, inadequate school infra structure, remoteness of government schools and attitudes of parents towards girl child education. It is very alarming to learn that only one in every three girls complete the school education in India.

### 3. Significance of the study

Education is one among the contributing factors for the socio-economic development of the nation. It acts as the indispensable tool for the women empowerment and upliftment of women in terms of academic areas. The aspect of right to education was emphasized by the convention of the united nations on the child rights. In India, special act was enacted in the year 2009 and it was named as the right of children to free and compulsory education act. It assures compulsory free education to all children in India under the age of 6-14 years category.

Right from the day of Indian independence, there was a progress of considerable proportion in terms of education access especially for the girl children. The aspect of enrolment rate among girl children is universal in its nature and the dropout rate is particularly more marginal than that of their counter parts. The constant efforts in order to increase the retention of girl children particularly at the high school level attained marginal success by achieving the gender parity at the school level education.

Though there are several efforts being pushed in by the government authorities and other organizations, the socio-economic factors of the girl children are having a significant impact on the performance and continuance of academic activities for the girl children. This is more particularly observed in the government schools and it remains an alarming concerns in rural community of the nation. In order to confront the existing barriers of girl children, the socio-economic perspectives were examined under analytical perspectives.

### 4. Review of literature

Vinita. T (2017) <sup>[6]</sup> revealed in her study that high income students show better practice levels compared to low income students and there is a strong correlation between the financial status and achievement levels of children in particular. High school levels.

Rupdas (2017) <sup>[4]</sup> found in his study that parents at the school level showed better performance than children with literate and educated children with illiterate parents and girls with better performance than boys.

Sirin (2018) <sup>[5]</sup> conducted a meta-analysis on students' socio-economic status and achievement levels, respectively, and found that there was an average correlation between students' academic performance and socio-economic status.

Bhushan Kumar (2018) <sup>[7]</sup> observed that the Right to Education Act is enforced by the Sarva Shiksha Abhiyan (SSA) and accordingly the provisions have been amended /

amended to suit the requirements of the RTE Act, 2009. Sarva Shiksha Abhiyan (SSA), India has not been able to improve access to 99% of the primary level, but has been able to reduce the number of school children aged 6-14 to 3-4%. Under this program, special attention will be given to the children of Scheduled Castes / Scheduled Tribes, other weaker sections, minorities and the backward children of the rural people in general. Therefore, the government should launch various schemes and programs for the welfare of the people as well as SSA for the country or country.

Atul Mahajan (2019) <sup>[1]</sup> noted in his study that enrollment of high school students in the private sector increased by 15% and enrollment in public schools fell by 85% in 2014-15. This is a disturbing trend, so special attention should be paid to quality education to increase enrollment in public schools. So that student wards can rethink and send their children back to public schools. Registration trends show that there are almost equal numbers of boys and girls in public schools. It is also fair to say that girls' enrollment in public schools is higher, which is a healthier sign than boys.

### 5. Scope of the study

The current research study details the issues of girls' education in India and analyzes the issues and opportunities experienced by girls in high school level education under the Sarva Shiksha Abhiyan. The study examines the socio-economic profile of the identified respondents for this study. The results of the study will come with effective suggestions designed for the future implementation of various educational institutions for improving early childhood education and their educational empowerment under the Sarva Shiksha Abhiyan.

### 6. Objectives of the study

1. To assess the impact of socio-economic status on the achievement levels of the girl children at high school level in the study area.
2. To know the relationship that exists in between the academic achievement and the socio-economic status of the girl children in the study area.

### 7. Hypotheses

1. There exists no significant difference between the girl students from various socio-economic strata and the educational problems encountered by them.
2. There exists no significant relationship in the achievement levels of the girl students and their socio-economic background.

### 8. Research methodology

The present study adopts Descriptive Research Design and both primary and secondary data were utilized for the study. The study comprises the girl child respondents studying at the high school level under Sarva Shiksha Abhiyan (SSA). The study area comprises the state of Andhra Pradesh and the district selected for the study was Krishna. The identified sampling units for the research study are the government high schools under SSA. The girl child respondents were drawn from the 9<sup>th</sup> standard of education. Multi stage stratified random sampling technique was applied in order to draw the sample respondents for the present study.

In Krishna district, 10 government high schools under Sarva Shiksha Abhiyan were identified. From each school, 20 girl

students studying 9<sup>th</sup> class were selected for the study and thus the sample size comprises of 200 girl child respondents. Data was collected through interview schedule method with the help of a structured questionnaire. Liker scale was applied in order to rate the statements given by the girl child respondents. Statistical tools like t-Test and Pearson Correlation analysis were applied in order to verify the significance of the proposed Null Hypotheses.

## 9. Data analysis and interpretation

### 9.1 Hypothesis Verification

There exists no significant difference between the girl students from various socio- economic strata and the educational problems encountered by them.

Test applied: t- Test

**Table 1:** T-Test for testing the difference between the girl students from various socio-economic strata and the educational problems encountered by them.

| Category                   | N   | Mean  | SD     | t- value |
|----------------------------|-----|-------|--------|----------|
| High Socio economic status | 78  | 53.15 | 13.396 | 6.842*   |
| Low socio economic status  | 122 | 61.57 | 12.184 |          |

\* 0.05 level of significance

The t-test result shows that the calculated value is greater than the table value and the t-value is 6.842 and it is significant at 0.05 level of significance and the proposed null hypothesis is rejected. Hence it can be inferred that there exists a significant difference between the girl students from various socio- economic strata and the educational problems encountered by them.

### 9.2 Hypothesis Verification

There exists no significant relationship in the achievement levels of the girl students and their socio – economic background.

**Table 2:** Correlation between socio- economic status and achievement levels (N=200)

| Dimension  | Achievement level |
|--|-------------------|
| Pearson correlation score for Socio-economic status of the respondents | 0.612*<br>0.000   |

\* Correlation significance(two- tailed) at 0.01 level

The correlation result shows that there exists a positive correlation with high degree of significance in between the factors of socio- economic status and the achievement levels of the girl students ( $R=0.612^*$ ) and the proposed null hypothesis is rejected. Hence it can be inferred that there exists a significant relationship in the achievement levels of the girl students and their socio– economic background.

The results from the present study corroborates with the earlier research findings made by Vineetha (2017) <sup>[6]</sup> in her studies on socio- economic background and problems faced by the girl children at high school level. The results further corroborates with the earlier research findings made by Ganguly (2015) <sup>[3]</sup> in his studies on scholastic achievement and socio- economic status. However, the results of this study contradicts to a certain extent with the earlier findings Sirin (2018) <sup>[5]</sup> and Rupadas (2017) <sup>[4]</sup>.

## 10. Conclusion

The results of the study illustrate that socio-economic conditions of girls have their own impact on the

achievement levels of girls' students. There is a difference between the financial status of high and low income groups and it automatically casts a different shadow on the financial performance of girl students especially at the high school level. Students in the high-income group will definitely have more exposure and a better environment around them. Students with a deep socio-economic status have better infrastructure and logistics support in terms of academic and excellence. In addition, parental literacy levels certainly have their own impact on students' performance standards. The success of girls in education is in line with their current economic and social conditions. It is a well-known fact and a proven fact that children with higher socio-economic status and intelligence at the average level will definitely succeed over children with lower economic status and higher level of intelligence because they do not respect their talents.

Thus the study concluded that there is a significant difference between girl students belonging to different socio-economic groups and the educational problems they face. The study found that there was an important relationship between the practice levels of girl students and their socio-economic background. The study finally concludes that socio-economic factors serve as important variables in determining academic success in girl students.

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