

CHAPTER I

Introduction

1.1.0 Background of the Study

The progress and prosperity of a nation depend upon its educational system. The progress of acquiring knowledge is referred to as education. It encourages a person's harmonious development. The overall enhancement of human beings is the core purpose of education. It indicates a kind of developmental process. Education helps to unfold the inborn qualities of children and develop their personality fully in respect of physical, mental, intellectual, emotional, aesthetic spiritual, etc. It endures through various stages throughout the course of evolution. Education helps people develop their abilities and potentials and prepares them to become successful members of society. Mahatma Gandhi describes education "as all-round drawing out of the best in the child and man body, mind and spirit". Swami Vivekananda defines education "as the manifestation of divine perfection, already existing in man". Socrates regards education "as the development of the universal elements, which is dormant in every individual". According to Plato, "Education is the capacity to feel pleasure and pain at the right moment". John Dewey maintains "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities" (Das, Goswami & Sarmah, 2008).

The course of accumulating life experience that encompasses an individual's entire lifespan is called education. Formal education has a beginning and an end with a well-defined aim and objective, duration and limit. But in reality, education is connected to the life itself. Every day we gain new experiences, modify ourselves, and solve problems in our lives. Education is considered as a lifelong process of aiming for excellence which begins at birth and continues throughout life. In a broader sense, education can be defined as the process by which an individual acquires knowledge, skills, and attitudes necessary to effectively cope with their environment. After birth, a baby acts as per his/her innate desires. Education facilitates the modification of behaviour. The need and desire for change originates in education. Throughout a person's entire life, they are constantly changing their behaviour. Education identifies

itself through this process of change. Education contributes to all the ongoing transformations in society and enables to understand the concept of right and wrong, what should be done and what not. Old customs, faiths and beliefs can be modified and progressive changes can be brought through education (Sarma & Das, 2011).

Educational development is necessary for a nation to grow and prosper. Education aims to foster and promote the fullest individual's self-realization. Today's world is highly competitive and challenging for every mankind. As a result, quality of performance is the key factor in personal growth. Every parent hopes and dreams for their children's best performances. In fact, the entire education system revolves around students' academic performance. Among the several criteria used to assess educational progress is academic achievement. Academic success is regarded as the primary criteria to measure one's potentialities and capabilities. "Academic achievement is essential for success in future life of the students in the highly competitive world. The level of a student's academic achievement is a powerful force that can show the right direction and future success in a student's life. Successful academic achievement allows a student to continue further education, which may eventually influence their chosen career. Academic achievement represents a performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university" (Das, 2018).

Crow and Crow (1969) define academic achievement as "the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him".

According to Hawes (1982), "Academic achievement is successful accomplishment or performance in particular subjects, areas or courses, usually by reasons of skill, hard work and interest; typically summarized in various types of grades, marks, scores or descriptive commentary" (Cited by Das, 2018).

The higher secondary education that students get is regarded as a nation-building education. It helps students to get ready for higher education. Quality of higher education promotes the educational quality of higher secondary level. Thus, the educational system revolves around the higher secondary education. An individual steps

towards higher education and pursue a career in different fields after finishing higher secondary. This phase is the most significant of an individual's academic career since it prepares them to successfully adapt to the surroundings of present complex society. Moreover, students at this educational stage are in their adolescence stage, which is a crucial time in human life. This stage is characterized by stress, self-doubt, abrupt mood swings and an identity crisis. Students at this stage are particularly aware of how their academic performance affects both their studies and careers. Thus, it is crucial to investigate how parenting styles and socio-economic position effect the students' achievement academically at higher secondary level.

1.2.0 Higher Secondary Education

In formal education, secondary education is a crucial phase that serves as an important link between primary and higher education. The Bengal Act of 1960 considers secondary education suitable for students who have completed primary education, encompassing general, technical, industrial, agricultural, and commercial education. Additionally, higher secondary education also means preparing pupils for college and university education. This education is offered to students in classes XI and XII, who are typically aged between 16 to 19 years. To offer education at the higher secondary level, institutions like junior colleges, colleges, senior secondary schools and higher secondary schools are established nationwide. The majority of the educational institutions in Assam are affiliated with state boards like the Assam Higher Secondary Education Council (AHSEC), and central boards like the Central Board of Secondary Education (CBSE), the Council for Indian School Certificate Examination (CISCE), or the National Institute of Open Schooling (NIOS) (Das, 2018).

1.3.0 The Development of Assam Higher Secondary Education

Assam's higher secondary education system has an extensive history. After the "Treaty of Yandaboo", the East India Company took control of Assam in 1826. Prior to British rule, there was no formal education system in India.

In Assam, secondary education started in 1835, initiated by Captain Jenkins who was the Commissioner of Assam at that time. Following the General Committee of Public

Instruction's suggestions, Captain Jenkins opened an English school in Gauhati. Previously called the "Guwahati Seminari", this institution is now the Cotton Collegiate School in Panbazar. Another high school, today called the "Sibsagar Government Higher Secondary School", was founded at Sibsagar in 1841.

The administrative reforms were implemented following the Government of India Act of 1919, which granted state governments autonomy in educational matters. This reform contributed to the expansion of secondary education in Assam. In pre-independence, Assam's secondary schools were categorised into three groups: Middle English schools, Middle Vernacular schools (class IV-VI), and High schools (class VII-X). Calcutta University administered the matriculation exam for these high schools as they were affiliated with the University.

After independence, Assam's secondary education witnessed significant advancement through various measures including administrative reforms, curriculum revision, change in evaluation, foundation of several schools, and the advent of computer-based learning. After years of agitation by the people, Gauhati University was founded in 1948. This resulted in the transfer of control over academic matters of the secondary stage to Gauhati University from Calcutta University. The Government of India appointed the Secondary Education Commission in 1952 to reform the education of secondary level. The commission recommended the introduction of an eleven-year course in Assam schools, upgrading them from 10 years high school pattern to 11 years higher secondary pattern. Also, some of the existing schools were converted to multipurpose schools. Following the Commission's suggestion, the Assam Secondary Education Act, 1961, was enacted by the Assam government that resulted in the establishment of the Assam Board of Secondary Education in 1962. Since then, the board has been responsible for controlling and reorganising Assam's secondary education (Das, 2018).

Following the Kothari Commission (1964-66) suggestions the Assam Board of Secondary Education, introduced the 10+2+3 education structure and adopted a new curriculum and syllabus beginning with the 1973-1974, academic year. Affiliated colleges of Gauhati University and Dibrugarh University began offering higher secondary courses of two years. In 1984, "The Assam Higher Secondary Education

Council’ was established following the Kothari Commission’s recommendations and it now oversees the higher secondary stage of education (Das, 2018).

1.4.0 Students Performance in Assam’s Higher Secondary Final Examination, 2011 to 2020

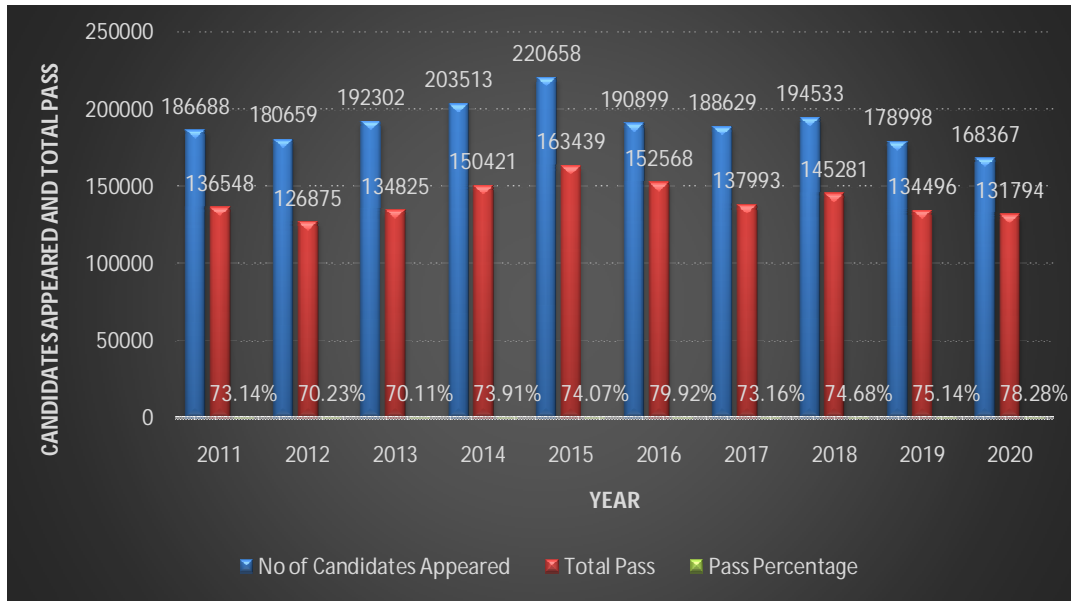
The Assam Higher Secondary Education Council (AHSEC) has been looking after the higher secondary stage educational matters. The board is also responsible for conducting the higher secondary level examinations. Table 1.1 and Table 1.2 display the results of the Higher Secondary Final Examination (Arts Stream) administered by AHSEC in Assam from 2011 to 2020.

Table 1.1, Data Showing the Number of Candidates Appeared, Total Pass and Pass Percentage in Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020 in Assam

Years	No of Candidates Appeared	Total Pass Candidates	Pass Percentage
2011	186688	136548	73.14%
2012	180659	126875	70.23%
2013	192302	134825	70.11%
2014	203513	150421	73.91%
2015	220658	163439	74.07%
2016	190899	152568	79.92%
2017	188629	137993	73.16%
2018	194533	145281	74.68%
2019	178998	134496	75.14%
2020	168367	131794	78.28%

(Source: AHSEC Result booklet from 2011 to 2020)

Figure 1.1, Diagram of the Number of Candidates Appeared, Total Pass and Pass Percentage in Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020 in Assam



(Source: AHSEC Result booklet from 2011 to 2020)

Table 1.1 and Figure 1.1 show the data on the total number of candidates who appeared and passed the higher secondary Arts stream final examination and the pass percentage, from 2011 to 2020. It is observed that 136548 candidates passed the examination in 2011, which decreased to 126875 candidates in 2012 and 134825 candidates in 2013. In 2014, 2015, and 2016, the total number of passed candidates increased to 150421, 163439 and 152568, respectively. However, in 2017, the number of passed candidates decreased to 137993. In the following years 2018, 2019, and 2020 the number of passed candidates increased to 145281, 134496, and 131794 respectively.

The data also reveals the percentage of candidates who passed from 2011 to 2020. The candidates pass rate was 73.14% in 2011, declining to 70.23% in 2012 and then to 70.11% in 2013. During the year 2014, the pass percentage increased to 73.91% followed by 74.07% in 2015 and 79.92% in 2016. In 2017, the Arts stream pass percentage declined to 73.16%. There was a gradual increase over the three consecutive years, 2018, 2019, and 2020 from 74.68% to 75.14% and then to 78.28%. Looking at

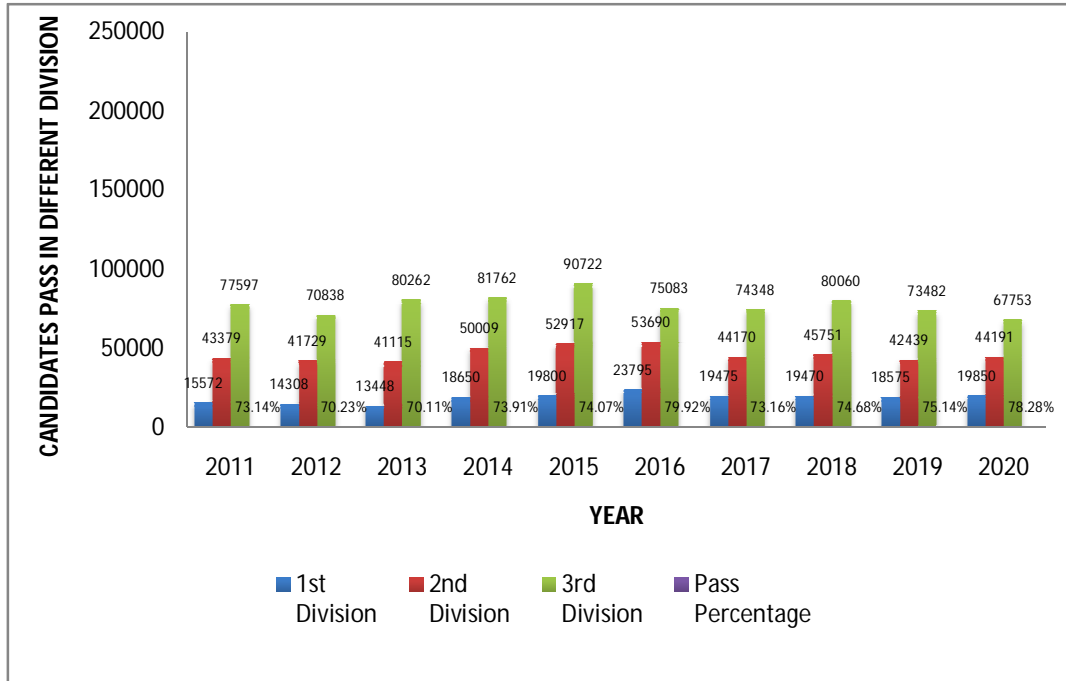
the overall picture of the pass percentages, from 2011 to 2020, the lowest pass percentage was 70.11% in 2013 and the highest was 79.92% in 2016 respectively. The data clearly show that the pass percentage has gradually increased every subsequent year. However, there is a slight fluctuation in the number of total candidates who appeared for the examination and the percentage of candidates who passed from the year 2016 to 2020.

Table 1.2, Data on the Numbers of Candidates Securing First, Second and Third Division and Total Marks Secured by First Rank Holders in the Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020 in Assam

Year	Candidates Passed in Division			Marks Secured by 1st Rank Holder
	1 st	2 nd	3 rd	
2011	15572	43379	77597	446
2012	14308	41729	70838	458
2013	13448	41115	80262	469
2014	18650	50009	81762	471
2015	19800	52917	90722	473
2016	23795	53690	75083	486
2017	19475	44170	74348	480
2018	19470	45751	80060	487
2019	18575	42439	73482	478
2020	19850	44191	67753	481

(Source: AHSEC Result booklet from 2011 to 2020)

Figure 1.2, Diagram Showing Numbers of Candidates Securing First, Second and Third Division and Total Marks Secured by First Rank Holder in Higher Secondary Final Examination (Arts Stream) under AHSEC from 2011 to 2020 in Assam



(Source: AHSEC Result booklet from 2011 to 2020)

The data from Table 1.2 and Figure 1.2 shows that the number of 1st division holders in 2011 was 15572, which decreased to 14308 in 2012 and then to 13448 in 2013. In 2014, the number of 1st division holders increased to 18650, then to 19800 in 2015, and eventually to 23795 in 2016. However, the number of 1st division holders declined to 19475 in 2017, 19470 in 2018 and 18575 in 2019. Besides, in 2020, the number of 1st division holders increased to 19850. The data from 2011 to 2020 reveals that the first-division holder candidates were highest in 2016. The preceding data show that the total number of candidates passing in the first division is very low. The data also reflect that higher numbers of students are passing in second and third division every year.

Furthermore, the data shows the marks secured by first-rank holders in the Arts stream from 2011 to 2020. The first-rank holder secured 446 out of 500 marks in 2011. In 2012, 2013, 2014, and 2015 the first-rank holders secured 458, 469, 471, and 473 marks

respectively. Subsequently, in 2016, 2017, and 2018, the first-rank holders secured 486, 480, and 487 marks. In 2019 and 2020, the first-rank holders secured 478 and 481 marks respectively. According to the data, in the last ten years, the first rank holder of the year, in 2018 received the highest marks among all the other rank holders between 2011 and 2020.

1.5.0 District-wise Pass Percentage of Students in Assam's Higher Secondary Final Examination from 2011 to 2020

The district-wise pass percentage of students in Assam's Higher Secondary Final Examination from 2011 to 2020 is shown in Table 1.3

Table 1.3, Distributions of District-wise Pass Percentage of Higher Secondary Final Examination under AHSEC from 2011 to 2020 (Arts Stream)

DISTRICT	Pass Percentage of Students									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
BAKSA	81.35	83.55	70.96	66.91	68.64	72.00	71.07	70.43	76.77	85.36
BARPETA	73.83	63.80	81.11	74.32	77.18	84.04	77.59	78.55	69.30	77.72
BISWANATH	NA	NA	NA	NA	NA	NA	NA	NA	80.91	84.19
BONGAIGAON	64.32	61.16	61.44	82.17	62.41	72.12	64.58	64.05	67.83	73.76
CACHAR	54.45	52.10	51.00	58.95	65.59	70.08	59.45	68.17	65.14	65.06
CHARAIDEO	NA	NA	NA	NA	NA	NA	NA	NA	68.28	72.00
CHIRANG	52.65	39.29	46.06	44.96	38.15	48.35	56.04	59.19	56.36	73.47
DARRANG	85.05	82.76	83.96	88.44	85.20	90.71	86.24	85.98	88.03	89.07
DHEMAJI	90.80	86.83	89.14	91.66	93.77	94.76	90.17	90.77	89.52	83.20
DHUBRI	77.21	65.83	71.60	74.18	78.36	80.71	63.54	74.62	59.64	58.39
DIBRUGARH	77.17	76.10	74.22	75.06	79.64	89.22	83.66	81.72	80.12	80.10
DIMA HASAO	57.18	46.58	54.73	59.20	65.74	79.94	56.83	70.16	67.48	81.29
GOALPARA	64.56	57.26	61.59	69.02	72.61	65.64	57.60	59.54	67.43	71.04
GOLAGHAT	73.84	69.91	61.95	69.41	59.34	80.29	70.75	70.54	76.82	75.65
HAILAKANDI	58.23	59.65	62.15	72.38	69.25	77.16	54.61	71.97	61.91	56.29
HOJAI	NA	NA	NA	NA	NA	NA	NA	NA	68.10	74.43
JORHAT	78.10	77.55	74.53	82.20	83.89	87.54	82.14	84.21	84.05	87.39
KAMRUP-METRO	75.27	75.49	75.34	77.09	77.09	81.01	75.17	69.91	70.25	76.16
KAMRUP-RURAL	NA	NA	NA	NA	NA	NA	NA	77.28	80.20	80.11
KARBI ANGLONG	59.86	48.71	47.32	53.80	56.80	67.56	50.49	56.39	60.81	68.94

Cont.

KARIMGANJ	60.40	60.02	64.02	69.52	69.20	75.56	75.72	78.04	80.46	80.07
KOKRAJHAR	67.57	64.03	65.67	65.49	64.92	68.81	57.65	63.72	66.25	75.59
LAKHIMPUR	85.49	82.23	84.12	87.71	88.08	92.58	85.00	85.42	87.15	87.60
MAJULI	NA	NA	NA	NA	NA	NA	NA	NA	86.97	84.96
MORIGAON	77.56	75.73	72.52	80.48	77.27	87.41	80.89	77.00	79.03	86.51
NAGAON	76.07	72.98	71.66	75.89	77.08	81.64	76.24	75.55	84.74	85.93
NALBARI	82.83	84.22	83.99	83.40	83.03	89.34	84.67	83.56	84.45	84.66
SIVASAGAR	75.04	75.08	71.85	76.22	78.68	85.75	79.72	80.14	84.32	88.66
SONITPUR	68.49	62.78	59.76	66.60	68.26	73.96	67.47	71.86	67.30	72.80
SOUTH SALMARA	NA	NA	NA	NA	NA	NA	NA	NA	82.44	83.73
TINSUKIA	67.23	67.02	62.15	69.39	70.86	82.26	79.42	74.34	74.24	78.72
UDALGURI	64.23	61.26	60.27	62.62	62.48	67.13	65.70	63.29	62.01	74.20
WEST K. ANGLONG	NA	NA	NA	NA	NA	NA	NA	NA	71.60	80.38

(Source: AHSEC Result booklet from 2011 to 2020)

Table 1.4, District-wise Distribution of Average Pass Percentage of Students in Higher Secondary Final Examination under AHSEC from 2011 to 2020 (Arts Stream)

DISTRICT	Average Pass Percentage
BAKSA	74.70%
BARPETA	75.74%
BISWANATH	NA
BONGAIGAON	67.38%
CACHAR	61%
CHARAIDEO	NA
CHIRANG	51.45%
DARRANG	86.54%
DHEMAJI	90.06%
DHUBRI	70.41%
DIBRUGARH	79.70%
DIMA HASAO	63.91%
GOALPARA	64.63%
GOLAGHAT	70.85%

Cont.

HAILAKANDI	64.36%
HOJAI	NA
JORHAT	82.16%
KAMRUP-METRO	75.28%
KAMRUP-RURAL	NA
KARBI ANGLING	57.07%
KARIMGANJ	71.30%
KOKRAJHAR	65.97%
LAKHIMPUR	86.54%
MAJULI	NA
MORIGAON	79.44%
NAGAON	77.78%
NALBARI	84.41%
SIVASAGAR	79.55%
SONITPUR	67.93%
SOUTH SALMARA	NA
TINSUKIA	72.56%
UDALGURI	64.32%
WEST K. ANGLONG	NA

(Source: AHSEC Result booklet from 2011 to 2020)

From Table 1.3 and Table 1.4, it is revealed that, from 2011 to 2020, about 35.68% of the students in average were unsuccessful in the higher secondary examination in Udalguri district. During the last ten years, students' rate of success in higher secondary final examination was 64.32% in average, which is less than the average rate of state as a whole (74.26%). Compared to other districts of Assam like Baska (74.70%), Barpeta (75.74%), Bongaigaon (67.38%), Darrang (86.54%), Dhemaji (90.06%), Dhubri (70.41%), Dibrugarh (79.70%), Golaghat (70.85%), Jorhat (82.16%), Kamrup Metro (75.28%), Karimganj (71.30%), Kokrajhar (65.97%), Lakhimpur (86.54%), Morigaon (79.44%), Nagaon (77.78%), Nalbari (84.41%), Sivasagar (79.55%), Sonitpur (67.93%) and Tinsukia (72.56%), the performance of Udalguri district is not remarkable during the last ten years (2011-2020). It has been observed that from 2011 to 2020, the

performance of Udalguri district in higher secondary final examination is not satisfactory as compared to other districts of Assam.

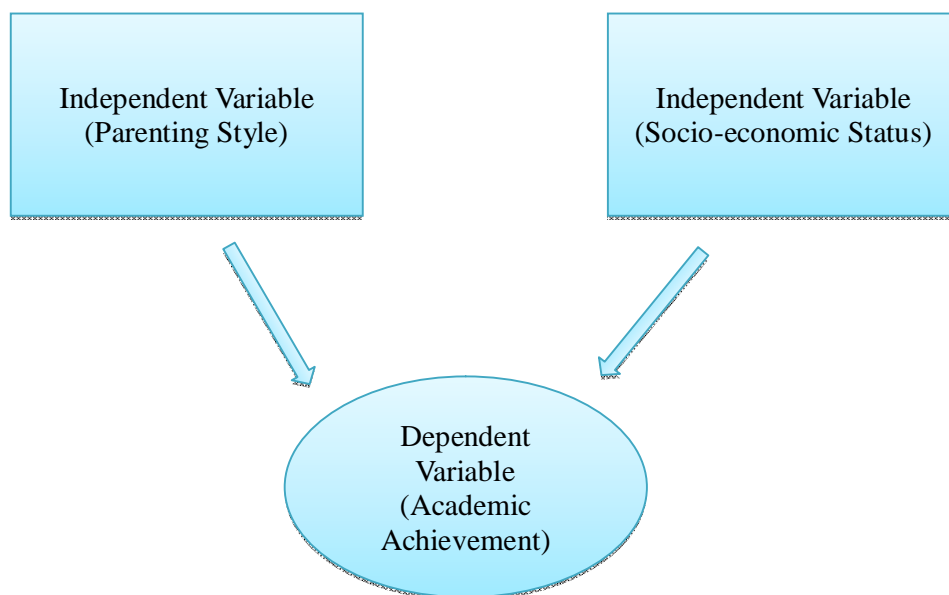
1.6.0 Variables considered in the Study

The elements or traits manipulated, regulated or observed by the researcher are called variables. The elements or traits manipulated or regulated by the researcher to understand their connection with the observed phenomenon are called independent variables. The elements or traits that appear, vanish, or alter as the researcher establish, eliminate or alter independent variables are called dependent variables (John W. Best, 2001).

The variables considered for the present study are-

1. Parenting Style- Independent variable
2. Socio-economic Status- Independent variable
3. Academic Achievement- Dependent variable

Figure 1.3 Diagram of the variables of the study



(Source: Designed by the Investigator)

1.7.0 Concept of Parenting Style

The academic achievement of students may be affected by various factors. Parenting style is one such factor determining the educational performance of the students. The very basic are the parents, who are the core unit of society and are directly connected to an individual. Parents play a highly influential role in children's academic achievement. Parenting involves guiding and shaping children's behaviour and growth to help them lead socially acceptable lives, adjust to their surroundings and pursue their aspirations. It is the socializing process in which parents pass on their cultural values, beliefs, traditions, norms and other behaviors that are socially and culturally valued to their children (Bradley & Caldwell, 1995).

According to Darling & Steinberg (1993), parenting style is a constellation of parents' attitudes and behaviours towards children and an emotional climate in which the parents' behaviours are expressed. Parenting style is a set or system of behaviours' describing the interaction and relationship between parents and children. Every parent has their own distinct way of raising and bonding with their children. It refers to the style adopted by parents to guide their children and control their behaviour. It is a regular pattern of attitudes and parental behaviour through how parents deal with, interact, guide and set limits for their children. Parenting style includes how parents react to and expect things from their children. Parenting style serves as a strong indicator that helps in predicting the well-being of children across a wide range of environments and across different communities of children. It also covers dimensions of social aptitude, academic performance, psychological development and problem behaviour (Gupta & Mehtani, 2017).

Baumrid (1991) has suggested that there are mainly four parenting styles and most parents' exhibit one of these parenting styles. The four styles of parenting include Autocratic, Democratic, Permissive and Uninvolved parenting styles. All of these parenting approaches have their own unique way of raising their children and has different influences on how their children grow up. The description of varied parenting styles is described below:

Autocratic/Authoritarian Parenting: Autocratic parenting, often known as authoritarian parenting, is a rigid method of dealing with children. This parenting style is characterized by severe, punitive, demanding, and excessively restricted behaviour. Parents expect their children to obey the rules and regulations established by them strictly. Punishment is generally imposed for failing to follow such rules. According to Baumrid (1991) these parents are obedient, status-oriented and they expect their children to be the same. Thus, authoritarian parenting produces obedient and skilled children, but they also rate lower on measures of happiness, self-worth and social competence.

Democratic/Authoritative Parenting: Democratic/Authoritative parents also establish certain norms and standards for their children. However, this style is more flexible and democratic than authoritarian parenting. Parents who are authoritative are receptive to their children and have an interest to address their queries. Democratic parents are more forgiving and nurturing than punishing when their children do not live up to their standards. According to Baumrid (1991) these parents keep close eye on the behaviour of their children and set clear norms. Instead of punitive measures these parents adopt supportive disciplinary approaches. They are assertive, and expect their children also to become assertive, socially responsible, self-regulated and cooperative. Thus, authoritative parenting is likely to produce joyful, capable and successful children.

Permissive Parenting: Permissive parents are very indulgent, non-restrictive and quite receptive to their children. Such parents are undemanding and hardly ever discipline their children. Generally these parents are very warm, nurturing, and connected with their children. They are often friendly with their children and believe that fulfilling the desires of their children is the best way to show them love. Children of permissive parents are allowed to make important decisions in their lives. This parenting leads to produce children who rate low in happiness, have low self-regulation, face problems with authority, and have poor academic performance.

Uninvolved Parenting: The uninvolved parenting style is characterized by lack of communication, less demands, and little receptiveness. Such parents minimize their communication and in intense situations, may even ignore their children needs and requirements. Uninvolved parenting rate lowest in all domains, and children who

experience this parenting are likely to become less capable, lack self-esteem and have less self-control.

Parents generally use one of the above mentioned styles of parenting. The parenting style adopted in the upbringing of children contributes a lot to the all-round progress i.e. physical, mental, social, emotional, moral, cognitive and cultural aspects of children.

1.7.1 Parenting Styles Effects on Children

The parenting styles effects on children's various developmental aspects are discussed as follows:

- **Physical health:** Parents play a vital part in the physical development of their children. Parents are responsible for ensuring the requirements and nourishment of their children at the right time. Children who do not get enough nourishment become easily tired and irritable. Physical development influences children's behaviour directly or indirectly. The eating habits and physical activity developed by children is influenced by parenting which have a long-term impact on children's health.
- **Mental health:** Mental health is vital to live a happy and healthy life. It is related to social, emotional, and psychological well-being. The type of parenting in which children are brought up affects their mental health.
- **Social development:** The foundations for social development are laid as the number of contacts young children have with their peers and other people increases with each passing year. Children who prefer to interact more with people rather than objects gain more social knowledge. Children often imitate their parent's social interactions like cooperation, relationship formation, conflict resolution, sympathy, empathy, etc.
- **Emotional development:** The bonding between parents and children plays a vital role in helping children manage their various emotional patterns. Parenting shapes the capacity of children to form relationships and provides the foundation for emotional regulation and resilience.
- **Moral development:** The primary bases for moral development are the parents. The style of parenting adopted by parents influences the moral and ethical

knowledge and development of children. Children develop a sense of right and wrong, good and bad through moral development. Parenting with love, warmth, discipline, control, sympathy and moral reasoning develops good moral behaviour among children.

- **Cognitive development:** Good parenting is essential for the proper cognitive development of children. Parents should provide a congenial environment at home for their children. Parents should provide facilities like educational play materials and toys, books and various play and learning activities for positive cognitive development and good academic performance.
- **Cultural development:** The cultural traditions, values, beliefs, customs and norms are passed down from one generation to the next generation through parents. Parents are the prime source in shaping the cultural identity of their children and providing them with cultural knowledge.

1.8.0 Concept of Socio-economic Status

Socio-economic status is a widely used variable for analyzing its relationship with academic achievement. The word socio-economic status comprises of two words social status and economic status. According to Lamare (2020), social status means a person's position in relation to other people in society. Society divides people into different social classes based on social structure, wealth, and family background. A person is social when he/she conforms to the society approved standards, manners, behaviour and lifestyle. A social person fulfils the criteria of social development and has a favourable attitude towards other people of the society. Economic status is the quantitative possessions of a person like money, income and other financial sources that are gained from work and ownership of property (Tiwari, 2014).

Socio-economic status is the social standing or class of an individual or group. It refers to an individual's or family's social and economic standing based on their level of education, income and occupation. It indicates hierarchy of social status a person holds in the society. The American Psychological Association (APA) stated that, "Socio-economic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and

occupation”. Socio-economic status can be divided into five categories. They are- **High socio-economic status, Above Average socio-economic status, Average socio-economic status, Below Average socio-economic status and Low socio-economic status.**

High socio-economic status: High socio-economic status describes families with significant social standing, wealth and prominence. These families have substantial income, savings, profits and earnings, along with numerous amenities, properties and services.

Above Average socio-economic status: It describes families who, while not as affluent as those in high socio-economic status, still have an adequate amount of money and enjoy a comfortable lifestyle with facilities, owned properties and goods.

Average socio-economic status: It refers to families who lead a modest lifestyle in terms of both social standing and economic means. This is because these families hold average jobs or occupations and earn a moderate income.

Below Average socio-economic status: It describes families who deviate somewhat from the average socio-economic status, as they consist of daily wage earners, labourers, small business owners and farmers.

Low socio-economic status: These are families with a low social standing who struggle to make ends meet. They may sometimes be unemployed or have a scarcity of food due to their poverty and inability to meet their basic needs.

Parent’s socio-economic status is a major factor that affects the academic achievement of students. Socio-economic status includes parents’ education, parents’ income, type of parents’ occupation, property, physical assets, social status of family, family environment, and living standards. The socio-economic status of a family has always been responsible for creating disparity among people in their educational attainment, level of occupation, and income level (Lamare, 2020). In today’s society, a person’s socio-economic status is often determined by his or her material possessions, achievements, and success. With the advancement of science, technology and educational progress low economic condition of the family seems to badly affect the

academic attainment of the students. The students of higher secondary level are very conscious about their family socio-economic status. When the socio-economic status is not according to their needs and demands, it will affect their academic achievement. Students from lower socio-economic status sometimes have lower and poorer academic achievement as compared to students of higher socio-economic status. As a result, socio-economic status opens the way for the progress of an individual. Individual's intelligence, attitudes, aptitudes, and even interests are formed based on socio-economic background.

1.8.1 Definitions of Socio-economic Status

According to Chandra (2014), “a family's socio-economic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's perception of the family”.

Saifi and Mehmood (2011) define, “socio-economic status as a combined measure of an individual or family's economic and social position relative to others based on income, education and occupation”.

Tiwari (2014) stated that “socio-economic status is the position that an individual or family occupies related to culture, possession, effective income, material possessions, and participation in group activities of the community. It is an indicative of both the social and economic level of an individual in a group. Social status is the position on a scale of social prestige. Economic status depends upon the income of the family. It can be divided into different categories as - high, medium and low”.

Bhat, Joshi and Wani (2016) stated, “socio-economic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status”.

1.8.2 Factors Affecting Socio-economic Status

There are various factors affecting the socio-economic status. A study carried out by Lamare (2020) on the influence of socio-economic status on academic interest and

academic achievement of secondary school students found that in measuring socio-economic status the following factors should be clearly understood. They are-

- **Income:** Income refers to earnings such as salaries, wages, and other forms of financial gain. This can also include pensions, interest, trusts, alimony, or any other form of financial support. Income may also come from monetary winnings, such as prizes from contests and lotteries where cash is awarded. Income is an important factor affecting the socio-economic status of a family. When income is high families can enjoy luxury and comfort and also gather wealth for their future generations. But families who have low incomes have to prioritize their earnings to fulfil their needs and requirements instead of saving them for future generations.
- **Education:** Education is an important source of income. Education helps a person to build his/her career, develop skills, and become valuable human resources. The higher the educational qualifications the better job opportunities and earnings a person gets leading to better socio-economic status. When the educational qualifications are less it affects the job opportunities and income sources of a person. Educational qualifications help a person to raise his/her social and economic status.
- **Occupation:** Occupation refers to a job or profession that one regularly engages in, typically one's primary source of income or means of making a living. Occupation is related to both income and education. The income of a person is dependent on the type of occupation a person holds and the occupational status is related to the educational qualifications. The occupational status of a family or a person also depicts the socio-economic position and social position. Higher occupational statuses better income and earnings leading to higher socio-economic position.
- **Property:** Property is a key aspect of socio-economic status encompassing both tangible and intangible assets. Tangible assets include of land, buildings, natural resources like crops and plants, and other physical objects. Intangible assets consist of rights that are not easily taken away by others, such as certificates, awards and degrees. Such tangible and intangible properties owned by a person also influence their socio-economic position.

- **Physical Assets:** Physical assets are tangible items that are visible and can be touched. They typically include equipment, inventory, furniture, machinery, vehicles, tools, gadgets and gold owned by a family. The various physical assets a person has also decide their socio-economic status in the society.
- **Social status:** Social status denotes an individual's place in society, indicating their standing or significance relative to others. It can be categorized into two types- achieved status and ascribed status. Achieved status is attained through personal accomplishments, while ascribed status is inherited at birth and is based on factors such as gender, race, age and family background. Social status is an important factor that decides the hierarchy of socio-economic position of a person.
- **Health status:** Health refers to the health wellness and illness of a person. A person's state of health and illness within a family can serve as an indicator of a child's future education.
- **Family size:** The family size plays an influencing role on socio-economic status. Family size refers to the total number of members in a particular family. Family can be of two types- joint family and nuclear family. A joint family is an extended family unit comprising three or more generations and their spouses residing together in one household. A nuclear family, on the other hand, consists of two married couples and their children living together. In a nuclear family, the number of children can vary. The family size and the number of wage earners within the family influence socio-economic conditions. If the number of family member's contributions is less especially in a joint family, then the bread earner has to spend a larger share of income on consumption affecting the socio-economic condition.

1.9.0 Concept of Academic Achievement

Academic achievement acts as a vital factor in education, the learning process and to achieve personal success in life. The test scores or marks assigned by teachers in different subjects are indicators of this achievement. Every parent or guardian as well as teacher wishes for a high level of academic achievement from their children and

students. Today's education system gives utmost priority to providing the best education to students through curricular and co-curricular activities.

Achievement is the success obtained by a person or group after completing a particular work. The success may be personal, group, or social. It is the accomplishment of a goal. Academic achievement is the success achieved by students in curricular activities. It is the outcome of the students by passing in class tests, completing class assignments, and getting good marks in various subjects in the examination. Academic achievement measures a student or a group of students' performance level in academic areas. It helps in guiding and directing a person towards his/her goal. According to Boro (2021) students who have high academic achievement also attain high social status. Good academic achievement helps students to improve their personality, and attain recognition by teachers, peers, and society. It helps them to feel more confident and positive about themselves.

In today's competitive world, education stresses on the significance of academic achievement besides many changes in its aims and practices. The qualitative grading of schools and teachers is generally done depending on how well their students have performed academically. Students' success in academic and non-academic fields is the primary determinant of any educational institutions excellence. Academic achievement is the end product of education- the extent to which a student, teacher or institutions has achieved their educational goals. Similarly, the behavioural changes of the students can be measured through academic achievement after the conclusion of any instruction. The degree of real accomplishment or proficiency one has achieved in an academic area is defined as academic achievement.

1.9.1 Definitions of Academic Achievement

Crow and Crow (1969) defined academic achievement as "the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him".

Goods (1973) have stated academic achievement as a “knowledge attained or skills developed in the school subject usually designated by test score or by mark assigned by teachers or by both”.

According to Hawes (1982) “academic achievement is a successful accomplishment or performance in a particular subject area or course usually by reasons of skills, hardwork, scores or descriptive commentary”.

The Dictionary of Education Carter (1959), “Academic Achievement is the knowledge attained or skills developed in the school subjects usually determined by test scores or marks assigned by the teacher or both”.

Dictionary of Psychology Chaplin, (1965) defined “Academic achievement as a specified level of attainment or proficiency in academic work as evaluated by the student by standardized test or by a combination of both”.

1.9.2 Factors Affecting Academic Achievement

Kapur (2018) and Boro (2021) observed that the following factors influence academic performance of students’ at the secondary level, also family and school adjustment serves as predictors of academic achievement.

- **Child personality:** A child’s personality has a significant impact on their academic success. The kind of personality a child develops to a great extent reflects on academic achievement. Children who have a positive and healthy personality achieve better success academically than children who have a negative personality with low self-esteem and low self-confidence.
- **Relationship between teacher and student:** To educate in a classroom, a teacher needs to establish a good rapport with their students. The teacher needs to be aware of students needs and accordingly create a congenial environment to meet their needs. The teacher must possess the necessary skills, knowledge and competence to handle the students using different strategies. Students’ academic success is facilitated by positive teacher-student relationship.
- **Teachers and students attitude towards each other:** Another aspect influencing students’ academic performance is the attitude that teachers and

students have towards one another. Teacher should have an unbiased attitude irrespective of students' gender and performance. A negative attitude from a teacher may make the students insecure who can achieve more but lack support and motivation from the teacher. The students' attitude towards their teacher also matters. Favourable attitudes are developed by students toward teachers who are friendly, understanding, supportive, and cooperative and motivate them. This leads to the progress of students' academic performance.

- **Resources in educational institutions:** Availability of resources to promote teaching and learning is vital for improving performance of students academically. By providing necessary resources like textbooks, learning materials, library and laboratory facilities, toilet facilities for boys and girls and drinking water facilities, students' performance can be enhanced.
- **Leadership aspects:** Leadership aspects like administration and management of educational institutions also influence academic achievement. Importance should be given to proper organization, planning, managerial functions, control, and direction. The leader should always think about the progress of the institution and students by making valuable decisions in consultation with teachers and other staff.
- **Qualities of the teachers:** Academic achievement is also influenced by the qualities of teacher as they are entrusted with the task of teaching the students. Therefore, teachers should be competent, professional, qualified, and approachable, have problem-solving capacity, have updated knowledge and know innovative strategies to deal with the students.
- **Environment in the classroom:** The classroom environment should be suitable for students to learn. A congenial classroom environment requires discipline, valuable communication, co-operation, understanding, and execution of traits of moral ethics and standards from both teachers and students. A healthy classroom environment enhances better teaching and learning which improves students' academic achievement.
- **Methods of teaching and learning:** Adopting proper teaching and learning methods for classroom teaching also influences the academic achievement.

Different methods of teaching and learning should be applied by teacher as required for the students.

- **Parents' role:** The roles and responsibilities of parents are vital in supporting their children to achieve academically. The parents must see whether their children are studying or not if they are having problems in their studies, whether they are attaining their classes or not. Parents should always communicate with their children, discuss their problems and try to provide them with security, courage, and motivation.
- **Social circle:** Educational institutions not only provide knowledge on different subjects but also provide scope for developing social qualities. Social qualities help students to make social adjustments and be a part of social circle. This further helps students to participate in group activities, share and solve academic problems, participate in leisure activities, improve communication and relation with their classmates, and share their happiness and sorrow, pleasure and disappointment. All these influence students in their performance and affect their academic achievement.
- **Health and psychological factors:** The health and psychological conditions of the students also affect their academic achievement. Healthy diet and nutrition help students to maintain good health and participate in various classroom and co-curricular activities. Stress, anxiety, depression, fear, and tension can badly affect students learning and performance in the classroom.
- **Guidance and counselling services:** Guidance and counselling services should be available in every educational institution. In today's competitive society, students face lots of pressure academically to build their careers. Some students are unable to handle such pressures and go into depression and many other problems. Therefore, guidance and counselling are very necessary for today's students to cope with the various challenges and to guide them in their academic performance.
- **Hearing and visual impairments:** Students suffering from hearing and visual impairments face problems in learning. Hearing impairment causes problems like difficulty in listening to the explanations and instructions given by the teacher. Visual impairment creates difficulty in looking at the blackboard and

textbooks. If the problems are severe it hinders the students' academic achievement if they do not get the necessary facilities for learning.

- **Motivation:** Motivation is very essential for giving good academic performance. Parents and teachers should continuously keep motivating the students to work hard and give their best. Parents and teachers should try to find out the various learning problems and difficulties of the students and encourage them.
- **Time management:** Proper time management helps a person to achieve success in life. Time management is necessary for attaining academic achievement as well. Students who wisely manage their time in studies, co-curricular activities, and personal work perform better academically than students who are not able to manage their time.
- **Home environment:** A child's personality and other developmental aspects are greatly influenced by their home environment. A healthy home environment provides opportunities for children to progress in life and achieve better academic success.
- **Socio-economic condition:** Academic achievement is also influenced by the socio-economic status of the family. Family having good socio-economic conditions can provide the required facilities to their children for studies than families with poor socio-economic conditions. Children belonging to a good socio-economic condition family give better performance in their studies than children from low socio-economic condition family.

1.10.0 Profile of Udalguri District

The district of Udalguri, also called Odalguri, is located in the Northeastern Indian state of Assam's Bodoland Territorial Area Districts (BTAD). The capital of the district is Udalguri. On February 10, 2003, the Bodo Liberation Tigers, the Government of Assam, and the Government of India signed a Tripartite Peace Agreement, which established the Udalguri district. Udalguri district was established as one of the four districts under the Bodoland Territorial Autonomous District (BTAD), an autonomous council that was established as a part of the settlement. It was officially inaugurated as a

district on June 14, 2004, after being designated as such on October 30, 2003, by Government Notification No. GAG (B)-137/2002/PT/117.

Demography: A total of 1852.16 square kilometres are within the district's jurisdiction. With 4, 23, 617 males and 4, 09, 152 females, the total population is 8, 32, 769. Rural populations are 7, 95, 191 and urban populations are 37,578. The population density is 497 people per square kilometre. In the Udalguri district, there are 973 females for every 1000 males (2011 Census Report).

Geography: Udalguri is situated around 345 feet above mean sea level (MSL) at latitudes 26°46' and 27°77' North and longitudes 92°08' and 95°15' East. The state capital is 140 kilometres away from the district headquarter. The district is bordered to the north by Arunachal Pradesh and Bhutan, to the south by Darrang district, to the east by Sonitpur district, and to the west by Baksa district.

Literacy rate: The district literacy rate is 65.41% (persons), 72.58% (male) and 58.05% (female).

Educational Blocks: The three educational blocks in the district are Mazbat Block, Khoirabari Block and Udalguri Block.

Administrative Division: The district of Udalguri is divided into two subdivisions, Udalguri and Bhergaon. Further, Harisinga, Udalguri, Khoirabari, Kalaigaon and Mazbat are its five revenue circles. There are eleven developmental blocks: Udalguri, Khoirabari, Bhergaon, Kalaigaon, Mazbat, Rowta, Bechimari, Pub-Mangaldai, Pachim-Mangaldai, Barchola and Dalgaon-Sialmari.

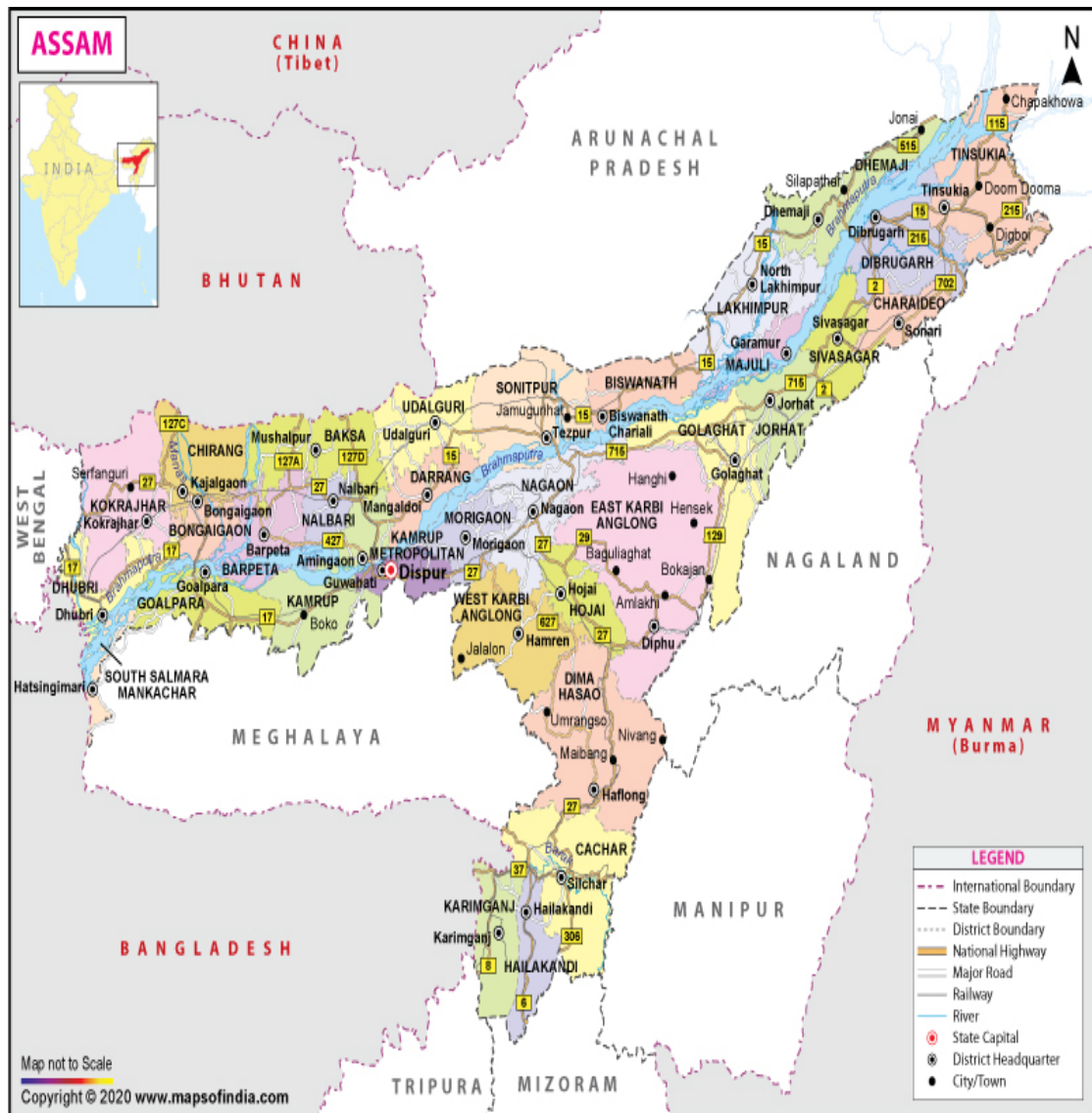
Major Towns: The major towns are Udalguri, Tangla, Rowta, Mazbat, Kalaigaon, Paneri, Khairabari and Bhergaon.

Religion: The largest religious group is the Hindus making up 612,425 which are 73.64% of the population. There are 110,215 (13.25%) Christians and 108,319 (12.66%) Muslims.

Languages: Census report 2011 shows that 26.90% of the population speaks Boro, 22.62% speaks Assamese, 19.43% speaks Bengali, 7.88% speaks Sadri, 5.60% speaks Nepali, 2.79% speaks Santali, 2.64% speaks Odia, 2.08% speaks Kurukh, 1.66% speaks Hindi, 1.57% speaks Mundari and 1.45% speaks Bhojpuri as their first language.

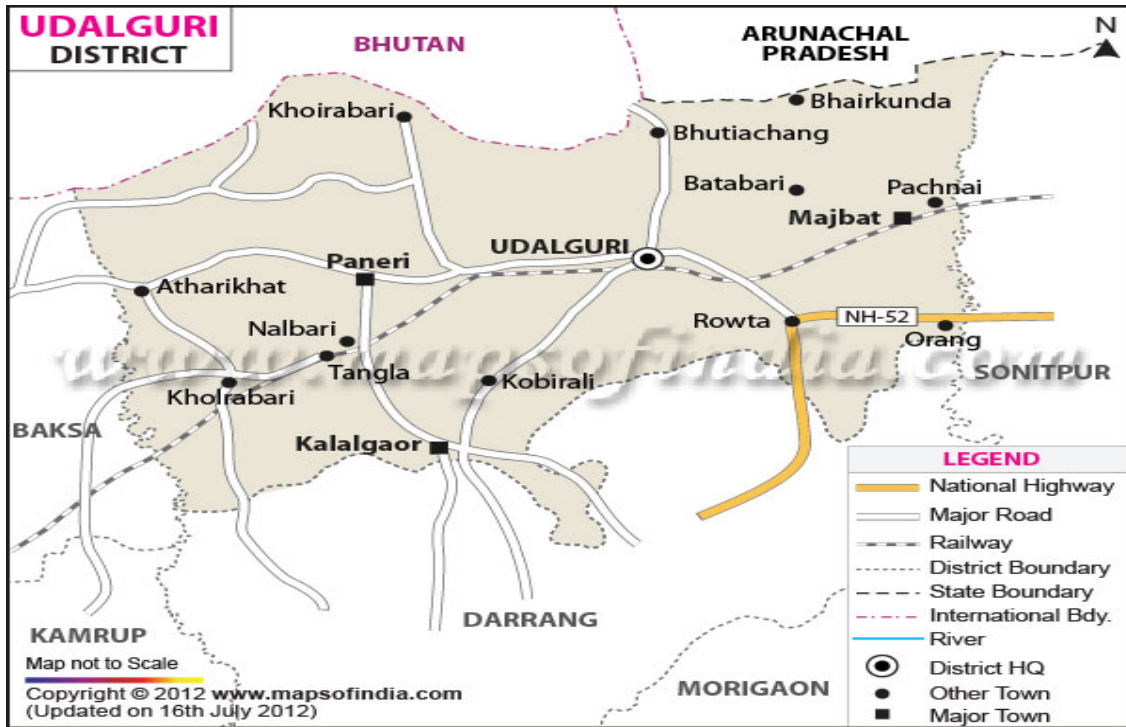
(Source: Official website of Udalguri district)

Figure 1.4 Map of Assam



(Source: <https://www.mapsofindia.com/maps/assam/>)

Figure 1.5 Map of Udalguri District



(Source: <https://www.mapsofindia.com/maps/assam/districts/udalguri>)

1.11.0 Statement of the Problem

Parenting style and socio-economic status are major factors in determining the academic achievement of students. Parenting style serves multiple purposes such as giving guidance and support, moral values, helping in the growth and development of children’s talents, and skills, familiarizing children with the rules and norms of the society and community from the perspective of parents. A positive parental value and parenting style encourages improved academic performance. Socio-economic status has also been associated with students’ academic success, cognitive development outcomes and opportunities. Students’ academic performance can sometimes be significantly impacted by parent’s low socio-economic level and poor parenting styles. Therefore, the problem under study is entitled as: *“Effect of Parenting Style and Socio-Economic Status on Academic Achievement of Higher Secondary Students in Udalguri District, Assam”*.

1.12.0 Need and Justification of the Study

One of the key indicators of educational progress is academic achievement. Students' academic performance is crucial in determining their future because they are the future of tomorrow. Good education prepares students for future careers, is linked to positive outcomes and is a main criterion to measure one's total potentialities and capabilities. Examinations are a crucial instrument for assessing students' academic performance. It makes it possible to evaluate the academic achievement of the students in the formal educational system. The higher secondary students' academic achievement in class XII board examination affects their future choices for higher studies and careers. Therefore, the higher secondary education stage is crucial as it prepares adolescent boys and girls for their future professions. In this regard, parental support and good socio-economic conditions are very essential for students to fulfill their dreams and to compete with the world. A number of factors influence academic achievement like attitude, classroom environment, role of parents, social circle, psychological and health-related factors, guidance and counseling services, etc. Among these, parenting style and socio-economic status are two important factors.

Parenting style is a determining and effective factor on students' academic success. Parenting style serves multiple purposes—moral and psychological training, identification, growth and development of children's talents, and skills, and familiarising with the rules and norms of the society from the perspective of parents. A positive parental value encourages self-direction and more cognitively stimulating home environments. Consequently, it is important to comprehend how various parenting styles relate to academic achievement.

The socio-economic background of parents is another element that influences academic success. Students attend junior colleges and higher secondary schools from different socio-economic backgrounds. Their socio-economic conditions significantly affect their studies and academic achievement. Devi (2015) found that students whose parents have low socio-economic status lack financial, social and educational support from their parents. It was also found that students from low socio-economic backgrounds face problems like lack of learning resources, learning difficulty, and poor motivation

affecting their academic performance negatively. Students who belong to high socio-economic conditions were found to do better academically than students from lower economic and caste backgrounds (Singh, 1977).

Higher secondary students in the Udalguri district have been found to perform lower academic performance in comparison to other districts of Assam. The present research is undertaken to focus on the achievement of students academically in relation to parenting style and socio-economic status. The poor performance of Udalguri district in higher secondary final examination is creating a hindrance in other aspects of development and also the overall educational scenario of the district appears to be poor. Besides, a review of related literature revealed that, so far, no research has been conducted on the effect of parenting styles and socio-economic status on academic achievement of students in Udalguri district. Thus, the researcher aimed to conduct a study by taking into consideration the effect of parenting styles and socio-economic status on the academic achievement of higher secondary students. The study is likely to find out how academic achievement is influenced by parenting styles and socio-economic status. The research outcomes are likely to develop the educational quality, help parents and teachers to guide the students, and help the educational policy makers, planners, and administrators to solve the educational problems of Udalguri district. The findings from the study are also likely to help in improving the academic achievement of higher secondary students in general and Udalguri district in particular. Therefore, the present study is necessary to be conducted.

1.13.0 Objectives of the Study

The present study intends to achieve the following objectives:

1. To examine the academic achievement of higher secondary students of Udalguri district (from 2011-2020).
2. To find out the parenting styles of parents of higher secondary students.
3. To determine the relationship between parenting styles and academic achievement of higher secondary students.
4. To find out the socio-economic status of parents of higher secondary students.

5. To determine the relationship between socio-economic status and academic achievement of higher secondary students.

1.14.0 Hypotheses of the Study

- **H₀₁** There is no significant relationship between parenting styles and academic achievement of higher secondary students.
- **H₀₂** There is no significant relationship between socio-economic status and academic achievement of higher secondary students.

1.15.0 Operational Definition of the Terms

The important terminologies used in the present study are given below:

Academic Achievement: The term “Academic Achievement” refers to the degree of success and proficiency achieved in specific areas concerning educational and academic work. It refers to the measure of knowledge gained in formal education usually indicated by test scores, grade points, averages and degrees. It implies the attainment of the scholarly aspect. In the study, the term “Academic Achievement” is used to explain the result of students obtained in their higher secondary final examination.

Parenting Styles: Parenting styles can be defined as a set or a system of behaviours’ that describes the parent and child interactions over a wide range of situations and creates an effective interactive atmosphere. In the study, the investigator has used the term “Parenting Styles” to describe the parental attitudes, the relationship and interactions between the higher secondary students and their parents.

Socio-economic Status: Socio-economic status is the economic and social condition of a person. It is a combined total measure of person’s work, experience and individuals or family’s economic and social situation related to others, based on earnings, education and employment. In the study the term “Socio-economic status” is used to describe the household income, status of family, education and occupation of the parents of higher secondary students.

Higher Secondary Students: Higher secondary students mean those students studying in classes XI and XII in various higher secondary institutes. In the study, it refers to students who passed the higher secondary final examination in the year, 2020 in Udalguri district.

1.16.0 Delimitation of the Study

The study is delimited on the following grounds:

1. The study is confined to Udalguri district only.
2. The study is confined only to students who passed the higher secondary final examination in the year, 2020 from AHSEC Board.
3. The study is delimited only to the Arts stream.