RELATIVE CONTRIBUTIONS OF PLANNED BEHAVIOUR AND SOCIAL CAPITAL ON EDUCATIONAL CONTINUATION DECISIONS OF DISADVANTAGED STUDENTS

By

SREEKALA EDANNUR

Assistant Professor, School of Education, Pondicherry University, India.

ABSTRACT

The present study is conducted to understand the relative contributions of planned behavior and social capital on educational continuation decisions of VIII standard students belonging to backward class in India. Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC) are the three social groups dealt as backward classes in this study. A socioeconomic and educational status schedule was used to collect the data on the social background of students. The social background factors considered in this study are community, father's education and occupation, and Mother's education and occupation. The planned behaviour of the students were assessed using a scale. Social capital scale was used to assess the social capital possessed by the students. The educational continuation decisions, the dependent variable is assessed with a question of whether they will continue to higher secondary level of education. The answer had to be binary, either yes or no. Data were collected from 498 backward class students of VIII students studying in government schools of Puducherry in India. The results showed that the planned behavior of students predicted their educational continuation decisions. Social capital (family, network, and school) was not a predictor. It is a good sign that social capital factors do not seem influencing the educational continuation decisions of students. Helping students to possess social capital is a complex process and there are limitations for teachers and policymakers to focus on these aspects. Specific recommendations are spelt based on the results of the study. Interestingly since social capital and other social background variables are not found the determinants of decisions, it would be wiser to focus on the planned behaviour components. It would be practical and easier to train the students in possessing better and favourable attitudes towards continuing their education.

Keywords: Planned Behavior, Educational Continuation Decisions, Social Capital.

INTRODUCTION

Contributions of well-grounded researches on various areas of schooling processes and concerted efforts of educationists and activists have led into changes in the educational continuations and performance and as result mobility among the backward class community of India. The lack in right levels of motivation, attitude to one's own behaviour, aspiration levels, and family support mostly contributes towards their struggle. Socio economic and cultural inertia and lack of what Pierre Bourdieu calls social capital, a capital handed over through generations also probably contribute to the almost standstill development of backward class students in Indian society. A vast majority of disadvantaged students still stay out of education. In long term, sustainable progress of the country, however, requires that more support is given to the empowerment of this section by educating them. This is not only a laudable goal but also a human right. This country now at a stage of developing fast cannot afford to compromise on the development of potential of a vast majority of its people.

It is a well-known fact that socio economic background of students influence their accessing higher education and

their chances are high when they possess a privileged background in terms of their economic, social, and educational background. Class differences play crucial role in getting access to each stage of educational courses (Halsey et al., 1980). The role of education in contributing to the wellbeing of individual and society has been widely accepted. It is observable that educated people make more money which helps in improving their socio-economic conditions in the society which has a major impact on educational attainment, school performance, and educational continuation decisions of younger generation. It will also pave the way to socio economic mobility. Accessing and continuing education till the final goal is achieved is of paramount importance for getting proper benefits. It is observable in society that there is a tendency of discontinuing education by some students who perform better than other students who continue education. By this phenomenon, there is a huge loss of human resource and potentialities. It has to be utilized effectively for the wellbeing of individual and society.

Identification and nurturing of favourable beliefs and evaluation of education continuation which function as motivational factors irrespective their socio economic or any other background factors, to some extent, can work as a solution for this problem. It sheds light into the necessity of a type of investigation which emphasis on such personal beliefs and self-efficacy. It is well known that apart from these factors, some specific personal beliefs and attitudes play a major role in determining one's intention to perform or not perform the behavior. Because in some cases, some students are highly motivated and aspiring irrespective of their socio-economic status, parents' education, and so on. It does not always happen and easily possible to change the aforementioned factors for creating a positive attitude toward higher education. Identification and enrichment of such beliefs and attitudes which create a positive intention toward higher education will be helpful for effective early interventions programmes. The motive of this paper is to understand the factors that contribute to the education continuation decisions empirically.

1. The Theory of Planned Behaviour (TPB)

According to this theory, prediction of an individual's Intentions to perform various kinds of behaviors can successfully be done by identifying and analysing the three conceptually independent determinants of intention. They are:

- Attitudes Toward the Behavior,
- Subjective Norms,
- Perceived Behavioral Control.

This theory is known as the Theory of Planned Behaviour which was developed by Ajzen (1988).

2. Intention

Intention refers to the cognitive representation of one's readiness to perform a given behaviour, and it is commonly considered as the immediate antecedent of the actual performance or target behaviour. The determining factor for the target behaviour is the amount of intention of an individual whether or not to exert that particular behaviour (Fishbein and Ajzen, 1975).

3. Social Capital

Bourdieu (1986) described social capital as the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition-or in other words, to membership in a group which provides each of its members with the backing of the collectively-owned capital, a "credential" which entitles them to credit, in the various senses of the word. Research on social capital is most frequently based on Coleman's (1988) or Bourdieu's (1986) theories of capital, which are related to different paradigms of social theory: whereas Coleman's approach has its roots in structural functionalism, Bourdieu's approach contains elements of conflict theory. A number of authors, starting with Bourdieu, attempt to explain and prove that, when connected with the education of individuals, the activity of social capital facilitates social reproduction (Rogosic and Baranovic, 2016). Coleman's explanation of social capital is based on the theory of rational action. Each actor has control over certain resources and interests in certain resources and events, then social capital constitutes a particular kind of resource available to an actor (Coleman, 1988).

3.1 Family Social Capital

Many studies have now concluded that the size and quality

of a child's immediate social network- principally their family- has a significant impact on the child's educational achievement (Halpern, 2005). In the early years of a child's development, attentive and responsive adults, draw the child into the social world, reinforcing and echoing the child's own interactions- what psychologists call meshing- capturing the child's interest and helping it direct its own attention (Shaffer, 2005). The capital that the child can draw from attentive parents are the key channel using which the child learns to become an independent and effective learner.

3.2 Networks Social Capital

In a small but detailed study of young at- risk parents, Furstenberg and Hughes (1995) found that the educational attainment of the child was significantly predicted by measures of the mother's social capital, not just the child – parent interactions themselves. Children did better when the mother had better social networks. This means that the networks individuals are able to maintain contributes to their educational attainments. Then networks with neighbours, friends, relatives, and other social institutions may help individuals to arrive at major decisions in their lives. Parental social networks are usually comprised of family members and extended families that form a strong kinship network (Smrekar, 1996).

4. Methodology

4.1 Sample

Data were collected from 498 VIII standard students of Puducherry Government Schools. Multi Stage Cluster Sampling Technique was used for sampling. Every single section of eighth class in the Puducherry Government Schools is considered as a single cluster. Fourteen Government schools were randomly selected using stratified random sampling technique in the first stage of the sampling and in the second stage, one among the different sections of eighth class of the selected schools has been randomly included in the study.

4.2 Research Design

Based on the formulated objectives, this study is a combination of survey and unstructured interviews. The socio-economic background details of the students were collected using a socio-economic and educational

schedule.

4.3 Assessing Planned Behavior and Social Capital

4.3.1 Social Capital

Social Capital assessment tool developed by Rasak and Sreekala (2016) is used in this study. This social capital scale categorised the indicators of social capital into characteristics related to three dimensions. The students were asked to rate their responses by using a 5-point Likert scale (Strongly disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly agree-5). Students social capital was assessed through various factors like family, network, and school social capital.

4.3.2 Planned Behavior

The questionnaire used by Ajzen further modified and used by Sreekala and Firsad (2016) for use among secondary school students was used in this study. It consists of 22 items. The students were asked to rate their responses on a 3-point rating scale, a) agree, b) undecided, c) disagree.

4.3.3 Educational Continuation Decisions

The intentions of continuing to education was studied by asking one question about whether they would or would not continue to education after X standard. Yes or no response is adopted.

5. Objectives

- To study the educational continuation decisions, social capital, and planned behaviour of the secondary school students of Puducherry.

- To study the differences, if any, in the social capital and planned behaviour of the government school students with respect to the following factors.

  a. Community

  b. Parents' education, and

  c. Parents' occupation

- To study whether the following factors predict the Educational Continuation Decisions of the secondary school students.

  a. Community

  b. Parents' education

  c. Parents' occupation

  d. Social capital and

e. Planned behaviour

6. Hypotheses

- There is no significant difference in the social capital and planned behavior of the government school students with respect to the following factors.

  a. Community

  b. Parents' Education and

  c. Parents' Occupation

7. Data Analysis and Interpretation

7.1 Descriptive Analysis

Results of the descriptive analysis conducted is presented below in Table 1.

Table 1 shows the mean and standard deviation scores on social capital and planned behavior of the total sample of students and the subsample based on their community. It is seen that the overall social capital and planned behavior scores of students are at an average. This means that all the students possess an average social capital in terms of their family, network, and school related capital and the planned behavior. Their abilities of inspiring themselves, setting up aspiration levels and holding on to attitudes and beliefs that help them to take decisions is at an average level. There is not much difference among the different community of students in both their social capital and planned behaviour scores (t test is conducted in the following sections for the significance of differences).

7.1.1 Educational Continuation Decisions of the Students

Table 2 shows the frequency and percentage of students who decide to continue their education at higher secondary education level and who do not decide to continue at higher secondary education level. 4.02% of the total sample decide not to continue their education. Within the community 3.13% of the Other Backward Caste students decide to discontinue their education, 5.53% of

| | | Community | | | | | | |
| | | BT | | SC | | OBC | | Total Sample | |
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Social Capital		110.73	6.77	113.10	8.32	112.79	8.44	112.87	8.35
Planned Behaviour		50.55	9.09	51.44	4.75	50.14	5.89	50.66	5.58

Table 1. Mean and Standard Deviation of Planed Behaviour and Social Capital

| | | Community | | | | | | | |
| | | BT | | SC | | OBC | | Total Sample | |
		N	Column %	N	Column %	N	Column %	N	Column %
Educational Continuation	No	0	0.00%	11	5.53%	9	3.13%	20	4.02%
Decisions	Yes	11	100.00%	188	94.47%	279	96.88%	478	95.98%

Table 2. Frequency and Percentage of Educational Continuation Decisions of the Students

the Scheduled Caste students decide not to continue their education. More surprisingly, all of the Backward Tribe students decide to continue their education.

7.2 Differential Analysis

t-test is used to test the statistical significance of difference between different subgroups of students based on their community. ANOVA is used to test the statistical significance of difference among different subgroups of students based on fathers' education, mothers' education, fathers' occupation, and mothers' occupation. Post-hoc test is used to understand the differences among different subgroups of students when the null hypotheses, in the ANOVA test, is rejected.

7.2.1 Social Capital and Community

It is inferred from Table 3 that there is no significant effect of community on the social capital of the students, $F (2, 495) = 0.451$, $p > .05$. Further, there is also no significant effect of community on the Family; $F (2, 495) = 0.514$, $p > .05$, Network; $F (2, 495) = 1.587$, $p > .05$ and School; $F (2, 495) = 2.724$, $p > .05$ dimensions of social capital.

7.2.1.1 Social Capital and Fathers' Education

It is inferred from Table 4 that there is a significant effect of Education of the students' fathers on the Social Capital, $F (3, 474) = 4.160$, $p < 0.05$. Further there is also a significant effect of Education of the students' fathers on the Family Dimension; $F (3, 474) = 5.757$, $p < 0.05$. But, there is no significant effect of Education of the students' fathers on Network Dimension; $F (3, 474) = 1.528$, $p > 0.05$ and School Dimension; $F (3, 474) = 2.471$, $p > 0.05$ of Social Capital.

The results of the post hoc analysis run to understand the difference in performance of the students on social capital based on their father's education is presented in Table 5.

It is inferred from the Post hoc analysis that there is a significant difference between the social capital of students whose fathers are educated up to primary level and whose fathers are educated up to higher secondary level. And, there is no significant difference observed between any other sets of sub groups based on the education of fathers of the students.

Table 6 also reveals that the increase in fathers' education by one level will increase the social capital of students as the variable Fathers' Education is arranged in ascending order based on their children social capital. From the subsets of the table, it could be understood that, as primary and higher secondary does not fit in the same subset, there exist a significant difference between the social capital of secondary school students whose fathers are educated up

Father Education (a)	Father Education (b)	Mean Difference (a-b)	Sig.
Primary	Upper Primary	1.564	.654
	High School	2.991	.064
	Higher Secondary	4.533*	.044
Upper Primary	Primary	-1.564	.654
	High School	1.427	.837
	Higher Secondary	2.970	.494
High School	Primary	-2.991	.064
	Upper Primary	-1.427	.837
	Higher Secondary	1.542	.870
Higher Secondary	Primary	-4.533*	.044
	Upper Primary	-2.970	.494
	High School	-1.542	.870

Table 5. Post Hoc Test - Multiple Comparison for the Social Capital of Students with respect to Fathers' Education

Fathers' Education	N	Subset for alpha = 0.05	
		1	2
Higher Secondary	24	109.25	
Upper Primary	53	110.79	110.79
High School	41	112.22	112.22
Primary	360		113.78
Sig.		.309	.302

Table 6. Post hoc test - Homogeneous subsets for Social Capital of Students with respect to Fathers' Education

to primary level and whose fathers are educated up to higher secondary level. The educational status of the father plays a vital role in the social capital of the students.

7.2.1.2 Social Capital and Mothers' Education

It is inferred from Table 7 that there is no significant effect of Education of the students' mothers on the Social Capital, $F_{(3, 494)} = 2.192$, $p > 0.05$. Further there is also no significant effect of Education of the students' mothers on the Network Dimension; $F_{(4, 494)} = 0.415$, $p > 0.05$ of Social Capital. But, there is a significant effect of Education of the students' mothers on Family Dimension; $F_{(4, 494)} = 7.161$, $p < 0.05$ and School Dimension; $F_{(4, 494)} = 2.715$, $p < 0.05$ of Social Capital. Unlike the educational status of the father the educational status of the mother does not play a vital role in the social capital of the children. At the same time, it has a role in determining the family dimension of the social capital.

7.2.1.3 Social Capital and Fathers' Occupation

It is inferred from Table 8 that there is a significant effect of occupation of the students' fathers on the Social Capital, F

		Sum of Secures	df	Mean Square	F	Sig.
Social Capital	Between Groups	63.001	2	31.501	0.451	0.638
	Within Groups	34610.25	495	69.92		
	Total	34673.25	497			
Family	Between Groups	17.218	2	8.609	0.514	0.598
	Within Groups	8288.542	495	16.475		
	Total	8305.759	497			
Network	Between Groups	60.273	2	30.136	1.587	0.206
	Within Groups	9401.84	495	18.994		
	Total	9462.112	497			
School	Between Groups	71.217	2	35.609	2.724	0.067
	Within Groups	6471.058	495	13.073		
	Total	6542.275	497			

Table 3. F - test for Social Capital; Family, Network, and School dimensions of Social Capital with respect to Community

		Sum of Squares	df	Mean Square	F	Sig.
Social Capital	Between Groups	837.79	3	279.263	4.160	.006
	Within Groups	3181.734	474	67.125		
	Total	32655.13	477			
Family	Between Groups	275.756	3	91.919	5.757	.001
	Within Groups	7568.303	474	15.967		
	Total	7844.059	477			
Network	Between Groups	86.047	3	28.682	1.528	0.206
	Within Groups	8898.739	474	18.774		
	Total	8984.787	477			
School	Between Groups	97.374	3	32.458	2.471	0.061
	Within Groups	6227.37	474	13.138		
	Total	6224.745	477			

Table 4. F - test for Social Capital; Family, Network, and School Dimensions of Social Capital with respect to Father's Education

(3, 494) = 4.187, p < 0.05. Further there is also a significant effect of Education of the students' fathers on the Family Dimension; F (3, 494) = 4.222, p < 0.05 and Network Dimension; F (3, 494) = 3.411, p < 0.05. But, there is no significant effect of occupation of the students' fathers on School Dimension; F (3, 494) = 0.602, p > 0.05 of Social Capital.

7.2.1.4 Social Capital and Mothers' Occupation

It is inferred from Table 9 that there is a significant effect of occupation of the students' mothers on the social capital, F (3, 494) = 5.199, p < 0.05. Further, there is also a significant effect of Education of the students' mothers on the Family Dimension; F (3, 494) = 3.846, p < 0.05 and Network Dimension; F (3, 494) = 5.217, p < 0.05. But, there is no significant effect of occupation of the students' mothers on

		Sum of Squares	df	Mean Square	F	Sig.
Social Capital	Between Groups	455.417	3	151.806	2.192	.088
	Within Groups	34217.836	494	69.267		
	Total	34673.253	497			
Family	Between Groups	373.843	3	124.614	7.761	.000
	Within Groups	7931.916	494	16.057		
	Total	8305.759	497			
Network	Between Groups	23.810	3	7.937	.415	.742
	Within Groups	9438.303	494	19.106		
	Total	9462.112	4797			
School	Between Groups	106.124	3	35.375	2.715	.044
	Within Groups	6436.151	494	13.029		
	Total	6542.275	497			

Table 7. F - test for Social Capital; Family, Network, and School Dimensions of Social Capital with respect to Mother's Education

		Sum of Squares	df	Mean Square	F	Sig.
Social Capital	Between Groups	859.85	3	286.62	4.187	.006
	Within Groups	33813.41	494	68.45		
	Total	34673.25	497			
Family	Between Groups	207.64	3	69.21	4.222	.006
	Within Groups	8098.12	494	16.39		
	Total	8305.76	497			
Network	Between Groups	192.00	3	64.00	3.411	.017
	Within Groups	9270.11	494	18.77		
	Total	9462.11	497			
School Social Capital	Between Groups	23.83	3	7.94	.602	.614
	Within Groups	6518.45	494	13.20		
	Total	6542.28	497			

Table 8. F - test for Social Capital; Family, Network, and School Dimensions of Social Capital with respect to Father's Occupation

School Dimension; F (3, 494) = 1.635, p > 0.05 of social capital.

7.2.2 Planned Behavior and Community

It is inferred from Table 10 that there is a significant effect of community on the Planned Behaviour of the students, F (2, 495) = 3.236, p < 0.05.

The results of the post hoc analysis run for the variable planned behaviour with a reference to the grouping variable community is presented in Table 11. It is inferred from the post-hoc analysis that the SC students are significantly differing from OBC students in their planned behaviour. The planned behaviour of SC students is significantly high compared with the OBC students. And, no

		Sum of Squares	df	Mean Square	F	Sig.
Social Capital	Between Groups	1061.24	3	353.75	5.199	.002
	Within Groups	33612.01	494	68.04		
	Total	34673.25	497			
Family	Between Groups	189.56	3	63.19	3.846	.010
	Within Groups	8116.20	494	16.43		
	Total	8305.76	497			
Network	Between Groups	290.55	3	96.85	5.217	.001
	Within Groups	9171.56	494	18.57		
	Total	9462.11	497			
School Social Capital	Between Groups	64.33	3	21.44	1.635	.180
	Within Groups	6477.95	494	13.11		
	Total	6542.28	497			

Table 9. F - test for Social Capital; Family, Network, and School Dimensions of Social Capital with respect to Mother's Occupation

		Sum of Squares	df	Mean Square	F	Sig.
Planned Behaviour	Between Groups	199.587	2	99.794	3.236	.040
	Within Groups	15267.41	495	30.843		
	Total	15467	497			

Table 10. F - test for Planned Behavior with respect to Community

Community (a)	Community (B)	Mean Difference (a-b)	Sig.
ST	SC	-.892	.862
	OBC	.410	.969
SC	ST	.892	.862
	OBC	1.302*	.030
OBC	ST	-.410	.969
	SC	-1.302*	.030

Table 11. Post Hoc Test - Multiple Comparison for the Planned Behaviour of Students with respect to Community

such significant difference is observed between any other groups.

7.2.2.1 Planned Behaviour and Fathers' Education

It is inferred from data in Table 12 that there is no significant effect of education of students' fathers on the Planned Behaviour of the students, $F_{(3, 474)} = 1.468$, $p > 0.05$. Fathers' education does not make any difference on the planned behaviour of the students. Students may acquire the skill of planned behaviour from their schools and teachers as they spend more time in school and related activities. This may be the reason for the result.

7.2.2.2 Planned Behaviour and Mothers' Education

It is inferred from Table 13 that there is no significant effect of Education of students' mothers on the Planned Behaviour of the students, $F_{(3, 466)} = 1.692$, $p > 0.05$. Similar to fathers' education, mothers' education also does not make any differences in the planned behaviour of the students. Since, both the education of the fathers and mothers does not make any change in the planned behaviour of the students, it can be assumed that role of family in determining the planned behaviour of the students is less. So, it is the duty of the schools and teachers to take care of the students in training them to develop a well-planned behaviour.

7.2.2.3 Planned Behaviour and Fathers' Occupation

It is inferred from Table 14 that there is no significant effect of Occupation of students' fathers on the Planned Behaviour of the students, $F_{(3, 494)} = 0.512$, $p > 0.05$. It is certain that the fathers' occupation hardly matters with respect to their children's planned behaviour. Again, it is evident that the role of family in the planned behaviour of the students is minimal.

7.2.2.4 Planned Behaviour and Mothers' Occupation

It is inferred from Table 15 that there is no significant effect of occupation of students' mothers on the Planned Behaviour of the students, $F_{(3, 494)} = 2.469$, $p > 0.05$.

Similar to fathers' education, fathers' occupation and mothers' education, mothers' occupation also does not make any difference in the planned behaviour of the students. This again ascertain the assumption that family does not play a major role in the planned behaviour of the students.

7.3 Binomial Logistic Regression

Regression Analysis is used to develop a predicting model for the Educational Continuation Decisions of the students considering the planned behaviour, social, and the socioeconomic factors selected for the study such as community, fathers' occupation, mother's occupation, fathers' education and mothers' education and social capital as factors. This test was done to understand the relative contribution of factors to the dependent variable, decisions.

Table 16 presents the results of omnibus tests of model coefficients performed to ensure how well the present regression model used in the study perform. The incremental chi-square value is 48.200 and $p = < 0.05$. Thus, it ensures the overall fit of the model.

		Sum of Squares	df	Mean Square	F	Sig.
Planned Behaviour	Between Groups	132.674	3	99.794	1.468	.222
	Within Groups	14280.43	474	30.843		
	Total	14413.1	477			

Table 12. F - test for Planned Behaviour with respect to Fathers' Education

		Sum of Squares	df	Mean Square	F	Sig.
Planned Behaviour	Between Groups	155.191	3	51.73	1.692	.168
	Within Groups	14245.4	466	30.57		
	Total	14400.59	469			

Table 13. F - test for Planned Behaviour with respect to Mothers' Education

		Sum of Squares	df	Mean Square	F	Sig.
Planned Behaviour	Between Groups	47.968	3	15.989	.512	.674
	Within Groups	15419.03	494	31.213		
	Total	15467	497			

Table 14. F - test for Planned Behaviour with respect to Fathers' Occupation

		Sum of Squares	df	Mean Square	F	Sig.
Planned Behaviour	Between Groups	228.504	3	76.168	2.469	.061
	Within Groups	15238.49	494	30.847		
	Total	15467	497			

Table 15. F-test for Planned Behaviour with respect to Mothers' Occupation

The value of Nagelkerke R Square presented in Table 17 shows that the model has explained 32.3% of variance in the Educational Continuation Decisions of middle school students of Puducherry.

The classification table summarizes the result of the prediction about the Educational Continuation Decisions of middle school students of Puducherry. It is inferred from Table 18 that the model can predict 96.0% of the Educational Continuation Decisions of middle school students.

Table 19 shows the values of beta coefficients for the variables used in the regression model. It is clear from the results that Planned Behaviour (p = 0.001) added significantly to the prediction. Social Capital and its dimensions (family, network, and school) have not added significantly to the model. The positive Beta coefficient for the independent variable, Planned Behaviour shows that with an increase in the level of Planned Behaviour of the students, their chance of continuing their education at higher education level improves; B (1) = .164, p < 0.05. The value of Exp(B) (1.179) indicates that with one unit increase in Planned Behaviour of middle school students of Puducherry, the odds of students deciding to continue their education at higher education level increase by 1.179.

It can thus be inferred that bringing improvement in the

		Chi-square	df	Sig.
Step 1	Step	48.200	14	.000
	Block	48.200	14	.000
	Model	48.200	14	.000

Table 16. Omnibus Tests of Model Coefficients

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	119.58	.092	.323

Table 17. Model Summary

Observed			Predicted		
			Educational Continuation Decisions		Percentage Correct
			No	Yes	
Step 1	Educational Continuation Decisions	No	2	18	10.0
		Yes	2	476	99.6
	Overall Percentage				96.0

Table 18. Classification Table

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Community			1.805	2	.405	
Community (1)	18.437	11450.867	.000	1	.999	101675052.3
Community (2)	-.727	.541	1.805	1	.179	.483
Planned Behaviour	.164	.049	11.182	1	.001	1.179
Social Capital	.004	.096	.001	1	.969	1.004
Social capital (Family)	-.035	.118	.088	1	.766	.966
Social capital (Network)	.005	.109	.002	1	.963	1.005
Social capital (School)	.057	.123	.213	1	.645	1.058
Constant	-6.714	3.823	3.085	1	.079	.001

Table 19. Variables in the Equation

Planned behaviour of the school students of Puducherry will increase the chance of their deciding to continue their education at higher secondary level. The analysis shows that those children whose planned behaviour is at a low point are more vulnerable to the risk of discontinuing their studies at the higher secondary level. It is very important to keep these children into schooling. In order to achieve this goal, all the concerned stakeholders, such as, parents, teachers, and the school authorities, should work positively in an organized manner.

8. Discussion

The study shows that no significant difference is visible between the scheduled caste other backward and scheduled tribe students in their level of social capital. It is interesting to note that the SC students fared better in their planned behaviour scores compared to other backward students. This may be an indication to the effectiveness of the positive discrimination measures of Government of India for this class of students. The study also reveals that the social capital of students is influenced by the educational status of fathers and not mothers. Social capital is not an important factor in the educational continuation decisions of students. It may mean that the measures taken by the state and central governments and other welfare organisations established for the welfare of backward classes have significant effect in the context of Puducherry. It is very interesting to note in this study that the mothers' education does not significantly influence either the social capital or planned behaviour of backward class students. Rather fathers' education makes a significant difference only on the social capital and not on planned behaviour. This is contrary to the results of a study conducted by Rasak and Sreekala (2015) in which the mothers' education was a

significant predictor of backward class students' social capital. A study conducted by Awan and Kauser (2015) shows that children of educated mothers show good academic performance. Academic performance of highly educated mother's children is better than those whose mothers are not well educated. The evidence showed that 87% children, whose mother are educated, were academically successful. Educated mothers are more likely to have high achieving children (Glick and Sahn, 2000). This may indicate the backwardness of the mothers considered in the present study. Most of them were illiterates.

It must also be observed in the present study that the background related factors did not influence the planned behaviour of the students. This may mean that the students have an independent attitude towards their decisions, they have perceived control on their behaviour and that they are motivated by their environment and also that not much come from their family background. This is a good sign as far as backward community of India are concerned.

The major finding of this study is the contribution of planned behaviour in predicting the educational continuation decisions of students. Many past studies have focused and revealed the influence of socioeconomic status, parental education, peer relations, school climate, class size, and participation in extra-curricular activities on education continuation decision (Rumberger and Lim, 2008; Battin-Pearson, et al., 2000; Cairns et al., 1989; Rumberger, 1995). Some factors which not only affect the performance of the children but also ends it in the form of their drop out from school are uneducated parents, teachers' behaviour, low mental ability, bad habits, bad peer group, and scarcity of educated people in the community. Intentions of high school students to continue education were predicted from the students' planned behaviour. This result is supported by the study which investigates the determinants of students' intention to adopt online teaching evaluation at the end of semester where it reveals that attitude is the most important determinant of intention (Weng et al., 2014).

9. Educational Implications and Recommendations

Based on the findings of the study, certain educational implications and policy recommendations can be suggested for improving the participation of backward class students in education. That is to say that based on this study, it can be inferred that by improving the favourable beliefs about the consequences of their continuing education after high school and they judging positively the outcomes of it, it will be possible to drive the young to higher education which is a major goal of education in any country. The study also demands the need of improving favourable perceptions about the ability and confidence of students to proceed in the way of continuing education irrespective of real life problems and favourable or unfavourable attitude and actions of others especially those who are important and closest to them.

Based on the findings of the present study, it can be stated that, there is an urgent need of early intervention programs which focus on improving the attitude toward the education continuation in schools for creating a favourable belief and evaluation of the same. The results of the study show that the intention to go for higher education is determined by planned Behaviour. Results of the present study identifies planned behaviour as the determining factor of education continuation decision of high school students which is a contradiction to much discussed aspects of socio-economic factors in most other studies. The influence of socio-economic background on the educational achievement, decisions to continue to higher education and other educational constructs is found in many studies done on Indian students. This effect is called primary effects. This gives a convenience to the government for not taking steps to bring the disadvantaged people to higher education, since there is not much one can do to improve the social origin factors. But the secondary effects, the psychological factors which are at the disposal of individuals are often neglected with a conviction that these effects have still not come to play a role as far as Indian students are considered. Level of confidence to proceed in the way of continuing education after high school irrespective of the social and economic reasons should be encouraged for successful attainment and completion of higher education.

Conclusion

It should be noted here; backward Tribes in Puducherry are

from a socioeconomically poor background. All the eleven students observed for the study are first generation learners. All their parents are manual labours. They are coming to schools from a household that struggles for their livelihood. Unfortunately, the discrimination practices by the school, teachers, and students adds to their multi-fold struggles. It affects their academic achievement in a worst manner. Despite all these problems faced by the Backward Tribe students, all of them want to continue their education to higher secondary level. None of them told that they do not want to continue their education. It is an evidence for their perseverance and inner motivation. If the Backward Tribe students are motivated and guided properly, they can also perform equally well like students from privileged communities.

From the regression model, we infer that bringing improvement in the planned behaviour of the school students of Puducherry will improve the chance of deciding to continue their education at higher secondary level. Thus, those children whose planned behaviour is at a low are more vulnerable to the risk of discontinuing their studies at the higher secondary level. It is very important to keep these children into schooling. Continuous training in different forms to the school children may help them to overcome this issue. It is the duty of the teachers to be familiar with the background of the students and act accordingly to enable the students to overcome their economic, cultural, and social barriers. It is the duty of the Heads of the schools and the government to ensure that the teachers do not discriminate in the schools. The government, the school, and the civil society should act together in order to bring changes in the conservative minds of the people in order to help everybody a fair chance of getting quality education which is due to them.

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ABOUT THE AUTHOR

Dr. Sreekala Edannur is currently a visiting scholar in Cambridge University and is an Alexander von Humboldt faculty researcher in Freie University, Berlin. Originally she is in the Faculty of School of Education, Pondicherry University India. She has acquired a Ph.D. Degree from Regional Institute of Education (RIE- NCERT), Mysuru and possesses fifteen years of post-graduate teaching and research supervising experience in Central Universities of India. She has published books on Education and Social Mobility and Academic Motivation. She has also published several articles and research papers in National and International Journals. She specializes in the area of Inequalities in Educational Attainment and Blended Learning Methods of Teaching using Learning Management Systems (LMS). She has been a trainer for the use of LMS in classroom teaching. She is an awardee of Innovative Teaching (Blended Learning) by NCERT, New Delhi.