

## **An Analysis on Participation Behavior of Higher Secondary Students in Higher Education**

**(A Case Study of Uttar Pradesh)**

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### **Abstract**

*“In India, higher education, and particularly university or higher education, is perceived as an important source for modernization, growth and development which has led to an increase in demand to access for education, backed up by a number of challenges and problems. This article focusses on summarizing the goals and aims of students in higher education, their basis for choosing the study programs or plan of actions, evaluating and figuring out the quality of higher education, the challenges being faced by the students and suggestions for improvement and upgradation, so that in short it can be said that student participation is determined by many variables.*

*The document is based on the case of a public and private high school college in Uttar Pradesh. Data collection was carried out through focus group discussions with students from different faculties and conducting in-depth interviews with students about the university and their marital status.*

*The results showed that the quality of higher education is the main problem in preventing higher education. they remain unemployed due to the low quality of higher education and unemployment is the main problem of Uttar Pradesh, which is why these students are not accepted or interested in higher education.*

**Keywords:** - Participation Behavior, Higher Education, Privatization, Quality of education, Uttar Pradesh

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**Introduction:-**

Modern macroeconomic theory emphasizes the importance of human capital in achieving high levels of economic growth, while human capital theory states that the distribution of human capital between individuals is an important determinant of macroeconomic inequality through its influence on the distribution of profits.

Promoting economic status and domestic work, limiting family size and ensuring access to quality basic public services will all have a positive impact on children's expectations of higher education. Although interventions can be carried out using household income, their effect on higher education participation is not as strong as interventions carried out through the improvement and provision of public services such as food distribution, medical assistance, housing services and job creation. Although the impact of household income is very small, it should not be ignored as it is possible that households will use the additional income received to supplement the lack of public services, which could contribute to a higher pattern of participation. Ram (1989) reviewed previous theoretical and empirical articles and concluded that there is no strong support for increasing education in the population to reduce income inequality. Given this study, it is less clear whether government spending on education can actually reduce income inequality over time. In addition, a study by Marie Campbell, which shows that family income and wealth has a positive and statistically significant correlation with performance: Children who grow up in higher-income families with higher incomes receive more education. Second, looking at geographic economic variables, we find that domestic income inequality (as measured by the Gini coefficient) does not have a significant correlation with performance. But the higher tuition fees at public universities when children are in high school seem to discourage them from attending school.

A number of studies, mainly motivated by specific social issues, deal with equality of access to and participation in higher education. Focus on analyzing several aspects of potential economic discrimination, such as household income, student benefits, school fees, and other expenses. Social discrimination based on class, gender or ethnicity has been investigated by Wetzel, O'Toole and Peterson (1998), Sissoko and Shiau (2005) and Christofides, Hoy and Yang (2010). Sá, Florax and Rietveld (2004) assessed geographic discrimination in the Netherlands, mainly based on travel and accommodation costs.

A distinction can also be made between the student choice model and the student search model. While the latter approach uses aggregated data, the former focuses more on

individuals and uses extensive data from longitudinal studies and logistic regression techniques. The latter approach, used in our study, is more suitable for investigating effects that can only be identified over a long period of time.

The first concerns the types of spending on education that are most useful in reducing income inequality: basic; second; or higher education? This question is important to better understand how resources can best be allocated within education itself. The second issue is to better identify the backlog in the allocation of funds to public education and its impact on income distribution. This knowledge will give politicians a better understanding of how long to wait before assessing the impact of reallocation of resources on public education. These questions remain for future work.

Campbell, Mary, Haveman, Robert (2005) "Economic Inequality and One-Generation Educational Achievement" estimate that increasing economic inequality in the US over the past few decades has had a generational effect with far-reaching social consequences. In particular, rising family incomes and wealth inequality lead to a greater spread of educational qualifications, particularly as those at the lower end of the education distribution fall below the average. Thus, those who initially had the lowest human capital were even more disadvantaged in relative terms. When these relative economic losses are compounded by racial handicap, the effect is even greater and racial disparities in education even greater.

Pose, Andres Rodriguez and Celios, Vassilis, (2008) "Education and Income Inequality in the European Union Region" This article offers an empirical study of the determinants of income inequality in the European Union region. The European Community Household Panel data set for 102 regions in the period 1995-2000 was used to analyze how microeconomic changes in the distribution of human capital affect income inequality of the population as a whole and of those who work normally. Various static and dynamic analyzes conducted on the panel data show that the relationship between per capita income and income inequality and between good human resources and income inequality is positive. Higher educational inequality is also associated with higher income inequality. The above results reject changes to the definition of income distribution and can be interpreted as a sign that the EU labor market is reacting to differences in qualifications and skills. Other results show that an aging population, female labor force participation, urbanization, agriculture and industry have a negative impact on income inequality, while

unemployment and a strong financial sector have a positive impact on inequality. Finally, income inequality is lower in social democratic welfare states, in Protestant areas and in areas with Scandinavian family structures.

Bunotti, Sarah (2010) "Quality of Higher Education in Developing Countries Requires Professional Support" This article describes the goals of students obtaining higher education, the basis for selecting study programs, assessing university quality, challenges faced by students and Suggestions for improvement and the outcomes reveal that the quality and standard of higher education in developing countries are mostly persuaded by socio-cultural, academic, economic, political, and administrative components, as all of them are intently interrelated to each other. On the other hand ,it also applies to decision of selecting the best option. The conferences of the outcomes ,results will be supported by case studies on various related literature on the challenges faced by students at other universities in developing countries, especially in Africa. And their analysis also arrives at a result that a number of factors like commercialization, financial structure available for funding and population factors had an overall effect on the quality of higher education in developing countries. To improve the quality of higher education in developing countries, appropriate policies and internal staff (both academic and administrative) are needed.

### **Empirical Analysis:-**

A relatively large number of variables have been identified in the theoretical and empirical literature as potential determinants of Inequality and expectation from the higher education. These variables can be broadly categorized into four main groups: demographic, social, economic and institutional variables.

Demographics are expectedly the major driver of aggregate demand for higher education, particularly where the focus of student recruitment is almost exclusively domestic. The question is whether demographic data is sufficient to explain past trends in the demand for higher education, and therefore whether it can be used as a single predictor to forecast future trends.

The age structure of the applicants to higher education in Uttar Pradesh has remained very stable, with about half applying at the age of 18, a quarter at 19, a tenth at 20, and the rest almost evenly distributed by the other age groups. Using this average age structure of the applicants to compute the weighted number of births  $n$  years before (applying adjusted weights to  $n$  between 18 and 20 and, for simplicity, disregarding the other age groups), we

can contrast the progression of this lagged demographic variable with the number of applicants. The third group of demand determinants includes the economic variables, either at a microeconomic (cost) level or at a macroeconomic level. First, the price of higher education, the average cost of tuition fees, introduced in Uttar Pradesh in 2016. Other costs, such as accommodation, study materials, travel and living expenses, are probably not very significant to aggregate demand, since lower income families can either apply for student social support or choose a higher education institution close to home. The policy of regional dispersion of universities and polytechnics, and the shortening length of the first degree, reduce these direct costs of higher education. Student loans were introduced in 2016, but are not available for first year students and only a negligible number of students have yet applied. Possibly more important, especially for lower income families, is the opportunity cost of attending higher education, measured by the expected foregone wage income. But this cost must be balanced against the returns from higher education, particularly the expected wage premium of a degree.

**Objective:-**

- To analyze the factors which motivate participant behavior of the student in higher Education?
- To assess the supply-side barriers faced by students that impedes students' access to Higher Education.
- to find privatization is solution for high participation in Higher Education

**Hypothesis:-**

- There are no factors which motivate participant behavior of the student in higher Education?
- There are no supply-side barriers faced by students that impede students' access to Higher Education.
- privatization is not solution for high participation in Higher Education

**Research Methods:-**

*This research approach differs in several ways. We evaluate the general model of university expectations with the number of applicants as the dependent variable. The applicant data contains information about all those who are interested in studying and not just those whose desires are fulfilled, i.e. those who are actually enrolled in the university. This is especially important in higher education systems that limit the number of places available, because in such cases, enrollment provides a clearer picture of supply than*

demand. Moreover, in contrast to the total number of enrollments, the application does not directly depend on the length of the study.

The next section details the proposed methodology and approach for conducting the research.

### **Study Design**

**Selection of Study Districts** - The research was conducted in four districts of Uttar Pradesh and each district of each region, namely East Uttar Pradesh, West Uttar Pradesh, Bundelhand and Central Uttar Pradesh. These areas were selected based on objective criteria such as the proportion of students of different socioeconomic status and literacy rates of women; The literacy gap between men and women; and the physical location of the area.

### **Household Selection**

The household selection will be doing in two steps. First step we collecting the house list whose children already enrolled in higher Education and the second household list whose children studying in twelfth final year. An existing house list will be collecting followed by the process of circular systematic random selection to select a household for the survey.

### **Sample**

For the quantitative data collection, a total sample size of 100 households was to be visited for the household survey.

### **Data Analysis:-**

**Gender \* Want To get Higher Education (Simple B.A., B.Sc. or B.Com.)  
Crosstabulation**

			Want to get Higher Education (Simple B.A.,B.Sc.,or B.Com.)		Total
			Yes	No	
Gender	Female	Count	8	42	50
		% within Gender	16.0%	84.0%	100.0%
	Male	Count	2	48	50
		% within Gender	4.0%	96.0%	100.0%
Total		Count	10	90	100
		% within Gender	10.0%	90.0%	100.0%

Table shows the results obtained from 50 male and 50 female students who are studying in intermediate college and having the some experiences about higher Education senior friends or relative. Female student want to participate in higher education is 8 (16%) where as male student want to participate in higher education is only 2 (4%). the difference between male and female views is 12 %. in the context of Indian economy male having enough responsibility to getting employment for survival of their family life in the compare of girls. UNESCO (2004)<sup>3</sup> report also supported and defining the role of man, any effective strategy to engage men in promoting gender equality must first and foremost appeal to male policymakers as a pragmatic and rational framework with clear dividends for men, and not as a moral verdict on the status quo.

Female student want to not participate in higher education is 42 (84 %) where as male student want to not participate in higher education is only 48 (96%). the difference between male and female views is 12 %. Girls know about that, their parents want to not expense on their education in the compare of male child of the family, due to this they expected to go higher education. But presentably this discrimination decline. **Prashant Bharadwa (2010)**<sup>4</sup> discuss that these policies can help in reducing the amount of discrimination being faced by them when they are young as these studies clearly provides suggestions that the changing economic scenario which is providing economic opportunities to women will definitely help in reducing discrimination. Although, much more is to be done in this area as whether these plans and policies can ultimately turn out to be an investment for a better childhood of girls.

In the Study 90% of the student refuse to accept the higher education, Haward Newby (2004) in his book Young Participation in Higher Education also supported this. The results suggest that most Students tend to respond negatively and have a strong desire to not Participate in higher education if they were offered the opportunity.

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<sup>3</sup> <http://unesdoc.unesco.org/images/0013/001377/137780e.pdf>

<sup>4</sup> <http://econweb.ucsd.edu/~gdahl/papers/gender-discrimination-in-family.pdf>

**Chi-Square Tests**

	value	df	Asymp Sig. (2-sided)	Exact Sig.(2-sided)	Exact Sig.(1-sided)
Pearson Chi –square	4.000 <sup>a</sup>	1	.046		
Continuity Correction <sup>b</sup>	2.778	1	.096		
Likelihood Ratio	4.255	1	.039		
Fisher’s Exact Test				.092	.046
Linear-by-Linear Association	3.960	1	.047		
N of Valid Cases <sup>b</sup>	100				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.00.

b. Computed only for a 2x2 table

Finally, the above table provides the summary statistic info. The observed chi-square statistic is 4.000, which is associated with a 0.046 % risk of being good in rejecting the null hypothesis. This is some risk, but we are able to accept the null. We therefore find support for the research hypothesis, and can conclude that male and female students’ and their decision to participate in the Higher Education in study.

**Gender \* Which Type of the Education You want to Take Crosstabulation**

			Which Type of the Education You Want to Take		Total
			Otherwise	Professional	
Gender	Female	Count	15	35	50
		% within Gender	30.0%	70.0%	100.0%
	Male	Count	6	44	50
		% within Gender	12.0%	88.0%	100.0%
Total		Count	21	79	100
		% Within Gender	21.0%	79.0%	100.0%



Table shows the results obtained from 50 male and 50 female students who are studying in intermediate college and we asking about their interest between Professional courses or otherwise. Female student want to participate in higher education in professional courses is 35 (70%) where as male student want to participate in higher education in professional courses is 44 (88%). the difference between male and female views is 18 %. in the context of Indian economy, male having enough responsibility to getting employment for survival of their family life in the compare of girls so they are choosing the professional courses in the compare of other because it provided them better certainty about the Employment.

In the final average we can see that 79% of the student want to participate in professional courses and only 21% of the student want to participate in other courses.

**Chi-Square Tests**

	Value	df	Asymp sig.(2-sided)	Exact Sig.(2-sided)	Exact Sig.(1-sided)
Pearson Chi-Square	4.882 <sup>a</sup>	1	.027		
Continuity Correction <sup>b</sup>	3.858	1	.050		
Likelihood Ratio	5.012	1	.025		
Fisher's Exact Test				.048	.024
Linear-by-Linear Association	4.834	1	.028		
N of Valid Cases <sup>b</sup>	100				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.50.

b. Computed only for a 2x2 table

Finally, the above table provides the summary statistic info. The observed chi-square statistic is 4.882, which is associated with a 0.027 % risk of being good in rejecting the null hypothesis. This is some risk, but we are able to accept the null. We therefore find support for the research hypothesis, and can conclude that male and female students' and their decision to participate in the Higher Education in Professional in study.

**Gender \* Privatization of higher Education is solution Crosstabulation**

			Privatization of higher education is solution		Total
			Otherwise	No	
Gender	Female	Count	18	32	50
	Student	% within Gender	36.0%	64.0%	100.0%
	Male	Count	16	34	50
	Student	% within Gender	32.0%	68.0%	100.0%
Total	Student	Count	34	66	100
		% within Gender	34.0%	66.0%	100.0%

Table shows the results obtained from 50 male and 50 female students who are studying in intermediate college and we asking that privatization is the solution for Quality improvement for the higher Education which increases the participation behavior of the students or otherwise. Female student saying no is 32 (64%) that privatization is the solution for higher Education , and she answered otherwise is 18 (36%).where as male student answered no is 34 (68%) that privatization is the solution for the higher Education, and they answered otherwise is 16 (32%). the difference between male and female views about the privatization is only 04 %

**Chi-Square Tests**

	Value	Df	Asymp Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	.178 <sup>a</sup>	1	.673		
Continuity Correction <sup>b</sup>	.045	1	.833		
Likelihood Ratio	.178	1	.673		
Fisher's Exact Test				.833	.417
Linear –by-Linear Association	.176	1	.674		
N of Valid Cases <sup>b</sup>	100				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.00.

b. Computed only for a 2x2 table

Finally, the table above provides the summary statistic info. The observed chi-square statistic is 0.178, which is associated with a 0.673 % risk of being good in rejecting the null hypothesis. This is more risk, and we are Unable to accept the null. We therefore find

not support for the research hypothesis, and cannot conclude that male and female students' and their decision about the privatization is the solution for the higher education in study.

### **Conclusion**

The fact that college graduates find better jobs than college graduates and that society benefits from educated and engaged citizens is a traditional and successful selling point when colleges seek public support. But now this college is deteriorating due to decreasing work efficiency because these students don't want to continue their higher education. Work-related courses, on the other hand, attract universities and have a high participation rate as they offer professional training that ensures the future of students.

Public funding of higher education is based on taxpayers' willingness to support higher education because it contributes to the overall economic well-being of the entire society and even the country. However, government lawmakers using the ROI business model need more evidence of "effectiveness" because they consider traditional higher education to be ineffective. The autonomy that allows higher education in Uttar Pradesh to thrive and diversify can be limited in the name of accountability.

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