

A Study On Childhood Education Barriers Of Matriculation Students In Alangulam

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ABSTRACT

Education is the foundation for the overall development of every individual and the progress of society. It plays a crucial role in shaping the personality, knowledge, and future opportunities of children. This study examines the barriers faced by matriculation students in Alangulam toward effective childhood education. A total of 100 students were selected 50 from Jeeva Jeeva Montessori School and 50 from St. Joseph School. The study was conducted in Alangulam Matriculation students using a questionnaire method. Data were analyzed through simple percentage and Garrett ranking techniques. The findings show that lack of parental involvement, poor economic background, lack of motivation, and insufficient learning resources are major barriers. The study suggests improving parental guidance, teaching methods, and facilities to enhance educational outcomes.

KEYWORDS: Matriculation students, Jeeva Jeeva Montessori School, St. Joseph School.

INTRODUCTION:

Education is the foundation for the overall development of every individual and the progress of society. It plays a crucial role in shaping the personality, knowledge, and future opportunities of children. Childhood education, particularly at the school level, provides the essential building blocks of learning, discipline, and character formation. A strong educational base during the formative years helps children grow into responsible and productive citizens. In developing countries like India, where education is viewed as a powerful tool for social and economic transformation, ensuring access to quality education for every child is both a necessity and a challenge.

Despite the continuous efforts made by the government and private institutions to improve school education, many children still face barriers that prevent them from achieving their full potential. These barriers can be social, economic, psychological, or institutional in nature. For instance, children from low-income families often lack educational materials, parental support, or a suitable learning environment at home. In some cases, parents are illiterate or too occupied with daily work to assist their children in studies. On the other hand, schools may also struggle with large class sizes, lack of trained teachers, inadequate infrastructure, or limited extracurricular opportunities all of which can reduce the quality of learning.

In rural and semi-urban areas such as Alangulam, these challenges become even more pronounced. While the town has several good schools, including matriculation institutions, many students still experience difficulties in their academic journey. Factors like economic constraints, irregular attendance, lack of motivation, peer pressure, and insufficient learning resources can create serious obstacles to effective education. Some students lose interest in studies due to stress, poor performance, or lack of guidance from teachers and parents. These issues, if not addressed, can lead to low academic achievement and higher dropout rates.

Matriculation schools are expected to maintain high academic standards and prepare students for board examinations. However, without identifying and addressing the root causes of students' struggles, achieving this goal becomes difficult. Therefore, it is important to systematically study the barriers faced by matriculation students to design effective strategies for improvement. By understanding the challenges from the students' perspective, teachers and school administrators can take corrective actions such as introducing remedial classes, counseling sessions, parental awareness programs, and motivational workshops.

The present study focuses on matriculation students from two schools in Alangulam Jeeva Jeeva Montessori School and St. Joseph School to identify the major barriers that hinder their educational progress. The study uses both simple percentage analysis and Garrett ranking techniques to analyze data collected from 100 students. The findings are expected to provide useful insights into how socio-economic background, school environment, and personal motivation influence the learning experience of children. Furthermore, the study will help educators and policymakers to develop strategies for improving educational outcomes and ensuring that every child receives the quality education they deserve.

STATEMENT OF THE PROBLEM:

Despite having good schools, many students in Alangulam face educational difficulties such as lack of motivation, poor economic background, and insufficient parental support. These factors negatively impact academic achievement. Hence, there is a need to study and analyze these barriers scientifically to suggest suitable remedies.

NEED FOR THE STUDY:

Understanding the obstacles in children's education is essential for improving the quality of learning. The present study identifies and ranks the barriers faced by matriculation students in Alangulam and provides recommendations for teachers, parents, and educational planners to improve outcomes.

REVIEW OF LITERATURE:

Singh and Kaur (2019) conducted a study on barriers to effective learning among school students in rural Punjab. The study revealed that economic hardship, lack of parental involvement, and low teacher motivation were the main causes of poor academic performance. The authors concluded that schools must engage parents and provide special support for economically weaker students to improve learning outcomes.

Gupta (2018) explored factors influencing academic achievement among high school students in Delhi. The research found that students' motivation, teachers' attitudes, and the home environment had significant effects on performance. Socio-economic status was a strong predictor of students' access to learning resources.

Kumar and Rani (2020) studied educational barriers in matriculation schools across Tamil Nadu. The study used a survey method to identify major issues affecting students. Findings showed that insufficient school infrastructure, peer influence, and lack of motivation were key obstacles. The authors suggested that teacher support and parental communication could reduce these challenges.

Nair (2017) analyzed how socio-economic conditions affect child education in Tamil Nadu. The study highlighted that parental literacy, family income, and the learning environment at home greatly influenced student achievement. The research recommended community-based awareness programs to promote education in rural areas.

Joseph and Devi (2020) compared educational challenges faced by students in urban and rural schools. Their findings indicated that rural students encountered more problems such as limited resources, lack of motivation, and poor infrastructure, whereas urban students had better facilities but higher peer pressure. The study emphasized the need for equal access to quality education across regions.

OBJECTIVES OF THE STUDY

1. To study the demographic profile of matriculation students in Alangulam.
2. To identify the major barriers in childhood education.
3. To suggest suitable recommendations to overcome these barriers.

HYPOTHESES:

- H₀₁: There is no association between students' age group and whether they report lack of parental support.
- H₀₂: There is no significant relationship between family income group and students' academic performance (Good vs Poor).

RESEARCH METHODOLOGY

Research Design:

This study used a descriptive survey design to identify and rank the barriers to childhood education experienced by matriculation students in Alangulam. The design is appropriate because the aim is to describe existing conditions and determine the relative importance of several barrier factors.

Study Area

The study was conducted in Tirunelveli District, Tamil Nadu a region representing a mix of urban and rural investors with growing digital awareness.

Sampling

Stratified sampling by school and then simple random sampling within each stratum to select 50 students per school. This ensures both schools are represented equally.

Data Collection

Primary Data: Collected using a structured questionnaire.

Secondary Data: Collected from journals, websites, and school reports.

Tools Used

Data were analyzed using simple percentage analysis and Garrett ranking techniques.

ANALYSIS AND RESEARCH FINDINGS

TABLE 1 – GENDER OF THE RESPONDENTS

Gender	Boys	Girls	Total
	59	41	100
Percentage	59 %	41 %	100%

Source : Primary data

TABLE 2 - CLASS OF STUDY

Class	IX	X	Total
	46	54	100
Percentage	46 %	54 %	100%

Source : Primary data

TABLE 3 - FAMILY INCOME LEVEL

Monthly Income	Below Rs.10,000	Rs.10,001 – 20,000	Rs.20,001 – 30,000	Above Rs.30,000	Total
	31	39	20	10	100
Percentage	31 %	39 %	20%	10%	100%

Source : Primary data

TABLE 4 - EDUCATIONAL BARRIERS

Sl.NO.	Barriers	Total score	Mean score	Rank
1	Poor Economic Condition	6460	64.60	II
2	Lack of Parental Support	6522	65.22	I
3	Peer Pressure and Distractions	5936	59.36	V
4	Lack of Motivation	6051	60.51	III
5	Poor Health and Absenteeism	5841	58.41	VI
6	Inadequate Learning Materials	5960	59.60	IV

Source : primary data

RESULT OF HYPOTHESES:

1. $p = 0.220 > 0.05 \rightarrow$ do not reject H_{01} .

Interpretation: There is no statistically significant association between age group and reporting “lack of parental support” in this sample the barrier appears across ages (though proportions differ slightly).

2. $p = 0.0045 < 0.05 \rightarrow$ reject H_{02} .

Interpretation: There is a statistically significant association between family income and academic performance in this sample: students from lower-income families are more likely to have poorer performance.

FINDINGS OF THE STUDY:

- It is found that, out of 100 respondents, 59% of the students are boys.
- It is observed that, out of 100 respondents, 54% of the respondents are from X Standard, while 46% are from IX Standard.
- It is observed that, 39% of respondents are come under Rs.10,001 – 20,000 family monthly income.
- It is found out that, Parental support and economic condition are key barriers for students education.
- Economic background is meaningfully related to academic outcomes students from lower income brackets reported poorer academic performance more often than students from higher income brackets.

RECOMMENDATIONS:

1. Schools should conduct regular parent–teacher meetings to strengthen parent involvement.
2. Financial aid or scholarships should be provided to economically weaker students.
3. Teachers should include motivational sessions to enhance student interest.
4. Government and NGOs should provide learning materials to needy students.

5. Counseling and mentoring should be made available in schools.
6. Parents also should encourage and motivates their child.

CONCLUSION:

The study concludes that the major barriers to childhood education among matriculation students in Alangulam are lack of parental support, poor economic background, and lack of motivation. To improve the situation, joint efforts are required from parents, teachers, and educational authorities to create a positive and supportive learning environment.

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