

# Lack of Educational Interest among Rural Students of Bhopal District despite Government Educational Schemes: A Study in the Context of Family Background

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**Abstract-** Education plays a vital role in the social and economic development of any society. Despite the implementation of several government educational schemes in India, rural areas continue to face problems related to students' lack of interest in education and low enrolment rates. The present study aims to examine the causes of lack of educational interest among rural students of Bhopal district, with special reference to their family background. A descriptive survey method was adopted, and data were collected from 200 rural students using a self-developed questionnaire. The data were analysed using percentage analysis. The findings reveal that family economic conditions, parents' educational level, domestic responsibilities, social pressure, and lack of awareness about government schemes significantly influence students' interest in education and school enrolment. The study concludes that government schemes alone are insufficient unless supported by family awareness, parental involvement, and community participation.

**Keywords:** Rural students, family background, educational interest, school enrolment, government schemes

## I.INTRODUCTION

Education is widely recognized as a key instrument for social transformation and national development. It enhances human capabilities, improves economic productivity, and promotes social equity. In a developing country like India, universalization of education has been a major policy objective since independence. Various constitutional provisions, policies, and programmes have been implemented to ensure access to education for all, particularly for disadvantaged and rural populations.

The Government of India and state governments have introduced several educational schemes such as scholarships, free textbooks, uniforms, mid-day

meals, bicycles, and financial incentives to promote enrolment and retention of students in rural schools. Despite these efforts, rural areas still face challenges such as low enrolment, irregular attendance, and high dropout rates. One of the major underlying issues is the lack of interest in education among students.

Bhopal district, though part of the capital region of Madhya Pradesh, has a significant rural population. In many rural areas of the district, students either do not enrol in school or discontinue their education at an early stage. Family-related factors such as poverty, parents' illiteracy, domestic workload, and social attitudes towards education play a crucial role in shaping students' educational interest. Therefore, it becomes essential to study the problem of lack of educational interest among rural students in relation to their family background.

## II.REVIEW OF RELATED LITERATURE

Several studies conducted during the last decade highlight the relationship between family background, educational interest, and enrolment in rural areas.

Kumar (2015) reported that low family income significantly affects school enrolment and continuity among rural students. Singh and Yadav (2015) found that children's involvement in household and agricultural work reduces their interest in schooling. UNESCO (2016) emphasized that economic deprivation and social inequality remain major barriers to education in rural regions.

Kumar and Singh (2016) observed that parents' illiteracy negatively influences children's academic motivation and educational aspirations. Rao (2016)

identified family responsibilities as a major reason for school dropout among rural students. Sharma (2017) highlighted that lack of educational awareness among rural families contributes to low participation in schooling.

NCERT (2017) reported that government schemes are effective only when families actively support children's education. Patel (2018) found that students from joint families often face greater domestic responsibilities, affecting their school attendance. Sharma (2018) established a strong relationship between parents' educational level and students' school enrolment.

NUEPA (2019) and NCERT (2019) emphasized the role of socio-economic factors in determining enrolment and retention in rural schools. The World Bank (2020) reported a strong correlation between poverty and lack of interest in education. Verma (2020) identified uninspiring school environments as an additional factor reducing students' motivation.

UNICEF (2021) concluded that domestic duties and social pressure are key causes of dropout among rural children. Khan and Ahmad (2021) pointed out that complex procedures and lack of information limit the benefits of government schemes. Singh (2022), in a study conducted in rural Madhya Pradesh, emphasized parental involvement as a critical factor for improving enrolment.

The National Curriculum Framework (NCF, 2022) advocated for locally relevant and contextualized education to enhance students' interest. The Ministry of Human Resource Development (2023) and the Government of Madhya Pradesh (2024) reported that economic pressure and lack of family support are major obstacles to educational continuity. The Ministry of Education (2025) stressed the need for family-centred interventions to improve enrolment and retention.

#### Conclusion of Literature Review:

The reviewed studies clearly indicate that lack of educational interest among rural students is a multidimensional problem closely linked to family background. However, limited research has focused specifically on rural students of Bhopal district, creating a research gap addressed by the present study.

### III.NEED OF THE STUDY

The study is needed to:

1. Identify the major family-related factors responsible for lack of educational interest among rural students.
2. Examine the impact of family background on school enrolment.
3. Assess the awareness and effectiveness of government educational schemes.
4. Provide suggestions for improving enrolment and retention in rural schools.

### IV.OBJECTIVES OF THE STUDY

1. To study the causes of lack of interest in education among rural students of Bhopal district.
2. To examine the effect of family economic status on school enrolment.
3. To analyse the relationship between parents' educational level and students' interest in education.
4. To assess the level of awareness about government educational schemes among rural families.

### V.HYPOTHESES

1. There is a significant relationship between family economic status and lack of interest in education.
2. Parents' illiteracy negatively affects students' school enrolment.
3. Lack of awareness about government educational schemes leads to low enrolment among rural students.

### VI.RESEARCH METHODOLOGY

The present study adopted a descriptive survey method.

Area of Study: Rural areas of Bhopal district

1. Sample: 200 rural students
2. Sampling Technique: Simple random sampling
3. Tool: Self-developed questionnaire
4. Data Analysis: Percentage method
5. Data Analysis and Interpretation

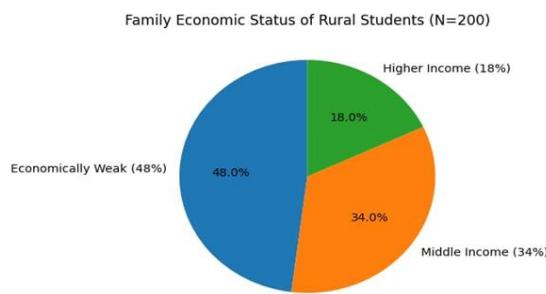


Figure 1: Family Economic Status of Rural Students

Description: Figure 1 shows the economic status of the families of rural students in Bhopal district. The data reveal that 48% of the students belong to economically weak families, while 34% belong to middle-income families and only 18% belong to higher-income families. This indicates that economic hardship is a major background factor influencing students' educational interest and enrolment.

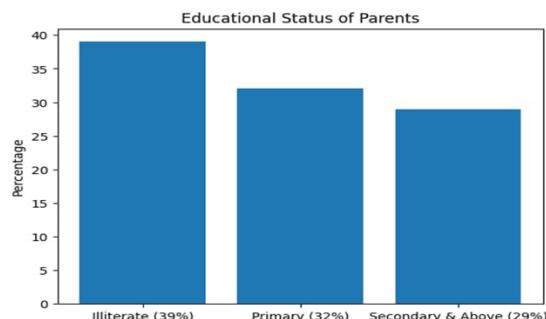


Figure 2: Educational Status of Parents

Description: Figure 2 represents the educational status of parents of rural students. The findings show that 39% of parents are illiterate, 32% have primary education, and only 29% have secondary or higher education. The high percentage of illiterate parents suggests limited academic support at home, which adversely affects students' interest in education.

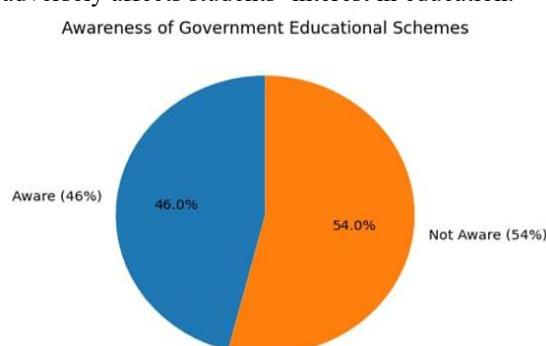


Figure 3: Awareness of Government Educational Schemes

Description: Figure 3 illustrates students' awareness of government educational schemes. It is evident that 54% of students are not aware of the available government schemes, whereas only 46% are aware. This lack of awareness reduces the effectiveness of government initiatives aimed at increasing enrolment and retention in rural schools.

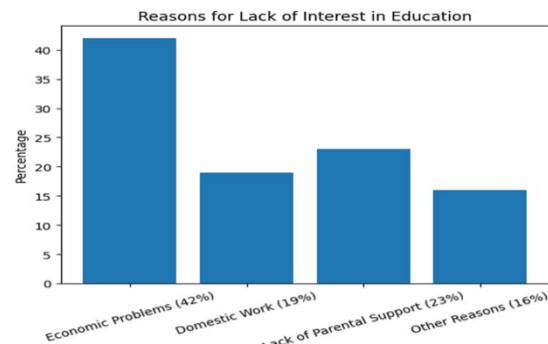


Figure 4: Reasons for Lack of Interest in Education

Description: Figure 4 depicts the major reasons for lack of interest in education among rural students. Economic problems (42%) emerged as the most significant factor, followed by lack of parental support (23%), domestic work (19%), and other reasons (16%). This highlights the dominant role of family-related issues in shaping students' educational behaviour.

The analysis revealed that:

1. 48% of students belonged to economically weak families.
2. 39% of parents were illiterate.
3. 54% of students were not adequately aware of government educational schemes.
4. The major reasons for lack of interest in education were economic problems (42%), domestic responsibilities (19%), lack of parental support (23%), and other factors (16%).

These findings clearly indicate that family background plays a decisive role in shaping students' educational interest and enrolment behaviour.

## VII. MAJOR FINDINGS

1. Poor economic conditions of families significantly reduce students' interest in education.
2. Parents' illiteracy negatively influences enrolment and continuity of schooling.

3. Many rural families lack proper awareness of government educational schemes.
4. Domestic work and social pressure distract students from education.

### VIII. SUGGESTIONS

1. Awareness programmes should be organized for rural parents regarding the importance of education.
2. Government schemes should be publicized effectively at the village level.
3. Additional financial support should be provided to economically weaker families.
4. Strong school-community partnerships should be developed to support students.

### IX. CONCLUSION

The study concludes that lack of educational interest among rural students of Bhopal district is deeply rooted in family background factors. While government educational schemes play an important role, they are not sufficient in isolation. Sustainable improvement in enrolment and educational interest requires family-centred interventions, parental education, economic support, and community participation. Integrating policy initiatives with social and familial reforms is essential for achieving inclusive educational development.

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