



SOCIOECONOMIC FACTORS AFFECTING URBAN UNDERPRIVILEGED, CHILDREN IN AVAILING EDUCATION: A CASE OF BAHADURGARH CITY

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Abstract

SSA 'Sarva Shiksha Abhiyan', is a programme to provide free & compulsory elementary education to children within the age group of 6 years to 14 years. Although after the inception of District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), tremendous work has been done in this direction. The number of dropout of school children's has also reduced. So we can now say that sufficient improvements have been done in the field of infrastructure development, deployment of trained teachers, providing free text books/workbooks, stationery, uniform etc., still we see that the dropout rates and the number of out of school children in some particular type of areas including urban slums, and habitations near industrial establishments. In India, urban areas are having better educational facilities as compared to rural areas but still enrolment rate in the rural areas is gradually improving yet number of schooling deprived children in urban localities is increasing alarmingly. Basically, those children who are beggars, rag pickers or living without the protection of adults, are hardly getting any type of education (Formal/Non-Formal). Because they are not able to afford high cost elite schools to get their children admitted.

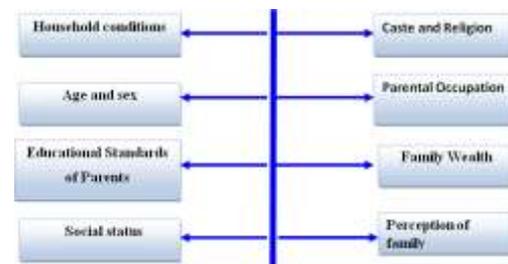
This research paper focuses on socio economic conditions that deprived the children's from the education particularly in urban area (Bahadurgarh City). As well as explained that how and up to what extent these socio economic factors are responsible for the lowering level of education of children age group 6 to 14 years.

Keywords: Urban deprived children (UDC), Education, Poverty, Insecurity

Introduction

As the children constitute principal assets of any country. Children's development is as important as the development of material resources and the best way to develop national human resources is to take care of children. India has the highest number of children in the world. The total population of India as recorded by Census 2011 is 1.2 Billion. Approximately 38.63% of the nation's population is children.

Socio economic conditions or parameters are responsible for the decreasing participation of children's in education. These socio economic conditions deprive children from education are:



This study is based on socio economic conditions of educationally deprived children's in urban areas that is Bahadurgarh City. The study is conducted in Bahadurgarh city various areas namely as Line Paar Shankar, Indira market on west Jua Drain, Near Peer Sayyad on Jhajjar Road, Opposite Devilal Park On Delhi Road, Kabir Basti Opp. Civil Hospital, Hanuman Mandir Najafgarh Road, Ranjit Colony, Sankol Village, Along With Drain 2.5 km stretch, Old Industrial Area. When the number of the UDC- BRW were ascertained, the number comes as high as 753. For the purpose of survey, only 124 children as well as their parents/guardians were contacted. Each of these children and their parents/guardians



were asked to answer the questions contained in the questionnaire and then the inferences were drawn on the basis of the percentage of responses.

As per government report in Bahadurgrah city total numbers of schools are 175. But dropout

rate of students are much higher as compared to other cities. So this paper finds out the main socio economic cause of students dropout rate.

Table-1. No. of Govt. Primary and Upper Primary Schools

Sr. No.	Block	Primary Schools	Middle School	High School	Sec. Sr. School	Total
1	Bahadurgarh	102	12	25	36	175
2	Beri	48	11	07	19	85
3	Jhajjar	95	11	13	26	145
4	Matanhail	49	11	04	21	85
5	Salhawas	44	12	04	15	75
	G. Total	338	57	53	117	565

Source: D.P.C. Office, Jhajjar.

Dropout rate : 100 – Retention Rate

Table-2 Dropout rate (Primary) 2015-2016

Sr. No.	Name of Block	Boys	Girls	Total
1.	Bahadurgarh	8.83	5.22	7.03
2.	Beri	6.25	4.12	5.15
3.	Jhajjar	7.80	5.10	6.42
4.	Matanheil	4.55	0.70	2.61
5.	Salhawas	5.05	2.85	3.92

Source: D.P.C. Office, Jhajjar.

Table- 3 Category wise count and percentage of children

Category of Child		Sex of Child		Total	
		Girl	Boy		
	Beggar	Count	16	26	42
		% of Total	12.9%	21.0%	33.9%
	Rag	Count	24	44	68
		% of Total	19.4%	35.5%	54.8%
	CWAP	Count	2	12	14
		% of Total	1.6%	9.7%	11.3%
Total	Count	42	82	124	
	% of Total	33.9%	66.1%	100.0%	



The table 3 exhibits the total number of children covered in the survey and category wise distribution. Out of total 124 children who do not go to schools, 33.9 percent found to be beggars, 54.8% are rag pickers and rest 11.3% falls in category of children without adult protection. A further investigation of data reveals that out of total children surveyed 66.1% found to boys and rest 33.9% are girls. This means boys are as much as twice of girls in count of underprivileged children the selected city. Category wise beggars constitute 33.9%, Rag-pickers 54.8% and CWAP 11.3%, this indicates rag- pickers are more than half of these children.

Review Of Literature

Various studies have been done in different parts of India to find out socio-economic condition of deprived children, including beggars and the children living in urban areas without the protection of adults.

- **National Institute of Advanced Studies (2002)** This study was based on the poor conditions of urban children's due to which they left deprived from education. The study concludes explained that in VAHANA NAGARA A slum city in Bangalore Registered a literacy level. The literacy level in urban area is decreasing. The reasons of decreasing education level were family status, illiteracy of parents, earning compulsions etc.
- **Yuko Tsujita (2009)** the study explained the education status of living in Delhi. Children for this study were selected of age group 5-14 year living in slum area of Delhi. It was found that the attendance ratio of these children's were too low in comparison to the children's living in non slum area. The major constraints behind this were perception of their parents about educational and financial conditions of their families.
- **Ahmand Kainuwa (2013):** The study focused on the effect of socio economic status and parents' education level on their children's education level. The study examines the role

of parents socio-economic status on their children's and suggested parents how to overcome personnel and economic challenges. The socio economic status includes family income, parental education level, parents occupation, social status in community such as contacts within the community, group association, community perception etc. it was observed that the family income is much important for children's educational level specially girl child.

- **Abhishek Kumar and Divya Kumari (2014)** the study examined the trends and pattern in inequality in under nutritional children's of age 3-14 year due to the socio economic conditions. Socio-economic predictors includes household wealth, mother education etc. it was explained that these socio economic conditions are responsible up to some extent. For childhood malnutrition in Urban India over the last two decades.
- **Dare Akerele (2015):** The purpose of this paper is to examine poverty situations among urban households in Ekiti State, Nigeria with emphasis on household socioeconomic characteristics and their associated influence on poverty. The study found that 41.0 percent of the households covered by the study were poor and would have to mobilize financial resources up to 45.0 percent of 1 US Dollar (N130) per day (for each household member) to be able to escape poverty. The incidence and depth were higher among female headed households with values 0.26 and 0.43, respectively. Dependency ratio, household assets and educational status of household head, among others, are socio-economic factors influencing the poverty.
- **B.G. Singh (2013):** Conducted a research on urban deprived children to know the factor influencing the drop out situation and to find out their family conditions, school environment etc. The study was conducted in Raipur, Chattisgarh. All the students learning in class I to VI were also selected to know the dropout factors. It was found that mainstreamed



dropout and school dropout also resulted that behind their dropout conditions their family environment were more responsible. Family environment includes income of the family, abusive nature of parents, and demotivation by parents.

• **Jean Christophe, Nyovani (2011)** Explained that there was a significant role of family income on the child growth in urban deprived cities and the effect of the same (family income) on child's development. It was also found that the parents income level was much responsible except the mothers parity, household size, child sex, locality etc.

• **Subhadarsani Swaina (2014):** Conducted a study to examine the socio economic conditions of family on child labour in Rourkela, Odisha. Study was conducted to know the socio economic conditions that compel children for child labour and also suggested to introduce some educational programs and necessary facilities that can reduce this problem. The most responsible factor for child labour was educational level of parents, poverty, homelessness, inadequate law.

• **Public Health Wale's Observatory (2010)** The study explained that social inequalities in child hood cause the poor health conditions, lack of education facilities and further economic conditions also. The study was conducted in south wale's valley in UK. The socio economic factors responsible for poor health conditions of children were income of the family, status of parent's education and living surroundings.

• **International journal of social economics (2012)** highlighted the role of households' socio economic factors towards achieving enduring poverty interventions especially among urban households in Nigeria. These factors among others have been identified by development practitioners in developing countries as a variable. This variable can be social status, income of family, surroundings and migration also.

• **Khandelwal Ashok, Raj Nikhil (1998):** The study was based on the child labour working in the sports goods industry, Jalandhar. The objective of the study was to know the incidents and working conditions of those child labours. The sample was of 1292 households engaged in the same work. 50 percent was drawn from nearby area. An establishment survey had conducted. Out of the sample size 40 percent were illiterates and 10 percent had matric passed. Around three fourth of families had five to fourteen years children working or school going. It was found that most of them were suffering from joint pain, backaches, almost 60 percent were health problem more in urban area in comparison to rural area.

Objective:

- To ascertain the population of urban deprived children (UDC) in urban limits of Bahadurgarh City.
- To find out the reasons abstaining UDC going to join schools.

Hypotheses

To achieve the objectives of the study following hypotheses are formulated regarding responses of children belonging to the three categories i.e. Beggars, Rag-pickers, Children without adult protection:

H₀₁ There is no significant difference in opinion of the three categories of children regarding poverty as a reason abstaining from education.

H₀₂ There is no significant difference in opinion of the three categories of children regarding insecurity as a reason abstaining from education.

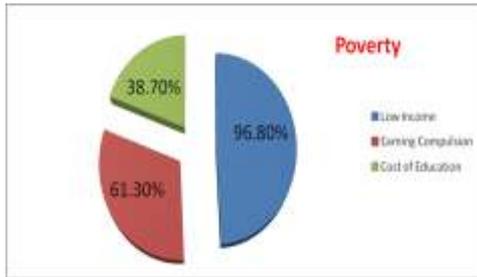
Research Design

Socio-economic factors affecting urban deprived children in availing education

When reasons of not attending the school by these children were explored, the major reasons behind were revealed as:



Poverty



- **Earning Compulsion:** The main reason of not going to school is earned money for their families whatever they earn they spent on their essential needs like food cloth shelter etc. Though families' poor financial conditions force them to earn money instead of going school.

- **Direct and Indirect Costs of Education:** Most of studies on "poverty-education linkage" have identified direct and indirect costs of schooling as important factors for school attendance and dropout. As to the direct cost, household poverty restrains parents from sending their children to school as they are not able to cover expenses of stationeries books, school uniform and transportation. The indirect costs of schooling include the forgoing child labour inputs for household's

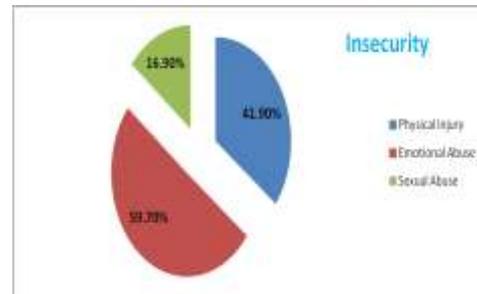
- The present study has also revealed that out of 105 poor families 38 respondents (36%) said that they cannot bear the allied costs of education even if education is free.

- **Low Family Income:** No doubt that due to low family income these children's cannot go to school. There is a strong relationship between family income and school success of these children's

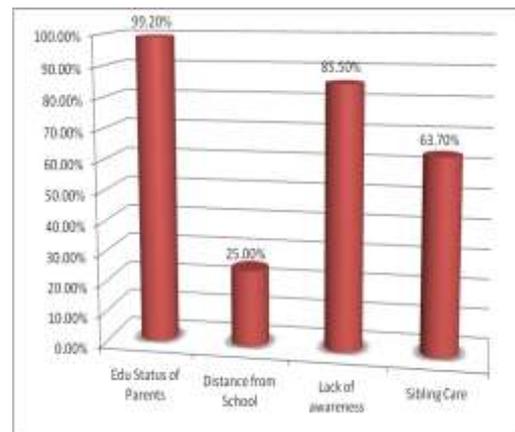
Insecurity: During the study it has been observed that these low income groups are not left their children alone at their home specially girl child. They kept their children with them always even at their work place more ever some of the parents prefer to take them along due to the security concerns hence we can say that one of the reason of these drop out

children's or not going to school is security concerns in this area

- Physical Injury
- Emotional Abuse
- Sexual Abuse



Other Reasons



- **Distance from School:** During this study, found that the main reason of dropout/not going to school is distance from school. Most of the respondents feel it unsafe to send their child to far off schools without some escort/transport facility. To afford transport facilities they need more money to spend.

- **Lack of Knowledge:** Most of the families in this study belong to weaker section and they are unaware altogether of provisions or RTE Act. They do not know that they have the right to send their children to school under 25% quotas and up to 8th class without any cost. They make the reason non availability of



money for not going their children's to school even the government assured so many times awareness programs but nothing has been done so far.

• **Educational Status of Parents/Guardians:** No doubt that the educational status of parents has a great effect on the schooling of their child. If the parents are not literate they will not provide a positive guide lines to their child.

• **Sibling Care/Household work:** It has also been discussed & accepted in the CABE Committee Report on Girl's Education & Common School System (held in June 2005,

at Committee Room, 1st Floor, Zakir Hussain Block, NCERT, New Delhi) that involvement of girls in household work & sibling care is a factor responsible for the low enrolment and high dropout rates of girls in elementary education.

• In many studies it has been observed that the %age of girls not attending any formal school due only to their engagement in taking care of the younger children at home.

These obstacles can be enlisted which restricts the urban poor children from getting mainstreamed for education:-Table-4

Poverty	
Low Income	Highly potent reason
Earning Compulsion	Moderately potent factor / Out come of the 1 st factor
Cost of Education	Moderately potent factor / Out come of the 1 st factor
Insecurity	
Physical Injury	Moderately Potent factor
Emotional abuse	Moderately Potent factor
Sexual abuse	Highly Potent factor
Other Reasons	
Educational Status of parents	Highly Potent Factor
Distance from School	Less Potent Factor
Lack Of awareness	Moderate to High
Sibling Care	Moderate to High

The above list tabulated the factors which are responsible for keeping the urban children away from the mainstream education, as per the potentiality of the various factors on the basis of the percentage of the responses recorded during the survey. The study has revealed that the Poverty is the root cause of all other factors that affect the chances of urban poor children from getting enrolled in the schools.



Hypotheses Testing

Table-5

ANOVA

			Sum of Squares	Df	Mean Square	F	Sig.	
Poverty- Low Income	Between Groups	(Combined)	.195	2	.098	3.213	.044	
		Linear Term	Unweighted	.149	1	.149	4.899	.029
			Weighted	.073	1	.073	2.400	.124
			Deviation	.122	1	.122	4.025	.047
	Within Groups		3.676	121	.030			
Total		3.871	123					
Poverty- Earning Compulsion	Between Groups	(Combined)	5.172	2	2.586	12.905	.000	
		Linear Term	Unweighted	3.720	1	3.720	18.565	.000
			Weighted	5.050	1	5.050	25.200	.000
			Deviation	.122	1	.122	.610	.436
	Within Groups		24.247	121	.200			
Total		29.419	123					
Poverty- Cost of Education	Between Groups	(Combined)	.164	2	.082	.339	.713	
		Linear Term	Unweighted	.149	1	.149	.615	.434
			Weighted	.094	1	.094	.389	.534
			Deviation	.070	1	.070	.288	.592



	Within Groups			29.256	121	.242		
	Total			29.419	123			
In-Security- Physical Injury	Between Groups	(Combined)		.350	2	.175	.709	.494
		Linear Term	Unweighted	.149	1	.149	.603	.439
			Weighted	.032	1	.032	.129	.720
			Deviation	.318	1	.318	1.289	.259
		Within Groups			29.844	121	.247	
	Total			30.194	123			
In-Security- Emotional Abuse	Between Groups	(Combined)		1.421	2	.710	3.024	.052
		Linear Term	Unweighted	1.339	1	1.339	5.702	.018
			Weighted	1.384	1	1.384	5.891	.017
			Deviation	.037	1	.037	.158	.692
		Within Groups			28.418	121	.235	
	Total			29.839	123			
In-Security- Sexual Abuse	Between Groups	(Combined)		.367	2	.183	1.298	.277
		Linear Term	Unweighted	.292	1	.292	2.067	.153
			Weighted	.365	1	.365	2.586	.110
			Deviation	.002	1	.002	.011	.917
		Within Groups						



Within Groups	17.077	121	.141		
Total	17.444	123			

Table-6 Multiple Comparisons (Post- Hoc Test) Scheffe

Dependent Variable	(I) Category of Chiles	(J) Category of Chiles	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Poverty- Low Income	Beggar	Rag	-.00910	.03421	.965	-.0939	.0757
		CWAP	.11905	.05379	.091	-.0143	.2524
	Rag	Beggar	.00910	.03421	.965	-.0757	.0939
		CWAP	.12815*	.05115	.047	.0014	.2549
	CWAP	Beggar	-.11905	.05379	.091	-.2524	.0143
		Rag	-.12815*	.05115	.047	-.2549	-.0014
Poverty- Earning Compulsion	Beggar	Rag	.36625*	.08785	.000	.1485	.5840
		CWAP	.59524*	.13815	.000	.2529	.9376
	Rag	Beggar	-.36625*	.08785	.000	-.5840	-.1485
		CWAP	.22899	.13138	.223	-.0966	.5546
	CWAP	Beggar	-.59524*	.13815	.000	-.9376	-.2529



In-Security- Sexual Abuse	Beggar	Rag	.09104	.07373	.469	-.0917	.2738
		CWAP	.16667	.11594	.359	-.1207	.4540
	Rag	Beggar	-.09104	.07373	.469	-.2738	.0917
		CWAP	.07563	.11026	.791	-.1976	.3489
	CWAP	Beggar	-.16667	.11594	.359	-.4540	.1207
		Rag	-.07563	.11026	.791	-.3489	.1976

*. The mean difference is significant at the 0.05 level.

H₀₁ There is no significant difference in opinion of the three categories of children regarding poverty as a reason abstaining from education.

Poverty as factor is constituted by three reasons which are as follows:

1. Low income
2. Earning compulsion
3. Cost of difference

Result of ANOVA in Table No. 4.16 depicts *p* value as 0.044 which indicate that children of the selected categories have significantly different opinion regarding low income as a reason of restricting them to join school. Further, when Post- Hoc test of variance was applied on data it was found that opinion of rag-pickers are significantly different in beggars, rag-pickers and CWAP regarding this reason and hence the null hypothesis is rejected in this case.

Regarding cost of education *p* value comes out as 0.713 which confirms that the opinion of children of different categories is same. Here the null hypothesis is proved to be true and found that there is no significant difference in opinion of underprivileged children regarding cost of education as reason abstaining them from education.

H₀₂ There is no significant difference in opinion of the three categories of children regarding insecurity as a reason abstaining from education.

Here also insecurity is constituted by types as under:

1. Physical injury
2. Emotional abuse
3. Sexual abuse

Only emotional abuse is found to be close to be significant level with *p* value of 0.052 where as physical injury and sexual abuse is found to be non- significant level with *p* value of 0.494 and 0.277. Therefore it can be said that there is no significant difference in the opinion of children regarding insecurity as a reason of not enrolling to schools and hence the null hypotheses is accepted.

Suggestions & Recommendations

- The first requirement is to improve understanding of the scale and nature of urban poverty and exclusion affecting children. This will entail not only sound statistical work – a hallmark of which must be greater disaggregation of urban data – but also solid research and evaluation of interventions intended to advance the rights of children to



survival, health, development, sanitation, education and protection in urban areas.

- Second, development solutions must identify and remove the barriers to inclusion that prevent marginalized children and families from using services, expose them to violence and exploitation, and bar them from taking part in decision-making. Among other necessary actions, births must be registered, legal status conferred and housing tenure made secure.
- Third, a sharp focus on the particular needs and priorities of children must be maintained in urban planning, infrastructure development, service delivery and broader efforts to reduce poverty and disparity. The international Child-Friendly Cities Initiative provides an example of the type of consideration that must be given children in every facet of urban governance.
- Fourth, policy and practice must promote partnership between the urban poor and government at all its levels. Urban initiatives that foster such participation – and in particular those that involve children and young people – report better results not only for
- Clearly, children's rights cannot be fulfilled and protected unless governments, donors and international organizations look behind the broad averages of development statistics and address the urban poverty and inequality that characterize the lives of so many children.

Conclusions

The study reveals that poverty (resulting from low family income) is the root cause of the educational deprivation of the urban deprived children. Be it any category such the Beggars, Rag Pickers and the children without adult protection, the poverty and the educational status of the parents are the two main reasons. Beside these two the other reasons like insecurity, lack of awareness and sibling care etc also prove as obstacle in the way of getting educated. Distance from school and private cost of education, though have been reported to be the reasons, but these hardly decide

whether or not the child will go to school if other major obstacles are not there.

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