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Impact Of Socio-Economic Background Of ITI Students On Their Performance In Punjab

Anjali Pathak

Assistant Professor, Economics, Baba Balraj Panjab University Constituent College, Balachaur.

Abstract

In the study, the researcher intended to examine the impact of Socio-economic Background of Industrial Training Institute (ITI) students on their performance in Punjab. The primary data were collected from the government ITIs providing vocational education courses in Punjab and students. The investigator used a five stage stratified random sampling technique to select the sample unit. The researcher analysed the data by applying Logistic Regression with the help of IBM SPSS 20.0. The findings of the study showed that performance of a student is positively related to its qualification and its parents' income.

Keywords: Impact, performance, socio-economic background, industrial training institutes, vocational education, logistic regression

JEL Codes: I21, I25, J24

Introduction:

To make people wise and sensible, education is the most important weapon to bring changes in the society. Education is the major equipment to make the people of a country skilled and civilized. Without educated citizen, no country can make development in Science and Technology which are the key vital for the progress of a nation. The whole process of education is focused on academic performance. Academic performance of a student is very much influenced by various factors like Socio-economic Status of the parents, gender, age, school and many more. It has great influence upon academic success of the students. The term Socio-economic Background is the combination of social background and economic background of an individual or family on the basis of income, education and occupation, etc. in relation to others in a society (Islam and Khan, 2017).

In general, educational outcomes have been shown to be influenced by family background in many different and complex ways. For example, the socio-economic status of families has been constantly found to be an essential variable in explaining changes in student performance. Socio-economic background may affect learning consequences in several ways: Like, parents with higher socio-economic status are able to provide their children with necessary financial support and home resources for individual learning (Schulz, 2005). It is the most important responsible variable for the academic achievement of students. It is most commonly determined by combining parents' educational level, occupational status and income level (Jeynes 2002). One's family background has also been found to influence student test scores. Low SES leads to family problems and disturbed home environment and as a result the academic performance of the child. The students of upper SES showed better achievement than the students of lower SES group (Chandra and Azimuddin, 2013).

Structure of Industrial Training Institutes

For the requirement of industries and service sectors, there is need to develop skilled personnel. The vocational training system of India offers training through public Industrial Training Institutes (ITIs) as well as private Industrial Training Centres (ITCs). Enrolment-wise, the ITIs are much larger, while most private ITCs offer only a few trades. Therefore, in some states, the number of public ITIs is in dozens while the number of private ITCs is in hundreds. Until recently, the numbers of private ITCs had been increasing very rapidly but reached saturation very soon and their numbers are now declining. The Government of India has made a significant investment in skills development of young people through setting up the ITIs.

Starting from 54 ITIs in 1953, the number of functioning ITIs has gone up to 4,274 (1,654 in the government sector and the remaining 2,620 in the private sector). The seating capacity has progressively risen from 10,000 to 6, 28,000 at present. In spite of the available infrastructure and facilities, skill development and training in the country is highly inadequate. Every year 5.5 million students pass out of Class X, of which 3.3 million go to Class XI, leaving 2.2 million out of the education stream. There are, besides, those who drop out after Class VIII, who number 19 million. These are the people who look for vocational training and self-employment opportunities. Therefore, attention has to be paid to this 21 million-target group. As against this, available formal training capacity of the country is only 2.3 million students, which leaves a gap of 18.7 million. The ITI system needs to be revamped to fill up this gap (GOI, 2007). The largest share of jobs in India is perhaps from unorganized sectors. It was decided to develop the skills for small sectors as small enterprises have been the forerunner in generating employment. In the beginning there were only some traditional industrial trades like fitter, machinist, welder etc. in which training was provided. But with the rise of service sector, trades like hospital management, retail management etc. were added later for training (Kashyap, 2016).

Industrial Training in Punjab: The Industrial Training Wing of Department of Technical Education and Industrial Training has been assigned with the responsibility of imparting vocational training in engineering and non-engineering trades under craftsman training scheme to provide the need of the industry in respect of skilled workers. All the Industrial Training Institutes work under Craftsman Training Scheme of Government of India, Director - General Employment & Training under the directions of National Council for Vocational Training which is the apex body at Government of India level for managing development of Vocational Training in the country. Similar to the National Council for Vocational Training at Central level, State Council for Vocational Training the State level is responsible for coordinating an integrated development of Vocational Training.

The Department of Technical Education and Industrial Training, Punjab is creating technicians under the Craftsmen Training Scheme. These technicians are the pillar of the industries and play an energetic role in the industrial progress. With the changing need of the industry, there is greatest need of the up gradation of skill of the craftsmen. To achieve this goal, the Department has launched many programs of strengthening, modernization and expansion of the system. The aim of skill development in the state is to support and help in achieving rapid and inclusive growth through enhancing individuals employability and ability to adapt to changing technologies and labour market demands, improving productivity and living standards of the people, strengthening competitiveness of the state and attracting investment in skill development.[1]

OBJECTIVES

1. to know the socio-economic background of ITI students in Punjab.
2. to know the determinants affecting the performance of ITI students in Punjab.

RESEARCH METHODOLOGY

The primary data were collected from the government industrial training institutes providing vocational education courses in Punjab and students studying in these sampled institutes. A five stage stratified random sampling technique was adopted to select the sample unit. For the sampling of ITIs, Cochran's formula based on coefficient of variation was used. Out of 111 ITIs, 20 institutes were selected on the basis of number of students with 15 per cent result variation (Cochran, 1963). For sampling of students, out of 21000 students of ITIs, a sample of 400 students was selected on the basis of Slovin's formula for calculating sample size with 5 per cent margin of error (Stephanie, 2003).

Further, all government (public sector) ITIs in Punjab were stratified at 20 stratums. From each stratum, ITIs were chosen on the basis of proportion probability sampling. From each stratum, ITI with maximum student intake was selected and 20 districts of Punjab were covered in it. No repetition of district was considered in sampling. Out of 20 ITIs, 10 were women ITIs and 10 were co-ed ITIs. 12 Urban and 8 rural ITIs were selected proportionately. Further, from the selected institutes, students were selected by applying proportion probability sampling technique. From each ITI, students with that trade were selected which have maximum student intake. Thus 20 trades were taken with no repetition in any other ITI. There were 20 selected ITIs of Punjab.

Table 1: Number of Sampled Students from Each ITI with Specific Trades

S. No.	Name of ITI	Sampled Students	Selected Trade
1	Sarhali	23	Tractor mechanic
2	Sunam	44	Carpenter
3	Anandpur Sahib	16	Teacher training
4	Kheowali	11	Information and Communication Technology System Maintenance
5	Talwara	26	Refrigeration and AC
6	Sirhind	5	Sewing technology
7	Jandiala Guru	7	Fashion design technology
8	Manuke	16	Welder
9	Mohali	20	Secretarial practice (English)
10	Nawanshehar	14	Electrician
11	Patiala	78	Fitter
12	Moga	12	Basic cosmetology
13	Budhlada	26	Wireman
14	Phagwara	19	Draftsman civil
15	Phillaur	3	Computer Operator and Programming Assistant
16	Ferozepur	14	Dress making
17	Faridkot	28	Motor mechanic

18	Rampura phul	9	Surface Ornamentation Techniques Embroidery
19	Barnala	10	Electronic mechanic
20	Batala	19	Diesel mechanic
	Total	**400**	

Source: Department of Technical Education and Industrial Training, Punjab[1]

Socio-Economic Background of Students

Regarding the social profile of the ITI students, majority belonged to Sikh religion followed by Hindu from general castes. So far as the qualification of the student is concerned, majority are 12th pass outs with very low levels of qualification of parents. It is very important to know that majority of the students are with no land holdings households, business premises and shop. An analysis of occupation division of sampled students' households makes it clear that large chunk of fathers of students belong to labour class. In case of income of fathers' of students, it is clear that 84.77 per cent fathers of sampled students are getting income less than 20000 rupees per month which is quite less.

Impact of Socio-Economic Background on Performance of Students

The impact of socio-economic background on the performance of students has been estimated through the method of Binary Logistic Regression.

Variables Identification

The dependent variable of this study is "performance" which has two binary outcomes if a students' performance is good, it is coded as 1 and if a students' performance is bad, it is coded as 0. The predictor variables consider: sex, qualification of student and income of parents. There is a need to test some hypothesis regarding the relationship between qualification and parents' income and performance of the students. Performance was measured on the basis of scores of internal exams in which marks above 60 per cent was considered as good performance and marks below 60 per cent was considered as bad performance.

Alternative Hypotheses:

H1: Performance of a student is positively related to its qualification.

H2: Performance of a student is positively related to its parents' income.

The null hypotheses in this case would be that student's performance is not related to the qualification and income of parents.

In this model, we have three predictors: Sex, Qualification and parents' income. In the column under Significance we can see that qualification and income of parents is significant at 0.01 level. The finding of the study revealed a significant relationship between socio economic background and academic performance. Academic performance is positively related to socio economic background.

Table 2: Logistic Regression Analysis

	B	Exp (B)	Sig.
Sex	-.242	.785	.504
Qualification	5.368	213.560	.000
Parents' Income	.115	1.122	.000

Nagelkerke R Square	0.544
Cox and Snell R^2	0.368
-2 Log Lkelihood	268.348
No. of Observations	400
Chi-Square	183.704

Hindrances that affects academic performance of students are i) poor infrastructure ii) lack of theory classes iii) inadequate supply of raw material and iv) delayed stipend.

CONCLUSION

To sum up, an analysis of sampled students makes it obvious that the students who entered into industrial training institutes are from the relatively middle class of society. Their families are found to be low placed in the society in terms of the educational, social and economic parameters and come from the labour class. Majority of the students got admission in the general category. Interestingly, a greater majority of the students had passed plus two examinations from government schools. The educational level of the parents (fathers and mothers) of students was quite low. It is analysed that male students dominate in ITIs. Female students prefer non-engineering trades while male students prefer engineering trades. Sikh religion is the dominant religion when comparison is done. Students from rural areas are more enrolled in the ITIs. ITIs are also regarded as a path for students who have no other choice. At times this results in the enrolment of students who are not serious about their course. Further, the results also show that qualification of student and income of their parents are highly influential factors in the performance of a student.

Note:

1. http://dtepunjab.gov.in/

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