



## **Socio Economic and Cultural Factors Impacting NE Martyr Family High School Children and Academic Achievement**

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### **ABSTRACT :**

*Socio economic status (SES) focuses on the orientation of the self with the society and the family identity expressed in terms of education, income level, family size in research context. The role of culture pertaining to the home environment, martyr family environment and their relationship with external entities, like school environment casts an impact on the children. In this research, northeast (NE) martyr family high school children taking part in a survey across seven states of India, associates the degree of culture impacting the children and their academic achievement. Results showed high degree of association of self-orientation in school children from martyr family in NE to relate SES deprivation to be linked to family identity, linking their parental style of upbringing in home environment to use education as a vehicle for achievement. This orientation towards internal to external socialisation process has linked their expectations and academic achievement with their family identity, psychological resilience to fulfil their goals through headwork.*

**Keywords:** SES, cultural factors, school children, academic achievement, martyr family

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### **I. Introduction:**

The North East part of India comprises of cities and smaller towns that helps the population settled to carry on their lifestyles. However, the human geography perspective this region has been linked to the perception of socio-economic issues and the northeast cultural factors the shapes the wellbeing and the life process of the families. The past literature has attempted to understand the different challenges honest wife people from the rest of India find themselves to view the quality of life the socio-economic status and the difference in the culture factors when they visit how is exposed to North East lifestyle. It is important to understand the territorial demarcations of North East that impacts the quality of life going



process for the children, in cultural and social economic perspectives. The objective of this research, therefore is to understand and explore the underlying socioeconomic status and cultural factors that impact the students hailing from the family of North- East army martyrs in India. The significance of the study is related to the family life process and concepts of culture as an integral part in raising the children, the status in the society, the infrastructure availability in northeast the Social Security and amenities shaping the environment of the cities in North East. The focus of the research study is also on the deprived families where the martyrs in Indian army forms a very small population and the variety of socio economic, cultural factors and hardships they face to deal with challenges of life.

## II. Literature review:

### **SES (social economic status):**

The academic literature shows social economic status as a measure of the individuals work experience and the family's economic access to procure resources and attain social position when compared to others [21]. Singh et al. [29] defined socioeconomic status to be linked to the income factor the size of the family education that's defines the status for the life process in the society. Tiwari et al. [33] reported that across global cultures education has been emphasised right after food, shelter and safety, as it is linked to the employability factor for the family survival in society. The society also comprises of people who have different occupation that defines their social status which can ideally link their position, as low medium or rich/affluent class. The income refers to the salary or wages earned for the effort rendered in our organization or a business that helps the family to sustain expenditure. SES is multi-faceted and is also relative concept, as it indicates the family ability to save for future and engage in expenditure for consumption [25]. The second factor which is education plays a key role in obtaining schooling and college degrees in order to acquire skill in order to apply for a job. Daraei&Mohajery [5] stated that the general tendency is to get a job which is let's risk send that off starting off entrepreneurship or family business. The status factor is linked to both of this and it's mostly external to the family concept where it is used as a classification for census lower SES household, middle SES household or higher SES household, that is linked to the ability to spend [18]. Occupation is the ways of income after the attainment of education and



typically off coefficient status reflects being employed or in business. Wealth is the accumulated assets by the individual or the families that measures their status in the society against the emergencies or economic shocks [3]. It is also the outcome of a result of income and in society the differential ability to earn, which leads to wealth gap in the society and different classes of families [13].

### **Cultural factor:**

The families live in society where culture is an umbrella, that defines the setting of the families within their societal behaviours, norms, irrespective their position in the human society [7]. Stanhope [31] defined culture as a result of the knowledge belief and the societal laws, practiced as customs which is expression through art and habits, that defines the identity of the people in society. Therefore, the culture differentiates the human beings due to the differences in the learning process and their norms of socialization in the society. Sudha et al. [32] defined it as a conformance to set up rules', traditions and customs, that pertains to the society while the concept of monoculture has gradually given way to multiculturalism that has several practices, groups and subgroups within the society with different dimensions of culture. Mittal & Hardy [20] stated the change in the society is the revolution, that has transformed the society, towards a different direction also changes the structure and cultural elements. Uberoi [34] referred that the people who practice certain culture or likely to oppose the change in the cultural practices from the outside world factors like war competition or political impact leads to change in the dynamics of culture fabric. The culture within the family pertains to the parental upbringing of the children, while the societal culture guides the individuals our families to behave in certain manner, speak the language and dress up to represent the norms of the societal group [11]. Culture is also related to the attribute of individual growth in the life which has been nurture in terms of arts science education that contributes to a different dimension of the individuals and its acceptance in the society [22]. Jaiswal & Choudhuri [14] stated that the family culture to avoid neighbourhood influence and accept the school influence which is a noise for the students' progress in academic world it's related to how the parenting culture disable to control and deficiency in output.

### **Children and parent relationship:**



As a part of the family process, the family comprises of children and their parents to modern father who raises a child or children teaching them the family process of disciplining practices, self-control and learning habits [19]. Academic literature has focused on how the parent child relationship focuses in terms of the home environment, aligning morals, values internally to cope with that of the school environment [1]. Radhakrishnan [24] argued that this brings about a different orientation internalisation of values, leading to externalisation all across low income and high-income households, emphasizing the parenting style to education guidance and involvement. The typical parental interaction for any parent for infant to child journey starts with the iterative parenting style, which leads to learning and coping with the life skills. However, over a period of time the parental style for raising children focussing education as core activity for children. In a modern society, parents have become more permissive that allows free speech, psychological growth of the child with open mind without any inhibitions for child response to stimulus [28]. The linkage of high SES or low SES families shows differences in the parental interaction with child. It shows, there is a social hierarchy of the type of personality and interaction which is defined and governed by their income or working-class level in society [17]. Khanna et al. [16] argued that the relationship between the perceived parental involvement impact on the child psychology define their relationship, as to how the children self-evaluates themselves in their society and interact with others. This also impacts as to how the parents are able to fulfil demands of the child, through home-based family culture [10]. There are different types of behaviour, in the family life, which leads to stressful situations related to health income, family behaviour patterns impacting their relationship with the neighbourhood [6]. The typical goal for the parents is to make the child to learn virtues through transference of life skills along with school based formal education to find employability. It is a part of the civilization growing process that the child learns in the home environment [23]. The relationship between the parents and the child defines the home environment and hence is a critical factor for the upbringing style, the belief system, morals, values, shaping the emotional and mental health of the child at home [15]. Therefore, the role of the parents is to understand how strong parenting style is a predictor for the child's achievement in their respective life, primarily in pursuing academic courses in school and colleges, which is related to the socio-economic status of the family in society [4].



### **Academic achievement:**

The term academic achievement in the literature review show refers to the extent a student has been there for short- and long-term goals in the field of education, irrespective of the external influence from the society (parents, tutors, school teacher, educational organisation) ( et al. 2011). It is measure in terms of learning process in the classroom and continuous assessment by the student performs and evaluated on parameters to check the status of the knowledge acquired through class lectures [30]. Dev (2016) the predominant studies in psychology leads to the individual differences in the students which is linked with academic performance that defines the capability to learning memory retention inquisitiveness decision making skill problem solving skill which constitutes the intellectual engagement of the student to the academic tasks. This is important as the level of intelligence [27], shapes through multiple factors, home environment, parental gene, society, preferences,neighbourhood, approach towards lifestyle and most importantly the school environment. The focus on helping the children to increase their capability and performance learning environmentfalls back on the education in formalised educational institutions [9]. Bhowmik [4] argued that individual motivation is linked to intrinsic motivation and career goals,that help the students to understand success as a concept, linking achievement to academic performance while Fernandes[8] argued that self-efficacyis the best predictor of academic success. Gupta &Mili [12]stated that it is the capability and self-evaluation of the child which defines and refers to the ability factor, is the best predictor for academic success. In the societal context, it is concept of self-control has been important due to multitude of stimulus or noise in the society. The role of parental influence management influencing the family socialisation, child behaviour against theneighbourhood influence impacts the progress of academic discipline, that shapes their goalvisualization in academic perspective.

### **III. Context of Research:**

The students from the martyr family in North East part of India are typically affected by the educational stakeholders in the school environment like the teachers(class teachers and subject teachers) student counsellor in the school, school administrator; who directly or indirectly impacts the student. In the home environment, the parent's role depends upon the



culture, and North East is considered, as matrilineal society, hence the influence of mother on child education and upbringing impacts the most.

#### IV. Research Methods:

The total sample in this research comprised of high school students from martyr families in North Eastern states of India (Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Tripura) is 147. They are of both genders (male and female students), studying in high school boards in India (CICSE, CBSE, State Boards) and are self-volunteers for this research. The procedure comprised of distribution of the survey question instrument with demographic, contextual questions. The research questions used the variables -**SES (social economic status), cultural factor, children and parent relationship, academic achievement**. The pilot questionnaire with the variables was tested using SPSS software for Cronbach Alpha coefficient ( $\alpha$ ) which showed (0.799) that confirms the Sekaram and Bougie (2010) findings for good reliability test result =(07.0-0.80).

#### V. Data Analysis:

The research computed the SES that is embedded in the research objective in order to link culture as a factor towards contributing to academic achievement. The rating scale used (Likert scale) showed that North East NE martyr school student used SES to represent their communities, were the aspect individual self in home environment, individual in the social environment has been linked to personal achievement in life.

Table-1: Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	79	53.7	53.7	53.7
Male	68	46.3	46.3	100.0
Total	147	100.0	100.0	

The SES and culture as a goodness fit is linked to academic achievement for the NE martyr family school students by gender (male, female). The words confident showed how the students of NE used to link their personal goals that has academic achievement linked to it. Confirmatory factor analysis was used to understand the degree the NE school students placed



importance on self-identification to home environment culture against the other orientation of school culture in society. In the results, it is evident SES is positively predicting the outcomes of family upbringing, home environment, NE

Table-2: SES

SES	N		Mean	Median	Mode
	Valid	Missing			
I am conscious of the educational status and occupation	138	9	4.14	4.00	4
I am aware about income level in the family, self-esteem driving life goals	138	9	3.92	4.00	4
I am conscious about the residence status in neighbourhood for social support	138	9	3.91	4.00	4
I am aware about wealth, living standard and family safety	138	9	3.74	4.00	4

Culture, with self-orientation, and p-value indicates interaction of SES and self-consciousness to  $\beta=0.189$ ,  $t(2782)$ ,  $p<.001$  which when moderated by culture factors  $\beta=0.119$ ,  $t(2778)$ ,  $p<.001$ .

Table-3: Culture Factor

Culture Factor	N		Mean	Median	Mode
	Valid	Missing			
I follow North East family culture and education driven culture	138	9	3.19	4.00	4
I know the cultural for work, home and social relationships	138	9	3.39	4.00	4
I know the culture to balance work vs stress in daily life	138	9	3.88	4.00	4
As a family we are wary about expressions before other culture members	138	9	3.96	3.50	4

The degree of self-orientation of understanding about the SES dimensions in NE martyr family is the primary predictor as regression analysis showed positive relationship. There are  $\beta=0.199$ ,  $t(2794)$ ,  $p<.001$  which is education linked to self-orientation of NE culture that is impacting the relationship. The  $\beta=0.191$ ,  $t(2799)$ ,  $p<.001$  shows in education and subjective SES as a factor that is driving their self-identity, identity of martyr family to be linked to formation of SES at cognitive level.



The response show that NE martyr family students’self-awareness, and application of parental upbringing causing positive association, through their interaction with society (neighbours, friends, school). It has been linked to their individual self-identity with the family, the martyr family identity in NE society and how they use education as a platform to achieve more in life.

Table-4: Academic achievement

Academic achievement	N		Mean	Median	Mode
	Valid	Missing			
I use education to achieve goals in life, career and job	138	9	4.93	4.00	5
I am confident about my family cultural values for winning school/class awards as best student	138	9	4.24	4.00	4
I am sure educational accomplishments and learnedness would help me to shine	138	9	4.04	4.00	4
I am confident that my study habits, interests, skills, motivation would help me to gain status in society	138	9	4.18	4.00	4
I consider parenting and home culture impacting my academic achievement positively	138	9	3.71	4.00	4

## VI. Discussion:

The confidence in the martyr school students show that their home environment, parental upbringing with single parent playing a greater role to shape their goals in life. This is linked to NE culture, their internal family values that shape their external actions in society, to achieve higher academic grade using learning continuum. The magnitude of association is linking the culture and social class (NE martyr family children) that uses success in education backed up by strong self orientation and awareness. The findings show deprived childhood due to martyr family status, trying to associate their social status with education, linking the accomplishments in life. The focus is on the NE family culture and parental styles in the home environment that impacts the high SES understanding, and creating confidence in the formal Indian educational system to create responsibilities.

## VII. Findings:

The individual level self awareness and orientation about family, SES, culture of NE, is driven by values that is evident from parental style and adherence in social norms. The school



students emphasized on the family values that links home environment, single parenting style in martyr family in NE. Their self orientation of personal values, cultural values related to NE and external world has created awareness about martyr family culture differences with others in society. It has led to creation of self motivation to excel in life, a feeling of responsibility that is now expressed as confidence in their academic goal achievement. It is evident the martyr family school children are able to identify socio-economic class, parental income, status in society as martyr family. They have used education in SES to be associated with their family (internal home environment culture) and express with the external world (school environment) . There is association of how self-oriented socialisation links internal culture and external culture, linking their life tasks that are academic goals. This research proves that culture plays a key role in shaping individual moral values, relationship with family members and outside world that is associated with their orientation or perception about the research indicators. The findings show socialisation is an inevitable process for culture to be focal point in the context of SES expression. It is found to be a reinforcer for NE martyr family values that helps their home environment to differentiate the psychological schema of student mind. This has been linked to high and low SES in the past academic research but not for single parent martyr families raising their children. In this research, it is evident that the NE martyr family strong sense of self orientation has helped to fit their own independent views about SES, the martyr family fit in the NE society, and the responsibility towards life, career and family resolved through educational achievement. Their confidence in academic achievement has helped to link outcomes of achievement in school grades to be linked to SES dimensions. This association has a larger implication in shaping the NE martyr family culture and psychological process in their home environment and parenting style all of which showed strong association.

### **VIII. Conclusion:**

This is a future research scope, and much broader implications as self-awareness and esteem to linked to family identity and hard work in academic achievement reflect as an outcome. Culture is found to link the activities in home environment and parental style, to impact the NE martyr family school children to use study habits, learning style, skill level to be affected positively. In order to link academic achievement goals in life these children linked



deprived SES to be controlled by education as a medium to express their academic achievement.

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