

INFLUENCE OF SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILES OF PARENTS ON ACHIEVEMENT OF LITERACY RATE: A STUDY IN VISAKHAPATNAM DISTRICT OF ANDHRA PRADESH

M. PRASANNANJANEYULU

Research Scholar, Department of Economics, Andhra University, Visakhapatnam, Andhra Pradesh.
Email: prasanna.mandava@peoplecombine.com

B. NISHANT

Research Scholar, Department of Economics, Andhra University, Visakhapatnam, Andhra Pradesh.
Email: nishums009@gmail.com

Dr. P. SUBBARAO

Deputy Director, CSSEIP, Andhra University, Visakhapatnam, Andhra Pradesh.
Email: draopappala@gmail.com

Abstract

Children's literacy skills strongly influence their future work prospects and socioeconomic status. In this study, we assess the relationship between literacy and the socio-economic status of their parents. A social position that an adult human member of society fills is referred to as their occupation. Education and poverty are intricately related; the more education one has, the higher their chances are of increasing income for themselves and their families and escaping poverty. The paradox is that those who are poor are less likely to go to school to earn the money they need to get out of poverty. In our findings, out of 14 socio-economic variables, 11 variables such as age, education, occupation, religion, type of house, family size, own toilet, sources of drinking water, fuel for cooking, land holdings, and outstanding loans are significant at the 1 percent level, meaning that these are strongly associated with the variable child education in both study areas. The average annual household income of respondents from the Araku Valley is significantly lower than that of the residents of the Payakaraopeta mandal. The percentage of illiterates is higher in Araku Valley than in Payakaraopeta mandal. It is shocking to see that not a single child in the sample from the Araku Valley mandal went on to complete secondary school. The lack of secondary-level schools in this mandal and the fact that parents were less interested in sending their daughters away for education—which they believe to be less significant in a girl's life—were two factors that were discovered during the interviews. The Andhra Pradesh government is putting several programmes to promote children's education into place to combat all of these issues. About 96 percent of them considered the Amma Vodi scheme to be very helpful in preventing dropouts, and the amount received under this scheme was being used for the betterment of their children. 100% expressed their satisfaction with Vidyakanuka and the timely supply of all materials to children.

Keywords: Socio-economic profiles of parents, literacy rate, school education, Amma Vodi, Jagan Anna Vidyakanuka.

1. INTRODUCTION

Literacy gives people power and freedom. The first step towards education is literacy. As a result, literacy can be seen as a component of education. To gauge a nation's educational level, literacy is a crucial criterion. The literacy rate we can achieve through different methods and

education is a catalyst that brings about economic, social, cultural, and technological changes in society. It is regarded as the most significant method for increasing personal qualities, overcoming obstacles, and offering greater prospects for long-term well-being. Education is identified as one of the crucial determinants of economic growth and development, both as an indicator and an instrument. With an increase in the level of education, economic output increases, poverty is reduced, and the entire region develops, leading to overall development in the nation. Education not only provides economic benefits but also social benefits by altering thinking, behavior, and attitude, increasing awareness, and developing personality for the development and welfare of the country and its people. Poverty affects many people in India, particularly children, who are denied access to the basic fundamental rights of children laid down in the Constitution of India, resulting in a severe impact on their development, educational outcomes, morality, and understanding of right and wrong.

India, with the world's third-largest economy in terms of purchasing power parity, has made significant economic progress in the last 25 years. However, failures and weaknesses still hamper the nation's full potential, with the poverty rate still significant, and improvements are needed. The World Bank believes that education is a powerful instrument for poverty reduction, and with the extreme poverty rate in India falling from 53.86 percent in 1983 to 21.23 percent in 2011, investment in enhancing basic education has had a significant impact on poverty reduction. Although India's literacy and education rates remain poor on a global scale, recent achievements in the SSA program are far greater than those previously undertaken, and the promotion of quality education is crucial to eradicating extreme poverty.

The children's standards are dependent on their parent's occupation, social status, level of education, income, standard of living, status of employment (both tribal and non-tribal), and other specific socio-economic characteristics. The studies have identified different problems faced by schools as well as children due to a lack of infrastructure facilities, a lack of awareness, the non-availability of basic amenities, health issues, a lack of hygienic facilities, the fact that local leaders do not pay much attention to the development of schools, and a lack of proper teaching staff. These are all the conclusions from some eminent studies: Geeta Gandhi Kingdon (2007), Zakir Husain (2010), Colin Bangay (2016), Subroto Dey (2019), Subba Reddy, P.V. (2020), Naveen Choudhary (2021), and Subba Rao, G.V.R.

2. OBJECTIVES

The specific objectives of the paper are

- To analyse the impact of socio-economic and demographic profiles of parents on children's education in tribal and non-tribal schools in Visakhapatnam.
- To evaluate parents' opinions on Amma Vodi and Jagananna Vidyakanuka programmes in the research area's tribal and non-tribal schools.

3. METHODOLOGY

The study selected two example mandals in the Visakhapatnam district: Payakaraopeta and Araku Valley; the former represents a non-tribal mandal, and the latter is a tribal mandal. The study collected data from a total of 300 sample students' parents about their socio-economic and demographic status from all the schools and from each of the two sample mandals in Visakhapatnam district. The reference date is March 31, 2022, and all the information relates to the financial year 2021–2022.

4. FINDINGS OF THE STUDY

The paper covered the following issues: parents' living conditions, their educational background, their age groups, and their perceptions of children's education and government programs like Amma Vodi and Jagananna Vidya Kanuka.

The study was conducted in two mandals in Visakhapatnam District, one tribal-dominated and another non-tribal. The present study was an attempt to analyse the differences in the socio-economic features of the sample respondents in Araku Valley and Payakaraopeta mandals. Important socio-economic and demographic indicators like age, caste, religion, literacy, housing characteristics, family size, expenditure patterns, working days, occupational status, land holding pattern, etc. were considered.

4.1 Age Group

Age is a crucial consideration in all social science research. Typically, an individual's operating potential, pastimes, wishes, aspirations, philosophy toward existence, information, reviews, etc. depend on his or her age component. Table 1 displays information gathered from the sample respondents by age group.

Table 1: Age Group of the Sample Respondents

Age Group	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Below 30	18	12.00	24	16.00	42	14.00
31-35	39	26.00	21	14.00	60	20.00
36-40	37	24.67	54	36.00	91	30.33
41-45	52	34.66	42	28.00	94	31.33
46-50	4	2.67	9	6.00	13	4.34
51 and above	0	0.00	0	0.00	0	0.00
Total	150	100.00	150	100.00	300	100.00

Source: Field Survey

4.2 Caste Category

Caste is an integral part of Indian society and occupies a completely unique role within the Indian social sphere. The concept of caste divides Indian society hierarchically. It's far more closely related to the lifestyles of a character in the social, financial, and religious components. Table 2 depicts the caste category of the sample respondents in the study area.

Table 2: Caste Category of the Sample Respondents

Caste	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Forward Caste	0	0.00	46	30.67	46	15.33
Backward Classes	0	0.00	75	50.00	75	25.00
Scheduled Caste	0	0.00	29	19.33	29	9.67
Scheduled Tribe	150	100.00	0	0.00	150	50.00
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.3 Religion

Religion has a significant impact on an individual's social life as well as the larger society. People's beliefs and ideas shape their religion, which is evident in their social interactions with one another, neighbourliness towards others, and ethical standards. Out of all Indian religious groups, Hinduism is the majority religion, with Muslims following close behind. Christians were the third-largest religious group, behind Sikhs (a warrior faith), Buddhists/Neo-Buddhists (an eastern faith with Indian roots), Jains (a nonviolent religion), and Zoroastrians/Parsees (sun worshippers). Table 3 presents the religion-wise distribution of the sample respondents in the study area.

Table 3: Religion of the Sample Respondents

Religion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Hindu	95	63.33	126	84.00	221	73.67
Christian	55	36.67	22	14.67	77	25.66
Muslim	0	0.00	2	1.33	2	0.67
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante.

4.4 Educational Status

Education plays an important role in the life of an individual as well as in shaping society. Education has had a profound impact on every aspect of human life, from our behavior and attitudes to the way we view ourselves and relate to others. According to the data gathered in Table 4, a total of 130 respondents (43.33%) had finished their basic education. Followed by secondary education at 75 (25%), literacy at 51 (17%), higher education at 20 (6.67%), and technical education at 10 (3.33%). It is pertinent to note that only a few respondents have completed higher and technical education. The total number of literate respondents accounted for 95.33 percent, and only 4.67 percent of the sample respondents were illiterate in the study area.

Table 4: Educational Status of the Sample Respondents

Education	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Illiterate	11	7.33	3	2.00	14	4.67
Literate	35	23.34	16	10.67	51	17.00
Primary	63	42.00	67	44.66	130	43.33
Secondary	32	21.33	43	28.67	75	25.00
Higher	6	4.00	14	9.33	20	6.67
Technical	3	2.00	7	4.67	10	3.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.5 Occupation

An occupation is a social role that an individual adult member of society occupies. Their occupation determines their income and social status. In order to understand the occupations of the respondents, they were asked about the kind of work they were doing currently. Their responses were coded according to formal occupational categories. Table 5 reveals that there were noticeable variations in the distribution of households by occupational status in both the sample mandals.

Table 5: Occupation of the Sample Respondents

Occupation	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Cultivator	56	37.33	91	60.67	147	49.00
Agricultural Labour	75	50.00	35	23.33	110	36.67
Non-Agl.labour	12	8.00	15	10.00	27	9.00
Private Employee	7	4.67	9	6.00	16	5.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.6 Housing Characteristics

One of every human being's fundamental necessities is shelter. The quality of it is considered an index of the level of living of the respondents. Based on the conditions of the dwellings of the respondents, housing is categorised into three types: kutcha, semi-pucca, and pucca. The types of homes that the respondents in the research area owned are shown in Table 6.

Table 6: Housing Characteristics of the Sample Respondents

Characteristics	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Type of House						
Kutchha	31	20.67	3	2.00	34	11.33
Semi-Pucca	82	54.66	35	23.33	117	39.00
Pucca	37	24.67	112	74.67	149	49.67
Total	150	100.00	150	100.00	300	100.00
Number of rooms in the house						
1-2	99	66.00	87	58.00	186	62.00
3	40	26.67	50	33.33	90	30.00
4	11	7.33	13	8.67	24	8.00
Total	150	100.00	150	100.00	300	100.00
Separate Kitchen Room						
Yes	85	56.67	128	85.33	213	71.00
No	65	43.33	22	14.67	87	29.00
Electricity						
Yes	150	100.0	150	100.0	300	100.0
No	0	0.00	0	0.00	0	0.00
Ration Card						
Yes	150	100.0	150	100.0	300	100.0
No	0	0.00	0	0.00	0	0.00
Aadhaar Card:						
Yes	150	100.0	150	100.0	300	100.0
No	0	0.00	0	0.00	0	0.00

Source: As ex ante

In general, a majority of the sample respondents—99 (66%) in Araku Valley and 88 (58%) in Payakaraopeta—live in one- to two-room sets.

4.7 Sources of Drinking Water Facilities

Access to safe drinking water is an essential need and can be construed as a human right that is vital for the dignity and health of everyone in society. The government of India, in partnership with the States, is implementing the Jal Jeevan Mission (JJM) to make provision for safe drinking water supply through tap connections to every rural household in the country. Table 7 reveals the details of the sample study area. In the study area, out of 300 households, more than half (172, or 57.33%) were reported to have piped water supplies in their homes, followed by hand pumps (62, or 20.67%), purified water (50, or 16.67%), and 16 (5.33%) open wells used for drinking water.

Table 7: Sources of Drinking Water Facilities of the Sample Respondents

Source	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Piped water	80	53.33	92	61.33	172	57.33
Open well	16	10.67	0	0.00	16	5.33
Hand-pump	39	26.00	23	15.33	62	20.67
Purified	15	10.00	35	23.33	50	16.67
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.8 Toilet Facility

Discouraging the practice of open defecation and promoting the use of toilets in rural settlements, especially for a healthy society, became important goals for governments in developing countries, including India. Accordingly, policies are formulated towards influencing changes in attitudes and behaviours of people through increasing awareness and education and through the provision of subsidies for the construction of toilets at household and society levels. Table 8 gives the data regarding toilet and latrine facilities in both the sample mandals in the study area.

Table 8: Toilet Facilities of the Sample Respondents

Facility	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Yes	95	63.33	147	98.00	242	80.67
No	55	36.67	3	2.00	58	19.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.9 Type of Fuel Used for Cooking Purposes

Various types of fuels like coal, wood, kerosene, and petroleum gas were used in the kitchen to cook food. The present study was carried out to determine the type of fuel used for cooking in the study area. According to Table 9, it is noted that an overwhelming majority of households were using LPG gas (170, or 56.67%) and firewood (130, or 43.33%) for cooking purposes in the study area.

Table 9: Type of Fuel Used for Cooking Purpose of the Sample Respondents

Type of fuel	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
LPG	52	34.67	118	78.67	170	56.67
Firewood	98	65.33	32	21.33	130	43.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.10 Land holding Pattern

Land is considered to be the best asset in rural areas, and it normally indicates the status and level of living of a household. The land holdings of the households of the sample respondents were converted into standard units (i.e., acres in this case) and accordingly classified. The results are presented in Table 10.

Table 10: Landholding Pattern of the Sample Households

Landholding	Araku Valley		Payakaraopeta		Grand Total	
	Area	%	Area	%	Area	%
Dry Land	352.5	100.00	277	55.96	629.5	74.28
Wet Land	0	0.00	218	44.04	218	25.72
Total	352.5	100.00	495	100.00	847.5	100.00
Average land holding per respondent household						
Dry Land	2.35		1.85		2.10	
Wet Land	0		1.45		0.73	
Total	2.35		3.30		2.83	
Class size of landholdings						
Up to 1 acre	42	28.00	13	8.67	55	18.33
1-2	37	24.67	27	18.00	64	21.33
3-4	26	17.33	48	32.00	74	24.67
5-6	18	12.00	35	23.33	53	17.67
Above 6	8	5.33	15	10.00	23	7.67
Land Less	19	12.67	12	8.00	31	10.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

4.11 Consumption Expenditure on Food Items

Consumption expenditure provides a true picture of a household's standard of living as well as its health status. Table 11 shows the consumption expenditure on food items by the sample households in the study area. Food expenditure was collected based on the type of items consumed. Other.

Table 11: Average Household Consumption Expenditure on Food Items (Last 7 days, amount in Rs.)

Food Items	Araku Valley		Payakaraopeta		Grand Total	
	Rs.	%	Rs.	%	Rs.	%
Cereals	162	24.88	207	23.24	185	23.93
Pulses	76	11.60	92	10.31	84	10.85
Milk	35	5.31	46	5.20	40	5.24
Tea/Coffee	36	5.58	38	4.31	37	4.84
Sugar	43	6.55	52	5.86	47	6.15
Vegetables	95	14.59	145	16.24	120	15.55
Non-vegetarian	112	17.21	160	17.92	136	17.62
Oil	93	14.28	151	16.92	122	15.80
Total	651	100.00	893	100.00	772	100.00

Source: Field Survey

4.12 Consumption Expenditure on Non-Food Items

As household incomes grow, there is an expected change in the composition of household expenditures and also the budget, mostly resulting in a decrease in the share of expenditures going to food items and a relative increase in the share of non-food expenditures. In the sample study area, this expected pattern is also followed. If consumption expenditure is taken as a straightforward proxy for welfare, such increases in expenditure on education and health services could be interpreted as a welcome development. Table 12 shows household non-food expenditure by category in both the sample mandals in the study area.

Table 12: Average Household Consumption Expenditure on Non-Food Items (Last 1 Year, Amount in Rs.)

Non-food items	Araku Valley		Payakaraopeta		Grand Total	
	Rs.	%	Rs.	%	Rs.	%
Cloth	3588	22.54	8600	24.75	6094	24.06
Cosmetics	398	2.50	865	2.49	632	2.49
Entertainment	576	3.62	1890	5.44	1233	4.87
Education	1011	6.35	1680	4.84	1345	5.31
Healthcare	2886	18.13	6550	18.85	4718	18.62
Ceremonies/Functions	3303	20.75	9900	28.49	6601	26.06
Firewood/Fuel	778	4.89	2540	7.31	1659	6.55
Smoking	457	2.87	100	0.29	278	1.10
Alcohol	2923	18.36	2620	7.54	2772	10.94
Total	15919	100.00	34745	100.00	25332	100.00

Source: As ex ante

4.13 Number of Working Days

The number of working days worked by members of a household gives their economic productivity and, indirectly, their earning capacity. In the sample mandals, types of works were divided into four categories: cultivation, agricultural labour, non-agricultural labour and MGNREGS works. All these details are presented in Table 13 below.

Table 13: Average Number of Working Days of the Sample Households (Per annum)

Item	Araku Valley		Payakaraopeta		Grand Total	
	Days	%	Days	%	Days	%
Cultivation	57	22.64	94	34.38	76	28.73
Agricultural Labour	82	32.34	60	21.99	71	26.97
Non- Agricultural Labour	23	9.04	31	11.36	27	10.25
MGNREGS	91	35.98	88	32.26	90	34.05
Total	253	100.00	273	100.00	263	100.00

Source: As ex ante

4.14 Family size

The data collected on family size is presented in Table 4.12. About 132 (88%) of the households in Payakaraopeta had a family size of 4-5 members, 15 (10%) had up to 3 members, and only 3 (2%) had more than 6 members; the corresponding figures for Araku Valley were 127 (84.67%), 9 (6%), and 14 (9.33%), respectively. It was observed that the average family size of the sample households was marginally higher in Araku Valley (4.55) compared with Payakaraopeta (4.38). In both sample mandals, there was a slight difference in family size. All these details are presented in Table 14 below.

Table 14: Family Size of the Sample Respondents

Family Size	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Up to 3	9	6.00	15	10.00	24	8.00
04-May	127	84.67	132	88.00	259	86.33
6 and above	14	9.33	3	2.00	17	5.67
Total	150	100.00	150	100.00	300	100.00
Average Family Size	4.55		4.38		4.47	

Source: As ex ante

4.15 Income of the Sample Households

It was observed that the average annual household income is estimated at Rs. 96905. Among the different sources of income, more than half of the share was derived through cultivation (53.11%). About 20.65 percent of their annual income comes from the source of agricultural labour, 14.03 percent from MGNREGS, and the remaining 12.21 percent from non-agriculture labour in the study area.

**Table 15: Average Income of the Sample Households
(Per annum)**

Item	Araku Valley		Payakaraopeta		Grand Total	
	Income	%	Income	%	Income	%
Cultivation	32240	42.78	70700	59.69	51470	53.11
Agricultural Labour	19024	25.24	21000	17.73	20012	20.65
Non- Agricultural Labour	10110	13.42	13550	11.44	11830	12.21
MGNREGS	13987	18.56	13200	11.14	13593	14.03
Total	75361	100.00	118450	100.00	96905	100.00

Source: As ex ante

Table 16: Average Income of the Sample Households (Last Year)

Income (Rs.)	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Below 50000	17	11.33	6	4.00	23	7.67
50001-75000	75	50.00	9	6.00	84	28.00
75001-100000	36	24.00	30	20.00	66	22.00
100001-150000	18	12.00	72	48.00	90	30.00
150001-200000	4	2.67	18	12.00	22	7.33
200001 and above	0	0.00	15	10.00	15	5.00
Total	150	100.0	150	100.0	300	100.0

Source: As ex ante

4.16 Sources of Borrowings

The details on the sources of the amount borrowed, repayment, and outstanding loans of the sample households are shown in Table 17. The sources of borrowing were classified into five groups: cooperative banks, regional rural banks, commercial banks, money lenders, and friends and relatives.

Table 17: Average Source of Borrowings, Outstanding, and Repayment of Loans by Sample Households in the Study Area

Source	Araku Valley					
	Borrowed		Repayment		Outstanding	
	Amount	%	Amount	%	Amount	%
Co-operative Banks	12100	28.99	3833 -31.68	26.39	8267 -68.32	30.38
Regional Rural Banks	7262	17.4	1220 -16.8	8.4	6042 -83.2	22.2
Commercial Banks	4667	11.18	1070 -22.93	7.37	3597 -77.07	13.22
Money Lenders	13024	31.2	6150 -47.22	42.34	6874 -52.78	25.26
Friends and relatives	4686	11.23	2253 -48.09	15.51	2432 -51.91	8.94
Total	41738	100.00	14527 -34.8	100.00	27211 -65.2	100.00
Payakaraopeta						
Co-operative Banks	27769	35.15	15290 -55.06	34.43	12479 -44.94	36.06
Regional Rural Banks	15533	19.66	8120 -52.27	18.29	7413 -47.73	21.42
Commercial Banks	5462	6.91	3433 -62.86	7.73	2028 -37.14	5.86
Money Lenders	21560	27.29	11410	25.69	10150	29.33

			-52.92		-47.08	
Friends and relatives	8687	10.99	6153	13.86	2533	7.32
			-70.84		-29.16	
Total	79010	100.00	44407	100.00	34604	100.00
			-56.2		-43.8	

Source: As ex ante

4.17 Parents' Perception of the Amma Vodi and Jagananna Vidya Kanuka Schemes

Table 18 provides data on the perceptions of parents about the Ammavodi scheme in the two sample mandals. This aspect consists of six items like awareness of the scheme, getting the money under the scheme, how it's being credited, children's uniforms, etc., if this scheme helps in reducing school dropouts, and if this amount is being used for the students or child's betterment. Cent percent of the parents expressed their satisfaction about four of the six aspects, such as awareness of the Amma Vodi scheme, benefiting under this scheme, the amount credited directly to their accounts, and their children receiving uniforms, books, shoes, and bags at no cost in both samples. About 96 percent of them considered this scheme to be very helpful in preventing dropouts, and the amount received under this scheme was being used for the betterment of their children.

Table 18: Parent's Opinion about the Amma Vodi Scheme and Jagnaanna Vidya Kanuka on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Awareness of the Ammavodi Scheme	150	100.00	150	100.00	300	100.00
Have you benefited from this scheme?	150	100.00	150	100.00	300	100.00
Is the amount directly credited to your account?	150	100.00	150	100.00	300	100.00
Under the Vidya Kanuka scheme, children receive free school uniforms, books, shoes, and bags.	150	100.00	150	100.00	300	100.00
Is the scheme helpful to prevent child dropout?	145	96.67	142	94.67	287	95.67
Have you used the amount for the betterment of the child?	147	98.00	140	93.33	287	95.67

Source: As ex ante

Results of Chi-Square Tests

Chi-Square tests are used to examine the association or lack thereof (in other words, independence) between two sets of variables. It tests variables to see whether they are different from each other or not. This research is trying to identify the factors that influence the sample respondents in the Araku Valley and Payakaraopeta mandals. As the variables considered in these two mandals were the same, it pays to know if these variables are significantly different or similar to each other.

Out of 14 socio-economic variables, 11 such as age, education, occupation, religion, type of house, family size, own toilet, sources of drinking water, fuel for cooking, land holdings, and outstanding loans are significant at the 1 percent level, meaning that these are strongly associated with the variable child education in the Araku Valley mandal. In other words, a change in any of these 11 variables, either individually or collectively, will impact the sample of respondents in Araku Valley. It can be noted that the economic status as well as the social status of the families significantly determine their attitude towards their children's education. However, the direction and magnitude of this relationship are not measured here. This clearly shows there is no randomness in the relationship of the socio-economic variables, and 11 of the 14 variables are valid in the Araku Valley mandal and all 14 variables are valid in the Payakaraopeta mandal.

Results of the Regression Analysis

An attempt was made to measure the functional relationships of certain selected variables, including socio-economic variables and variables relating to students' and parents' perceptions of school education. The literacy rate was used as the dependent variable, and a total of 14 variables, such as age, occupation, religion, type of house, family size, owned land, expenditure on food items, expenditure on non-food items, total working days, and income, were used as independent variables. All these variables considered are socio-economic variables, and four variables pertaining to the parent's perception of school education, viz., awareness about the Amma Vodi Scheme, awareness about Nadu-Nedu in schools, awareness about English medium in public schools, and other activities in schools, were used as independent variables.

Data for the study was collected from the students as well as from the parents of those schoolchildren in Araku Valley and Payakaraopeta mandals in Visakhapatnam district. From each mandal, 150 students were taken up for the purpose of intensive study, and thus the total sample of respondents consists of 300. Here, linear regression results are presented for the analysis and discussed. In total, three regression models were estimated: one for each mandal and one for the total study area.

The estimated model of multiple regression is: $Y = a + x_1b_1 + x_2b_2 + x_3b_3 + x_4b_4 + x_5b_5 + x_6b_6 + x_7b_7 + \dots + x_nb_n$

Where Y is the literacy rate.

x_1, x_2, x_3, \dots Are the independent variables

Looking at the previously discussed three regression models, it can be concluded that in all three models, namely Araku Valley, Payakaraopeta, and the total study area (combined model), there were six explanatory variables found to be commonly significant at different levels. Two socio-economic variables, like expenditure on food items and total number of working days, and all four variables relating to the parent's perception, namely awareness about the Amma Vodi Scheme, awareness about Nadu-Nedu in schools, awareness about English medium in public schools, and other activities in schools, were found to be significant. The sign of the coefficient was positive for eight of the socio-economic variables. Therefore, these eight

explanatory variables' relationship with the dependent variable (literacy rate) was straightforward, i.e., positively proportional. This reveals that a unit-positive change in these variables will have a positive impact on the overall literacy rate in the study area. In simple words, these explanatory variables help increase the literacy rate.

Research is a key tool for providing data and information to address long-standing issues. This study seeks to strengthen these issues. The study will provide innovative solutions to complex challenges. The study will provide future directions and initiatives on the issues of social status, economic condition, educational status, health situation, and the functioning of health delivery institutions and health care practices among the tribes. Hence, this project will be useful for policymakers to formulate appropriate policy directions, and it will also be useful for upcoming scholars to undertake further studies.

CONCLUSIONS

Children's literacy skills strongly influence their future work prospects and socioeconomic status. In this study, we assess the relationship between literacy and the socio-economic status of their parents. A social position that an adult human member of society fills is referred to as their occupation.

According to observations, the respondents' average yearly household income is thought to be Rs. 96905. The amounts were Rs. 75361 (\$2.4) in the Araku Valley mandal and Rs. 118450 in the Payakaraopeta mandal. 85% of sample households in the Araku Valley mandal have an average income of less than one lakh rupees (less than \$3.3 per day for a family), whereas 70% of households in Payakaraopeta mandal have an income of more than one lakh rupees. Education is crucial to influencing both an individual's life and the community as a whole. Every facet of human life, from behaviour and attitudes to how we view ourselves and interact with others, has been profoundly influenced by education. 7.33% of people in Araku Valley and 2% of people in Payakaraopeta mandals were illiterate.

Poverty and education are inextricably linked because those who are poor may forgo education in order to find employment, which prevents them from acquiring the literacy and numeracy abilities necessary for advancing their professions. Their children, in turn, are in a similar situation years later, with little income and few options but to leave school and work. The more education one has, the higher their chances are of increasing income for themselves and their families and escaping poverty.

In both sample mandals, a sizable percentage of pupils leave secondary education in their subsequent generations. But it is shocking to see that not a single youngster in the sample from Mandal Araku Valley went on to complete secondary school. The lack of secondary-level schools in this mandal and the fact that parents were less interested in sending their daughters away for education—which they believe to be less significant in a girl's life—were two factors that were discovered during the interviews. In comparison to Payakaraopeta mandal parents (93.33%, 94.67%, respectively), 98% of Araku Valley parents used the money from the Amma Vodi plan for the benefit of their children, and 97% believed that the programme helped to

prevent kid dropout from education at different levels. It was obvious that people's attitudes regarding reading and education are evolving, and if schools are within their means, they will send their children there. The Andhra Pradesh government is putting several programmers to promote children's education into place to combat all of these issues.

References

1. <https://aishwaryasandeep.com/2021/08/13/effects-of-poverty-on-education-in-india/>
2. <https://www.childfund.org/poverty-and-education/>
3. Colin Bangay: "Protecting the Future: The Role of School Education in Sustainable Development: An Indian Case Study," *International Journal of*
4. *Development Education and Global Learning*, 2016, 8 (1): 5–19.
5. Geeta Gandhi Kingdon: *The Progress of School Education in India*, *Oxford Review of Economic Policy*, 2007, 23(2): 168–195
6. Subba Reddy P.V.: "Impact of Navaratnalu on Manabadi (Nadu-Nedu/Education) in Andhra Pradesh State," *International Journal of Economics*, 2020, 8(4): 20–28.