

Knowledge about family and school contribution in academic achievement: The context of schooling and social representations in India

Abstract

This paper examines the social representations of knowledge about the family and school contribution in academic achievement in a sample of elementary grade students, parents and teachers. Previous research explored the social representations of educability (Raty & Snellman, 1998), intelligence (Miguel, Valentim, & Carugati, 2010), academic achievement (Sinha & Mishra, 2015), and teachership (Martikainen, 2019) in the school context and showed their multidimensional picture. This research indicates participants' role and identity matters in their social representations. The polysemic understanding of family and school contribution are discussed.

Many decades of research on the impact of family and schooling on the students' future achievement systematically identified the correlates without much emphasis on how any knowledge comes to our social reality and becomes part of our self. Academic achievement seems to be a necessary and essential marker of self-enhancement and future wellbeing (Granvik Saminathen, Plenty, & Modin, 2020; Steinmayr, Heyder, Naumburg, Michels, & Wirthwein, 2018). Reppy and Larwinn (2020) studied students from urban middle school and noted that students' perception and their success in school is just not due to their intrinsic motivation to fulfil their transient needs but also a feeling of being cared-for at both the personal and academic level. The available model of academic achievement is based on marks and school performance which are observed to be influenced by school, ethnic background, intergenerational family predictors and family parameters (Reid & Heck, 2018; Mandara, Varner, Greene, & Richman, 2009; Georgiou & Christou, 2000). It also has significant impact of gender and sexual identity, multiracial identities and perception of teachers discrimination, social class, (Stewart & Dermott, 2004; Bernstein, 2005; Thomas, Caldwell, Faison, & Jackson, 2009; Lee & Bean, 2004), socioeconomic attainments and social structuring of schools (Maclver, Reuman & Main, 1995), parental education and children's achievement, mobility, coping (Steinmayr, Dinger & Spinath, 2010; Boon, 2011), home environment and achievement motivation, academic self-concept and social status (see Bansal, Thind & Jaswal, 2006; Song, & Hattie, 1984; see also Dubow & Ippolito, 2010; Kaur, Rana & Kaur, 2009).

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The significant impact of family SES, parental belief system, encouragement and monitoring on the academic achievement shaped the view of education and academic achievement. Further, research asserted the predictive effect of family and school in the students' academic and socioemotional development (e.g. Bronfenbrenner, 1987) which further has a positive association with education and academic achievement (Tarraga, Garcia, & Reyes, 2018), thus, improving students' self-esteem and performance (Garbacz, Herman, Thompson, & Reinke, 2017). Parenting practices, parenting styles, parental education and family structure found to have a significant impact on the children school achievement, and their perception of parental involvement acted as mediator in their school disengagement (e.g. Areepattamannil, 2010; Abd-el-Fattah, 2006). The mechanism of parental involvement, parenting style, disciplining, parental expectations, and socioeconomic background were found to impact students' academic achievement, internalization of the moral values and standards, children perceptions of cognitive competencies and quality of student-teacher relationship (e.g. Karmakar, 2015; Wilder, 2014; see also Ma, Shen, Krenn, Hu, & Yuan, 2016; Lara & Saracostti, 2019; Topor, Keane, Shelton, & Calkins, 2010). These aspects of family contribution further influence the students' adjustment and adaptability to the school values (see also Kasser & Linn, 2016), support in learning activities at home and engagement with school activities (Schueler, McIntyre, & Gehlbach, 2017). Further, it was observed that family background was not the robust predictor (e.g. Weiser & Riggio, 2010) of academic achievement, however, self-efficacy was found to be the strong and consistent mediator between parental involvement and expectations of academic success. However, Flecha (2012) reported that academic achievement gap varies between the academic and non-academic families, especially, those from low socioeconomic status (LSES) and underprivileged neighborhoods. She highlighted in her research that "family education is a successful educational action (SEA) that is improving student's performance by creating learning spaces between families and students where cultural and educational interactions are shared" (p. 302) It was also shown that children from the lower SES family background identified better with schools as it increases the chances of upward social mobility (Jetten, Iyer, & Zhang, 2017). In one of the study, intended to understand the impact of family and school on children's cognitive performance and academic achievement (e.g. Alves, Gomes, Martins, & Almeida, 2017), done on elementary school Portuguese children, it was found that latent variable family (parents' schooling and socioeconomic level) and the latent variable school (community and type of school) have a significant impact on academic achievement. Study also showed how family

presents a significant impact on cognitive performance as compared with an impact of school on intelligence in the earlier years. School is hypothesized to have impact in the latter years with the teachers' involvement as one of the factors in students learning (Wang, Haertel & Walberg, 1994). The impact of school on the students' ability to identify with the school culture also depends upon the familial culture and values. (Singh & Espinoza-Harold, 2019; see also Portes & Hao, 2004). Correspondingly the social inequalities can turn into school inequalities that in turn may perpetuates the social inequalities again (e.g. Sullivan, 2001). It was noted that academic achievement disparities further impact the disadvantaged group family in adverse manner unless a proper mechanism of reappraisal are not available (Borman, Rozek, Pyne, & Hanselman, 2019).

Family investment in children schooling seems also, to be regulated by the factors such as parental beliefs in education. In the case of disadvantaged and lower SES students, the quality of school and teacher is one of the important factor in learning. However, the societal constraints such as ability stereotypes and discriminations on the basis of class, caste and gender may neutralize the impact of schooling despite the family background. It is also observed that in most of the cases of family relationship with schooling, the students from lower SES or lower middle SES cannot cope with the exorbitant fees taken by the high status schools but also the pathways to these schools which are usually occupied with the students from better family background, are not clear and creates a high socioeconomic barrier (Raina, 2019). These schools are more resourceful and they adopt enriched pedagogy with efficient system for teaching and learning, which are missing in the schools located in low SES neighborhoods or are less on resources. Recently, in the current Covid-19 crisis, the online teaching was only possible with the students enrolled in high status schools. The students from working class background and of migrant workers are deprived of essential online resource to continue their education due to closing of schools. This difference shows the instance of situational crisis and its impact on education of disadvantaged group children despite their motivation and ability.

Together with the role of families' contribution to the effectiveness of school-related tasks, the role of schooling plays an important role in the academic socialization of children and future performance. Family and schools were studied in terms of discourses and attitudes as derived from the observational perspective but very few studies explored how they are socially represented (Boulanger et al. 2014; Pelt & Poncelet, 2012). The understanding of the social representations (see Moscovici, 2001) will help in the knowledge of various associated

features of family and school contribution embedded in the everyday discourses of people and how people make the sense of reality both at the agentic and social level (see Lahlou, 2015). Academic achievement and its meaning is also understood as a process and multidimensional representations (Sinha & Mishra, 2015). The stabilization of any phenomenon happens through the public or commonsensical understanding emerges from the social interaction and everyday handling of any concept. The social understanding of any phenomenon also depend upon the groups which legitimize any idea. Academic achievement and associated contributory macro level themata doesn't reveal itself but understood through the anchors of preferred social objects and identities (e.g. Breakwell, 1993; 2010; Duveen, 2000; Markova, 2003).

Howarth and Andreouli (2014) applied social representations theory to understand how school contributes meaningfully to the enhancement of intercultural relations. They considered the role of socio-political context, local community and immediate school context in the handling of the discriminations. It was observed that the broader socio-political context confines the schools' capacity to stay within its boundary and thus restricting the healthy intercultural relations. School climate is found to be major explanatory factor in student learning and achievement with added value, where social identity was observed to be possible psychological mechanism in explaining the relationship between school climate and achievement (Maxwell, Reynolds, Lee, Subasic & Bromhead, 2017). Also, some research showed significant proximal and distal effect of school bonding on students' academic achievement where certain aspects of school bonding, for example, attachment to school activities, sense of fairness, school involvement, attachment to teachers and school commitment (Bryan et al., 2012) were salient. Santhya, Zavier and Jejeebhoy (2015) conducted a school-based study on class 10th students in 30 government regulated secondary schools where it was found that the non-discriminatory treatment by teachers, egalitarian gender-based attitudes and health awareness effects the competencies and academic performance of both boys and girls. In order to understand the learning outcome based on the teaching quality, Singh and Sarkar (2015) studied public and low fee private schools in Andhra Pradesh and observed better mathematics performance in the private schools. It was also found those teachers' characteristics such as gender, general educational qualification, experience and content knowledge doesn't have a significant influence on students learning outcome. More variance was observed in the structural contexts such as professional qualification, the proximity of residence, routine checking of the books and teachers' attitude towards the school. These findings are connected to the study done in Punjab province of Pakistan by Aslam and Kingdon

(2011) where the improvement of teaching practice was found to be important in raising students' achievement but higher impact was seen in terms of teachers' attitude towards the schooling comprising the classroom practices and teaching process rather than certifications and experience. For example, in understanding social representations of teachership based on the drawing of teachers and students, Martikainen (2019) showed remarkable difference in their expressions. It was also evident that teachers' discursive moves in the classroom like communicating, monitoring-framing and evaluating-judging-critiquing are embedded in the everyday social interaction and situated in the cultural and historical expression (e.g. Soysal & Radmard, 2020). In some way these creative expressions are representative of the people social reality about the concepts spread in varieties of ways in our social spaces likes family and schools. The teachers who are conscious of their taken for granted way of teaching and handling of the reified academic categories such as academic achievement and identities may be able to do justice to the alternative and multidimensional way of understanding these concepts. Complying with the stereotypical notions prevalent in schools about the family background, for example, students, school environment and general perception of mobility may limit teachers from taking others perspective.

Overview of the study

Thus, the role of family and school as a major interconnecting contributory factor to the academic success (Schmitt & Kleine, 2010) led to the different social representations of academic achievement. The dominant values in terms of family-school relation in an enhancement of cognitive ability and preferred mechanism of school success seem important factors in understanding the politics of education in India. The effort to humanize pedagogy (see Wrigley, 2014) for effective implementation of curriculum proved to be important for students, teachers and educational policy makers for a critical understanding of present scenario of education. The meaning of family and school contribution embedded in the experiences of students, parents and teachers have not been much studied. In order to best grasp people's commonsensical knowledge of academic achievement phenomena in a context of changing school, the study focuses on people who were believed to be affected by such changing conditions. Sinha and Kumar (2004) speculated the possibility of appropriate methodological approach for understanding Indian culture having the capability to grasp its sociocultural reality. The cultural context of India is metamorphosis of modern and traditional belief and values, where traditional has undergone changes both in terms of educational and social

practices. The modernization of education and perceptions of achievement had been set on the benchmark of colonial system where bureaucracies and rationality were considered as modern and progressive. Once social representations have become established, they become part of collective practice and they are taken for granted and thus describe as stable elements of social representations. Social representations are positioned inside the triadic asymmetry of self, other and object, they can be “volatile and will transform over time” (Voelklein & Howarth, 2005, p. 436). The present methodology stands on the premise which is characterized by inductivists logic and may lead to descriptive conclusion which is essential to understand stable and dynamic content of social representations (Voelklein & Howarth, 2005). This is done in order to answer the research question: In a context of changing school conditions, what social representations, of both stable and dynamic character, do people have about family and school contribution to academic achievement?

Method

Participants: This study engaged 145 participants including school students, parents and teachers. Consent was obtained from 107 students (Age range between 12 to 14 yrs), 30 parents (Age range between 34 to 40 yrs) and 15 teachers (Age range between 30 to 40 yrs). Responses from five students who withdraw latter from the study and two students who were not able to give response both verbally and in writing were not taken into account (see Sinha & Mishra, 2015).

Father’s Education as an Indicator for Assessing SES: A number of studies have highlighted the importance of parental education as causal factor behind the children’s academic socialization, parental involvement such as tutoring and academic experience, children cognitive development as per school requirements, emotional development and health (see Pougnet, Serbin, Stack & Schwartzman, 2011; Roopnarine, Krishnakumar, & Vadgama, 2013; Areepattamannil, 2010; Okagaki & Sternberg, 1993; Sidhu, Malhi & Jerath, 2010). It was also noticed that father’s education was found to be better predictor of school achievement than mother’s education (see also Sriram & Sandhu, 2013). Close association was observed between father education and occupation status and income (Mehryar & Tashakkori, 2007). Students with better educated fathers have reported a higher rate of literacy among their mothers and a more culturally enriched home environment than those with less educated fathers (Mehryar & Tashakkori, 2007). It was also found that there was moderate correlation between

father's education and perceived SES (Suchday, Chhabra, Rosett & Almeida, 2008). However, pertaining to our observation in terms of academic socialization of the child in the Indian context there were the traces of tradition even if the people identified with the modern artifacts and value system. The socioeconomic levels of students in this study were based on the demographic inputs such as parental education, occupation and income. Among all of them father education was prominent marker of students' SES, as most of the students studied were from families in which head of the family was father and main income generator. The school studied comprises student from all the socioeconomic levels but mostly from lower middle class to middle class. The use of comparison between high SES and low SES is based on their demographic response and father education. The term middle SES is not used in this study.

Procedure: After taking demographic information from the students in different schools of Medak and Rangareddy district, an open-ended schedule was given to the students, parents and teachers on their consent. Since students were mostly from the elementary grades (few students were from higher age studying in the elementary level) the schedule was distributed through the teachers' permission. The purpose of this selection criterion is to search for the latent patterns of common thinking, of both stable and dynamic character, that emerge among people who are affected by changes that might be related to the transformation of school life. The schedule was designed in order to examine the social representations of participants understanding of 1) effects of family and SES Background on academic achievement and 2) school's contribution to the academic achievement. The questions broadly addressed were "In what way students' family background contribute to students' academic achievement?", and "In what way does school contribute to the students' academic achievement?" School authorities were approached in order to get permission to get information from the students. Demographical information about the students was obtained. After getting the basic information, students were re-approached for further exploratory work. The schedule was given to the students in one to one situation or in dyads or in groups depending on their availability. Their responses were noted down by the researcher. Care was taken to provide full freedom of expression to the participants. Some participants who not opening up in the school were pursued to their home as the home environment seem to moderate the barriers some students face while in the formal school environment. Similarly, some participants were given the schedule to make them express their viewpoints openly through writing. Teacher participants consent was obtained in the school where they responded both in writing and orally. Parent participants were approached for their response to the schedule with the help of

students' which they responded in writing or expressing verbally. Although language problem was faced by students while engaging in verbal interaction, it was sorted out with the help of a mediator (friend of a student who had basic knowledge of Hindi, English and Telugu). However, by and large, most of the participants had familiarity with at least two languages mentioned above. On the average it took around 80 to 90 minutes to complete the schedule.

Data Analysis: Present study utilized the mixed-method which was earlier used to explore the social representation of intelligence and the role of family in its development from the students', teachers and parents' perspective (see Miguel, Valentim, & Carugati, 2010). Data analysis began with the production of verbal and written text of the response obtained from the participants belonging to different social categories. The obtained texts were then broken into different response categories deriving from questions posed to the participants. The obtained categories were then coded and frequency was noted. Codes were identified and continuously compared to each other so that similar phenomena were grouped in the same category. This inductive coding process ended in a grouping of substantive themes with similar content into summarizing descriptive categories, which were then theoretically labeled. In order to determine the reliability of the categories, the answers of 25% of the participants (37 of the total sample of students; 5 teachers and 10 parents) were re-coded by an independent coder who, until that moment, had not participated in the research process. The obtained categories were noted and compared till saturation point reached with the help of independent coder. Categories produced by the "blind" coding process matched most of the initial ones. In fact, nearly all of the disagreements in the reliability check were due to differences in the frequency of each category, and not to the general content of the category. Despite the substantial agreement, in the cases where overlap was not accomplished discussion was carried out and categories were reviewed in order to achieve a suitable match for subsequent research steps. Once the categories were identified, the frequency of responses to each category was then crossed with respondents' membership in the four groups defined by sample characteristics. For each one of the sets of categories, a *correspondence analysis* (Hair, Black, Babin, Anderson, & Tatham, 2006; Miguel, Valentim, & Carugati, 2010) was then performed both to detect links between the various representational components and to shed light on the relationship between these components and individuals' group membership.

Correspondence analysis is a statistical visualization method for picturing the associations between the levels of a two-way contingency table. The name is a translation of

the *French Analyses des Correspondances*, where the term correspondence denotes a “system of associations” between the elements of two sets (*cf* Panagiotakos & Pitsavos, 2004). Correspondence analysis is a geometric technique for displaying the rows and columns of a two-way contingency table as points in a low-dimensional space, such that the positions of the row and column points are consistent with their associations in the table. The goal is to have a global view of the data that is useful for interpretation. It also helps to show how variables are related, not just that a relationship exists. The joint graphical display obtained from a correspondence analysis can help in detecting structural relationships among the variable categories. Finally, correspondence analysis has highly flexible data requirements. The only strict data requirement for a correspondence analysis is a rectangular data matrix with non-negative entries. Thus, the researcher can gather suitable data quickly and easily. The primary goal of correspondence analysis, thus, is to transform a table of numerical information into a graphical display, facilitating the interpretation of this information. This goal is shared by such familiar graphical techniques as histograms, box-plots, star diagrams and various types of scatter diagrams. The aim of all these methods is to communicate numerical information by expressing it in a different form. These techniques are all exploratory in the sense that they describe the data.

Result and Discussion

In the course of content analysis, a plurality of categories was generated, which evidence the polysemic nature of the concept and attests to the difficulty in providing it with a unique and definite meaning.

Family Contribution to academic achievement

Family experience affect the children’s psychological processes in multiple ways (e.g. Bouffard & Hill, 2005; Sriram & Sandhu, 2013; Jetten, Iyer, & Zhang, 2017). Children’s socialization in the form of learning societal values, attitudes, and behavioural standards depends on the associated effects of dimensions related to the family background (see Grusec, 2011). Family background in terms of related dimensions such as SES, caste, family structure and community becomes a major component of one’s social identity depending on what situation one is thriving in. The responses showed the importance of family in academic achievement through series of response categories generated through the content analysis (see Table 1 and Table 2).

Table 1**Response Categories for the social representations of family contribution in Academic Achievement”**

Response Category	Meaning	Examples from the responses
Socioeconomic status (SES)	Parents’ education was considered important as compared with their occupation though some participants used it in a way to devalue others whose parents are low in education. Some of the participants felt that it is the individual effort and facing of hardship that matters.	<p><i>“Because of their lower standard and education children of uneducated parents unable to understand the value of education”</i></p> <p><i>“Parental occupation has not any bearing on students’ success because many can buy books but knowledge or mind (brain) to a student. It is the hardship faced by student which matters”</i></p> <p><i>“yes, parental education is a key for the success of students because educated parents can give guidelines and suggestion and opinions and</i></p>

they can mold in such a way to achieve the goal”

“Only parental education is important”

“Feeling of inferiority complex because of students’ low socioeconomic background” (Teacher, 42).

“The role of family depends on the students’ fathers’ education, money and the job they do and this decides the support and encouragement students get which in turn helps him in achieving the marks and better job in future” (LSES student, Male, 14)

Home culture¹ (HC) Indigenous value, language or any other artifacts where children socializations and cultural practices becomes vital in their self-development and engagement with the school values.

“Home environment decides whether one can concentrate or not” ... “Providing basic support and relaxation is the responsibility of home environment (LSES student, Female, 15)”

¹ Home culture and sociocultural factors are treated as same phenomenon in the present research and therefore, used interchangeably.

Parental Support (PS)	The role of parental expectation and support in the Childs' agency	<i>“Irrespective of caste and socioeconomic status, the parents having the awareness of the importance of educating their ward, they support their child” (Teacher-Parent, 38)</i>
		<i>“Fulfilling the needs, helping, support in the time of depression”</i>
Encouragement (E)	Positive response and trust directed towards the child	<i>“Family can contribute to students' success or failure but if he succeeds then they wish him for the best and if he fails then to give him courage to do best for the next time”</i>
Correct path (CP)	Direction and orientation for the child in his/her future achievement and performance based on the family's sociocultural environment and value system	<i>“Well discipline with good culture and social activities”</i> <i>“Parental education is important for children to move on the correct path”</i>
Family communication (FC)	Transference of the values and the pattern of socialization of the child	<i>“If the liking and disliking of the parents are kept in front of the child in the form of expectation it may affect the Childs achievement”</i>

Caste (C)

Individuals' social position on the basis of hierarchy which becomes the basis of discrimination towards the people situated at the lower levels of strata for example, untouchables studying in the higher caste dominated school

“Empowerment to SC/ST students brings mobility which was earlier stopped and dominate” and even today “Some caste and religious belief teachers discriminate students on the basis of identity”

“I think the caste plays an important role in students' failure and success as if the child comes first then people say you have upper our caste and if the child fails people say that you have broken our caste nose”

“Well, some students think that if they are of low caste the children may make fun of them and would cheat them which makes them think or bring bad thought in mind”

“Caste is important in the sense that general candidates are discriminated despite having capability”

“Caste is not the problem now a day's students' are effective in working with each other, no one talks about caste, student think they all are equal”

Freedom of Expression (FE)	Part of socialization pattern of the child where he/she is freely able to express and discuss his/her desires, expectation of self, and ambitions.	<p><i>“Child is allowed to express his viewpoints and expectation from himself, his desires and likings in front of the parents”</i></p> <p><i>“Family background of students helps the child in his achievements if everyone’s view is respected, taken into account and not stopped including the Childs”</i></p> <p><i>“If each other views are shared then it may help in academic achievement of the child-as child will communicate his ambitions, liking and disliking to the parents and parents in turn help the child in achieving that”</i></p>
Motivation (M)	Motivation is conceptualized as a factor that influences learning	<p><i>“Family contributes by encouraging, supporting, guiding and by motivating for bright and good future”</i></p> <p>(HSES student, Female, 15)</p>
Cognitive development (CD)	Category of human psychology describing “the way things are” positioned within the ability domain of individual which is essential in the performance	<p><i>“Home environment will effect on their mind”</i></p> <p>(Teacher-Parents, 38)</p> <p><i>“Family background has not any direct bearing on students’ success because</i></p>

money can buy books but not knowledge or mind (brain) to students. It is the hardship faced by student which matters in the child intelligence development”

Discrimination

(D)

Perceived sense of unfairness because of one’s social position based on lower status identity.

“Students feel discriminated because of economic differences” and “Some caste related and religious beliefs lead teachers to discriminate against the students on the basis of identity” (LSES student, Male, 14).

“Sometime urge to get higher than others led to dissatisfaction and feeling of discrimination which decrease the value of education and dump it into the ocean of competition and inhumane activities”

Table 2

Frequencies and percentages of respondents endorsing different meaning of family contribution in Academic Achievement

	HSES (N=50)	LSES (N=50)	PAR (N=30)	TEACH (N=15)
SES	15 (30%)	28 (56%)	4 (13.33%)	5 (33.33%)
HC	5 (10%)	6 (12%)	6 (20%)	7 (46.66%)
PS	5 (10%)	6 (12%)	6 (20%)	6 (40%)
E	6 (12%)	6 (12%)	6 (20%)	5 (33.33%)
CP	5 (10%)	6 (12%)	6 (20%)	5 (33.33%)
FC	1 (2%)	5 (10%)	0	0
C	6 (12%)	1 (2%)	0	3 (20%)
FE	5 (10%)	5 (10%)	0	0
M	6 (12%)	5 (10%)	0	0
CD	4 (8%)	2 (4%)	1 (3.33%)	0
D	0	0	0	4 (26.66%)

HSES-High socioeconomic status students; LSES-Low Socioeconomic status students; PAR-Parents; TEACH-Teacher

The participants emphasized the significance of SES based on parental education (see also Flecha, 2012). Since Indian society is caste based where occupation plays a prominent role in the socialization of child, it is interesting to see how education matters more in the students' perception of future social motilities. It is inferred that occupation based family socialization is putting the children from working class into same barriers. Similarly, home culture and practices were perceived to be important in the students' academic achievement and possible development of academic identity. The academic identities based on the socialization input from home culture impact on students' school performance and adjustment to school value system. This further led students felt discriminated due to their different familial, cultural, social class value systems, ultimately affecting the major correlates of academic achievement such as motivation and cognitive ability (see also Chiu & Xihua, 2008). From the participants'

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response, family background, value orientations and difference in the socioeconomic stability seems to create differences in the classroom performance. Familial cultural values and practices are also found to be dominantly regulated by the caste-based value system and practices which affect students' performance and their future interaction and identification with school. Caste of students found to play important role in the students' achievement as many students of low caste background felt discriminated in the schools dominated by upper caste-middle class cultural values.

The responses in the identified categories were further put to correspondence analysis (see Table 3), revealing three major dimensions that explained 82.02 %, 12.96 % and 5.02 % of the inertia. Table 3 depicts coordinates and contribution for the three retained dimensions. In the first dimension (82.02 % of inertia) LSES students, parents and teachers showed their greatest share of inertia in ascending order where LSES students showed nearly equal share of inertia. First dimension emphasized on the following response categories as clustering alongside these factors such as SES (0.99), home culture (0.88), parental support (0.86), encouragement (0.78), correct path (0.73), family communication (0.53) and freedom of expression (0.53). The second dimension (which explains 12.96 % of inertia) displayed the greatest share of inertia for HSES students only. Second dimension indicated the clustering of family communication (0.47), caste (0.80), freedom of expression (0.46), motivation (0.71) and cognitive development (0.99). Family communication (0.53) and freedom of expression (0.53) observed to be corresponding with the first dimension. Retention of these response categories were based on their share of inertia with the respective dimensions. The third dimension (which explains 5.02 % of inertia) highlighted the share of inertia by teachers (0.11) indicating discrimination (0.57).

Table 3

Dimensions and their correspondence to group membership and social representations of family contribution in academic achievement

	Coordinates			Contribution to dimensions			Explained by dimensions		
	1	2	3	1	2	3	1	2	3
HSES	0.20	-1.58	0.15	0.01	0.70	0.01	0.09	0.91	0.00
LSES	1.13	0.77	-0.02	0.45	0.21	0.00	0.93	0.07	0.00
PAR	-1.28	0.64	1.67	0.28	0.07	0.48	0.87	0.03	0.09
TEACH	-1.15	0.34	-1.60	0.26	0.02	0.51	0.88	0.01	0.11
SES	0.85	0.20	0.05	0.72	0.04	0.00	0.99	0.01	0.00
HC	-0.28	0.26	-0.08	0.08	0.07	0.01	0.88	0.12	0.00
PS	-0.24	0.23	0.15	0.06	0.05	0.02	0.86	0.12	0.02
E	-0.19	0.06	0.40	0.04	0.00	0.16	0.78	0.01	0.21
CP	-0.20	0.20	0.38	0.04	0.04	0.15	0.73	0.12	0.16
FC	0.12	0.29	-0.03	0.02	0.08	0.00	0.53	0.47	0.00
C	-0.11	-0.60	-0.20	0.01	0.36	0.04	0.17	0.80	0.03
FE	0.09	-0.22	0.04	0.01	0.05	0.00	0.53	0.46	0.00
M	0.09	-0.35	0.05	0.01	0.12	0.00	0.28	0.71	0.01
CD	0.01	-0.33	0.03	0.00	0.11	0.00	0.01	0.99	0.00
D	-0.13	0.26	-0.78	0.02	0.07	0.62	0.27	0.16	0.57

Examining the first two dimensions which showed maximum inertia, Figure 1(a and b) indicated the relationship among four distinct social categories and response categories associated with the students' family background. HSES students' representations of family contribution to academic achievement focused on the students' freedom of expression, motivation and cognitive development. LSES students' representations was largely organized around students' SES and family communications. On the other hand, parents and teachers

shared the representations of family contribution which was largely organized around home culture, parental support, encouragement, parental support and discrimination.

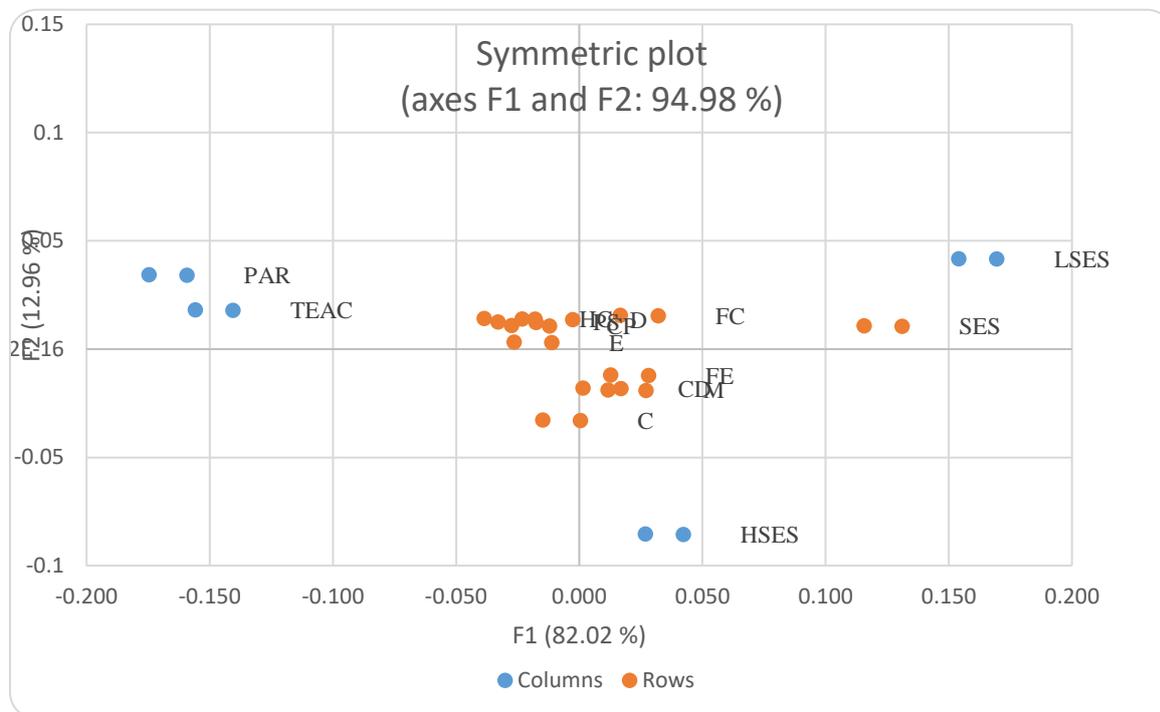


Figure 1(a). Scatter plot showing the correspondence analysis on the relationship between components of social representations of family contribution in academic achievement and participants' group membership.

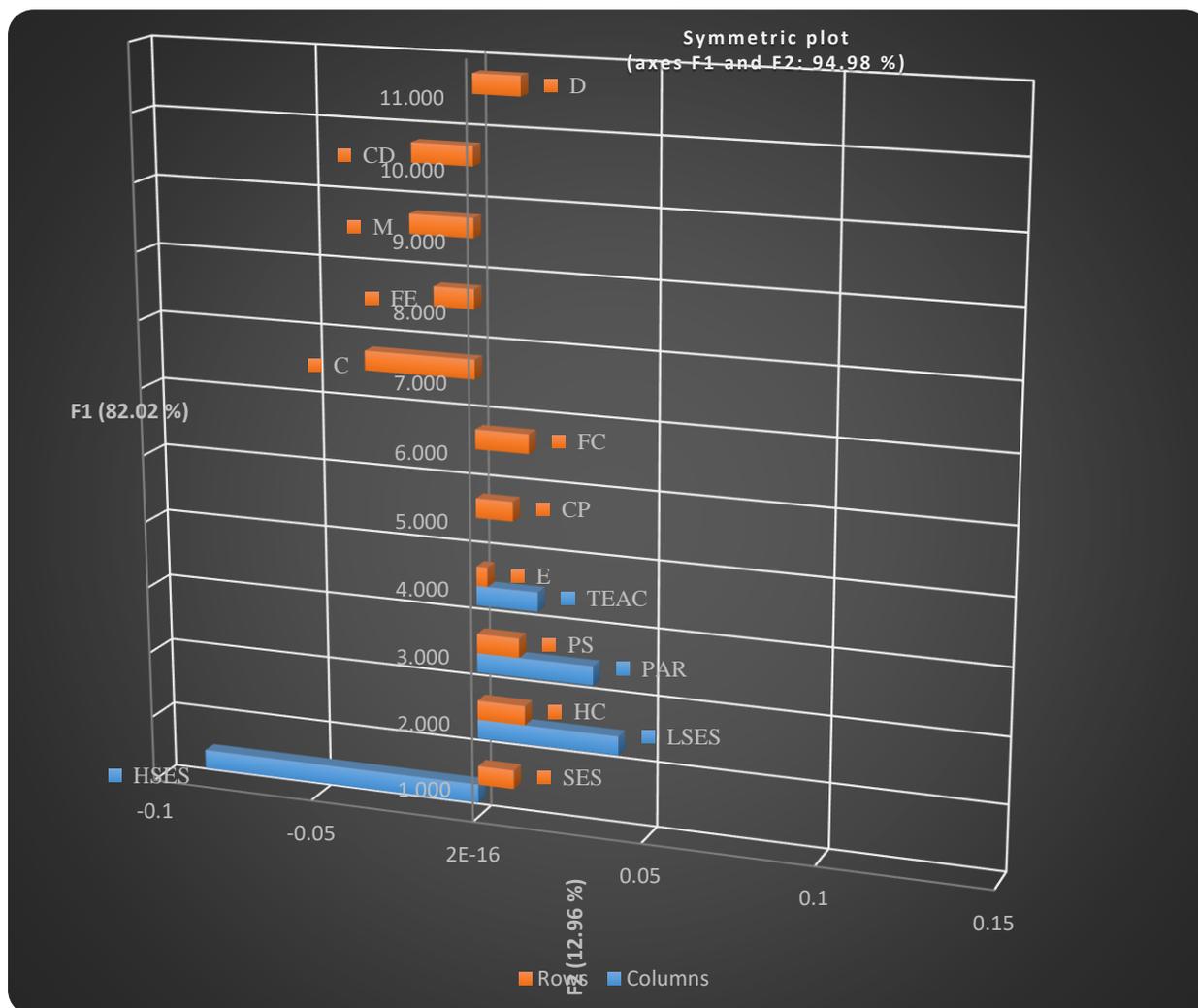


Figure 1 (b). 3-D clustered bar showing the correspondence analysis on the relationship between components of social representations of family contribution in academic achievement and participants' group membership.

Coleman (1966) viewed that the sources of inequality appear to lie first in the home itself and the cultural influences immediately surrounding it, which seems to have mixed understanding in different culture (e.g. Sleeter, Upadhyay, Mishra & Kumar, 2012). The home culture is also a matter of practice of indigenous values which are mismatched with the school values denoting some particular classes only. The homogenous school values and the rise of neoliberalism had created more unequal society (e.g. Rich, Mavor & Webb, 2017). The role of family background in the academic achievement has varied effects posing a persuasive effect on the students' classroom achievement. Though this factor has been observed under the

individualistic perspective and in terms of deficit approach, recent literature began to accept the multiple and associated function of family background (Grigorenko & Sternberg, 2001). The family background of the students is represented more in terms of students' SES where most of the economic support and encouragement of parents are perceived to be important for social mobility (Jetten, Iyer, & Zhang, 2017). In many cases, the lower SES and different family background face barrier in future social mobility and face poorer educational outcomes (e.g. Fiske & Markus, 2012). Family background of the students builds positive or negative self-concept of an individual. The students' collective self-perceptions are formed through experiences and interpretations of the environment and school norms, and heavily influenced by reinforcement and evaluation by significant others' (Shavelson & Bolus, 1982; see also Smyth, Mavor, Platow & Grace, 2017). Students' from supporting background were able to manage their self-esteem and efficacy by submitting their reliance on their SES as an important resource in the students' achievement. Increasingly, researchers have concluded that the family into which a child is born is often the best predictor of student achievement and attainment (Henderson & Berla, 1994). It was also observed that family involvement positively associates with school attachment and school climates (Berger, Alcalay, Toretti & Milicic, 2011; Hossain & Anziano, 2008). From the very beginning of life, families play a critical role in the socialization of their children and are essentially responsible for their personality development and identity (Ansalone, 2009).

Identity status is often derived from belongingness to various social groups (Mishra, Akoijam & Misra, 2009; Walton & Cohen, 2007). Academic stream, parental education, and family often operate as the sources of identity (Tiwari & Joshi, 1996). Family background has different meaning towards which academic achievement seems to be associated. However, these meanings became dominant among different groups. In the present study, parent and teacher response was observed to be clustered in opposite to HSES and LSES students in the ascription of family background as a precursor in the students' academic achievement. Parents and teachers supported the home culture, parental support, correct path (for example, attaining educational capabilities and knowledge as a matter of family honour), encouragement, and discrimination felt by the students' on the basis of family background. The above response categories seem to be linked and completing the development cycle of family socialization and mismatch/match with the school value system. The home culture of the student assembles around the sociocultural practices towards which the children identified and expressed their familiarity.

Home culture orient students for the school identification which depended on the values that the school portrays. The home culture of students plays an important role where student witnessed the parental support and the sense of relatedness as a precursor for their academic engagement and performance (e.g., Hokoda & Fincham, 1995). Furrer and Skinner (2003) showed that the sense of relatedness among children increased the probability of academic engagement and performance. They pointed towards the role of parents, teachers and peers contributing uniquely to the students' academic engagement. Several studies attributed academic deficit to lower economic resources, lower expectations and less involvement by parents in the academic life of their children (Alexander & Entwisle, 1996). It was observed that students of LSES background expressed their concern for parental support essentially required for doing well in school work. Students' also endorsed the family value in the form of the correct path to achieve, which may also depend upon the SES of the student creating platform for better performance. However, societal discriminations and prevailing identity stereotypes based on family background and home culture become part of students' identity processes. Nevertheless, home culture corresponds to the parental support and the correct path, through which the students experience self-efficacy, social support, reliance, encouragement and meaningful identity.

HSES students indicated that the factors such as family communication pattern, caste, freedom of expression, motivation and cognitive development influence academic achievement. Family communication effects the nature and socialization pattern of the family which further depends on the community and affiliation with the social group based on region, religion and SES (see Cohen, 2009). However, in the Indian context, caste is seen as a major involuntary identity which has divergent effects on the bearer of that identity. It was found that students from the lower castes were the victim of social stereotype in varied contexts, one of which is education. The identity processes depending upon the caste-based identity seems to be manifested in the multiple stereotypes and discrimination making the caste-based functioning of individual more stigmatized. Different castes had a different level of social experiences and interaction with the society where dominant caste controls the power resource legitimizing it as status quo. This processes of dominance by the upper caste discriminated against the lower caste from achieving in the historical time plane. However, the situation is diluting among the educated class, it is still the menace in a wider context. Though the increase in multicultural education respecting the diversity is increasing, the need for a more justice oriented education was expressed by the participants. HSES students expressed that family

background helps in developing the freedom of expression which seems important for the students' achievement. Freedom of expression also elaborates on the language sophistication which was valued in the school.

The motivation of students to achieve in the classroom and their development of cognitive ability to excel depend to large extent on the students' family background (Weiser & Riggio, 2010). Motivation as a non-cognitive factor has been acknowledged by the HSES students as an important in academic achievement. Apart from the non-cognitive factors, HSES students pointed towards the role of cognitive factors which depend on the students' family background. Cognitive factors were given highest importance as the determinant of students' achievement. HSES students indicated the importance of family background in the students' cognitive development, thus, accepting the role of deficit environment as the major reason behind the students' failure and vice versa. Teachers as an operator of curriculum in the school considered as socializing agents of school value system. They attributed the cause behind the discrimination to the family contribution which further affect the students school engagement and classroom performance.

School contribution to academic achievement

School structure and values add input to the thinking pattern of students and rationalize it with the societal norms. However, this process of structuring the thought is not a single entity but it depends on many factors one of which is students' identity which becomes activated in the interconnected situations. This identity forms the basis of students psychological processes which either work for or against students depending on the circumstances. The participants' response showed the importance of school contribution through series of response categories generated through the content analysis (Table 4 and Table 5).

Table 4

Response Categories for “School Contribution in Academic Achievement”

Response Category	Meaning	Example from the responses
Cognitive Development (CD)	Category of human psychology describing “the way things are” positioned within the ability domain of individual essential in the performance	<i>“Intelligence is not responsible in the classroom performance. A person who has not studies [studied] can be an intelligent”.</i> <i>“Marks and knowledge”</i>
Future Achievement (FA)	Success in the academic performance together with gaining knowledge and expertise. Teachers’ leadership as an anchor of school plays an important role in the shaping of children mind. However, this behavioristic representation acknowledges the child’s agency as potential learner. The metaphor ‘clay’ denotes the above pattern of learner where teachers as an efficient guide <i>scaffolds</i> the children for future achievements.	<i>“Students’ success depends also on the school contribution. How the artist paints beautiful painting? Students are just like clay, the teacher will mold them in a definite shape for the bright future” (Teacher-Parent, 38).</i>
Social (S)	Having the ability to adjust and adapt in the social group.	<i>“Making student know about the society and its people” and “if school is paying attention then success shall be shared and not only the individuals”</i>

“Every teacher likes to have classroom session more interactive. Hence teachers always like their student to concentrate, understand and respond back to them”
(Teacher-Parent, 38).

**No
Contribution
(NC)**

School doesn't play any role in the students' achievement as it depends upon students only. This showed that HSES students understanding of academic achievement were based on their own ability and attitude towards academic domain and the role of school in shaping the students' agency was not seen as an important factor. However, among the LSES students school has important role to play in their academic achievement and failure. As in most of the cases students pointed towards the discrimination in the form of lower teachers support in the academic domain.

“Every students' deeds are responsible for their success or failure” and it depends on the attitude of the student toward school” (HSES student, Male, 15).

**Character
(CHAR)**

Characters are the moral disposition decided by the societal norms.

“Every school is the character builder of a student. The bookish knowledge and the other teaching for the student will surely contribute to one or the other level”

Discipline (DISC)	Temperament which is based on conventional value system appropriated within the individual from the social institutions.	<i>“School contribute 100% in the students’ development and the way they want to develop and disciplined”</i>
Motivation (M)	Motivation is conceptualized as a factor that influences learning.	<i>“For students the given work should be easy so that they can show interest and can approach automatically towards the given work”</i>
Discrimination (D)	Perceived sense of unfairness because of one’s social position based on lower status identity.	<p><i>“Teachers may fail some category of students who they don’t like because of difference in their identity or situation” (LSES student, Male, 15).</i></p> <p><i>“Students get discriminated by the friends’ circle and discriminated in the studies”</i></p> <p><i>“The social identity of the student is responsible for the students’ failure and success as if the social identity of the student is not good, some people do not give them college or job as they think his image in society is not good</i></p>

and he will also spoil our college or job”

Table 5

Frequencies and percentages of respondents endorsing different meaning of school contribution in Academic Achievement

	HSES (N=50)	LSES (N=50)	PAR (N=30)	TEACH (N=15)
CD	8 (16%)	8 (16%)	4 (13.33%)	5 (33.33%)
FA	8 (16%)	8 (16%)	9 (30%)	6 (40%)
S	5 (10%)	4 (8%)	6 (20%)	4 (26.66%)
NC	5 (10%)	0	0	0
CHAR	0	0	4 (13.33%)	6 (40%)
DISC	7 (14%)	8 (16%)	7 (23.33%)	9 (60%)
M	5 (10%)	5 (10%)	2 (6.66%)	5 (33.33%)
D	3 (6%)	8 (16%)	7 (23.33%)	3 (20%)

The responses in the identified categories were further put to correspondence analysis (see Table 6) revealing three major dimensions that explained 50.90 %, 33.48 % and 15.61 % of the inertia. Table 6 depicts coordinates and contribution for the three retained dimensions. In the first dimension (50.90 % of inertia) HSES students, parents and teachers indicated the greater share of inertia. First dimension highlighted the following response categories as clustering alongside as cognitive development (0.82), no contribution (0.64), character (0.85) and discipline (0.38). The second dimension (which explains 33.48 % of inertia) clearly clustered LSES students and teachers oppositely in their share of inertia. Parents have the least

share of inertia. Dimension two emphasized the following response categories as future achievements (0.55), motivation (0.31) and discrimination in school (0.95). The third dimension (which explains 15.61 % of inertia) clustered LSES and parents oppositely in their share of inertia. Dimension three emphasized four response categories, that is, future achievements (0.45), social (0.87), discipline (0.42) and motivation (0.51). Though future achievement is found to be corresponding on both second dimension (0.55) and third dimension (0.45), it is retained in the second dimension only. Discipline is found to be corresponding on first dimension (0.38) and third dimension (0.42), thus, it is retained in the third dimension only. Motivation has been observed to be corresponding to second dimension (0.31) and third dimension (0.51), it is retained on both the dimensions.

Table 6

Dimensions and their correspondence to group membership and social representations of school contribution in academic achievement.

	Co-ordinates			Contribution to			Explained by		
	1	2	3	1	2	3	1	2	3
HSES	-1.36	0.73	0.71	0.48	0.14	0.13	0.79	0.15	0.07
LSES	-0.48	-1.08	-1.22	0.06	0.30	0.38	0.16	0.53	0.31
PAR	0.92	-0.86	1.22	0.21	0.18	0.37	0.47	0.27	0.26
TEACH	1.04	1.26	-0.71	0.26	0.38	0.12	0.47	0.46	0.07
CD	-0.42	0.00	-0.35	0.18	0.00	0.12	0.82	0.00	0.18
FA	-0.01	-0.26	0.35	0.00	0.07	0.12	0.00	0.55	0.45
S	0.07	-0.07	0.42	0.00	0.00	0.17	0.08	0.05	0.87
NC	-0.49	0.32	0.46	0.24	0.10	0.21	0.64	0.18	0.18
CHAR	0.71	0.37	0.08	0.51	0.14	0.01	0.85	0.15	0.00
DISC	0.18	0.16	-0.34	0.03	0.03	0.11	0.38	0.20	0.42
M	-0.15	0.25	-0.47	0.02	0.06	0.22	0.18	0.31	0.51
D	0.12	-0.77	-0.15	0.01	0.60	0.02	0.03	0.95	0.02

Emphasizing the first two dimensions showing the maximum amount of inertia, Figure 2 (a and b) show the relationship among four distinct categories of group membership and response categories associated with the school contribution. As shown in Figure 2 (a and b), HSES students shared a representation of school contribution which is largely organized around ‘no contribution of schools’, LSES students share a representation of school contribution which is largely organized around students’ experience of ‘discrimination’ and its impact on their future achievement. These discriminations are present in the school in subtle forms of bias and attribution towards their high or low performance and subtle form discriminations which are not as direct as prejudice, directed towards them. Parents share a representation of school contribution organized around discrimination and social factors, and Teachers share a representation of school contribution which is largely organized around students’ conventional personality orientation such as character and discipline.

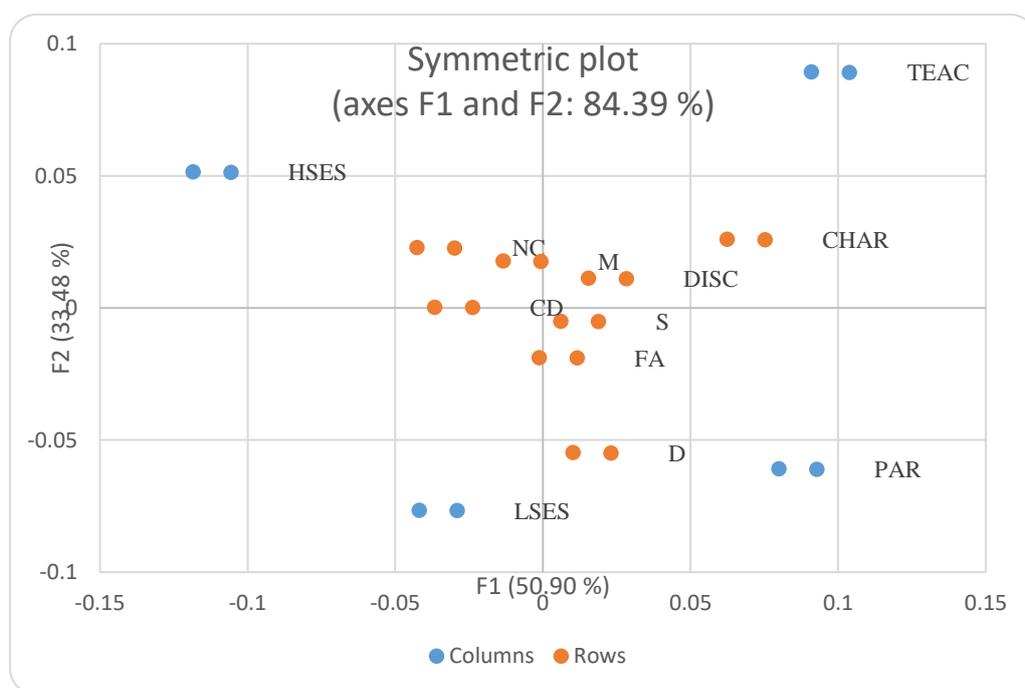


Figure 2 (a). Scatter plot showing the correspondence analysis on the relationship between components of social representations of school contribution in academic achievement and participants’ group membership.

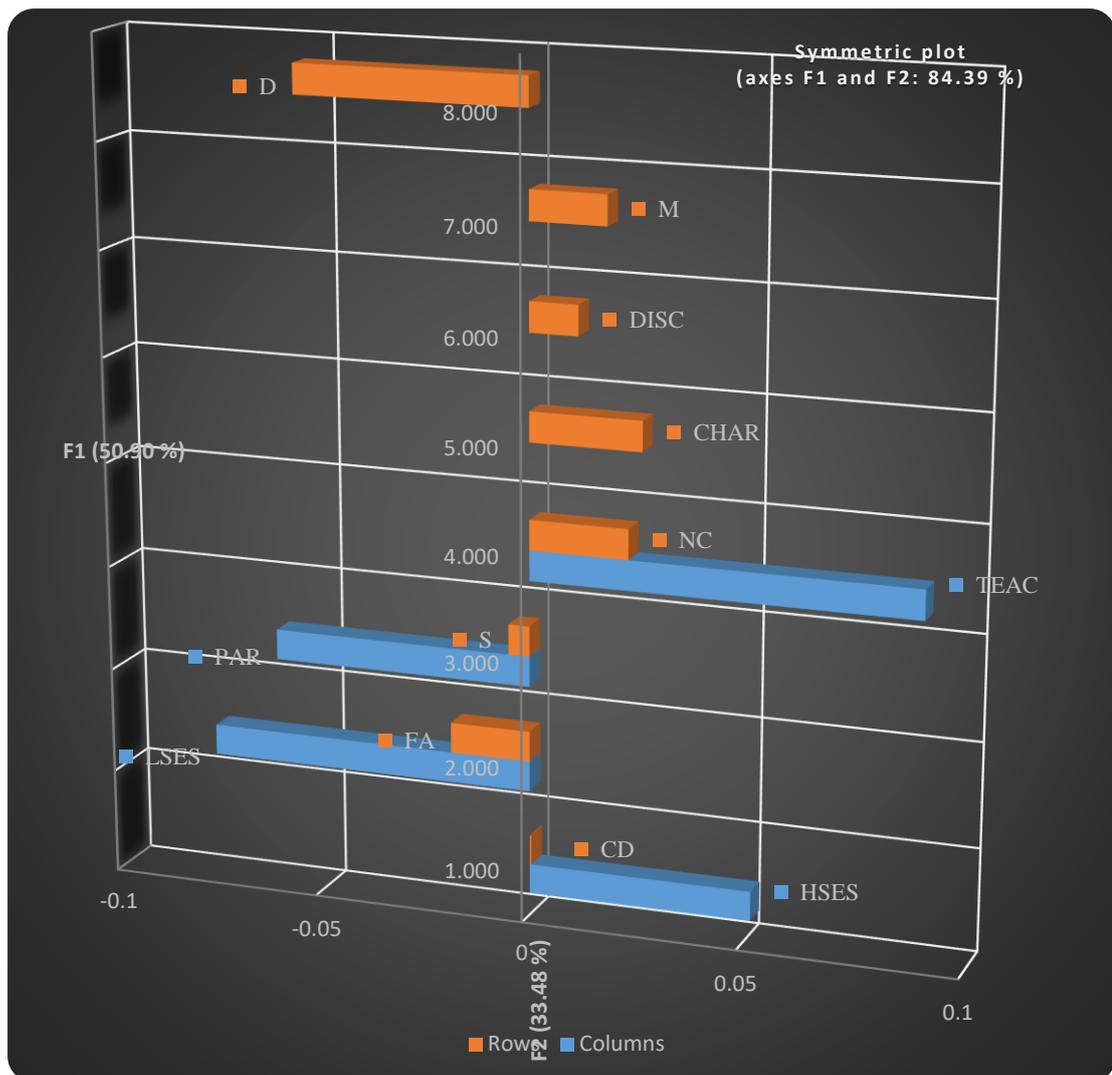


Figure 2 (b). 3 D clustered bar diagram showing the correspondence analysis on the relationship between components of social representations of school contribution in academic achievement and participants' group membership.

The school is seen as equalizing the pre-existing differences between students from different socioeconomic backgrounds. Schooling had been explained as providing the platform for upward mobility where teachers are acting as an **operator of curriculum** who bring change in shaping the students' future course of action (e.g. Ansalone, 2009). Exploring the social psychological dimensions as an outcome of school contribution, present research came out with divergent views. It was observed that HSES students and parents' social representations were conflicting where HSES students emphasized on cognitive development and motivation of students. The shaping of students' cognitive structure has been found to be an important contribution of the school where children's activities are socialized and synchronized in the frame valued by the school. Also, the non-cognitive behaviour such as students' motivation to

achieve is shaped by the school. However, this was seen as limited to the particular category of students who were either from HSES background or high achiever or both. Some response was not favourable to the importance of school in academic achievement and recognized the role of one's cognitive ability. These responses also indicated many instances of discrimination and power asymmetry in the demanding environment of schools leading to the underperformance from many students from diverse background. Parents, on the other hand, positioned the significance of socialization and training function of schools which are necessary contributory factors in the academic achievement. Parents also highlighted the discrimination faced by students' in the school. Students who were from lower levels of socioeconomic status faced discrimination in terms of pervasive low school performance despite their effort to engage with the school proceedings. Also, students who were performing low despite their belongingness to ability non-stereotyped group (e.g., HSES students) were perceived to be positioned as a different category of low performers possessing the deficit traits and lower cognitive abilities. Teachers emphasized the non-cognitive valued entities such as building the character of the students and disciplining. These conventional personality orientations of students were observed to be the basis of school identification of students, thus, increasing their stake to be portrayed as good students. The efforts by the teachers as an operator of curriculum played important role in shaping the students' achievement in the direction as represented in school values (see also Bryan et al., 2012; Reppy & Larwin, 2020). In opposition to teachers, LSES students emphasized discrimination faced by the students due to their low family SES support in education thus restricting their future achievements. As schools are places where social inequalities seem to be equalized, excellence in education has been supported not only by our historic belief that education is valuable and the surest path to economic and social equality (Ansalone, 2009). The logic of relatedness leads to the feeling of belongingness in the classroom and schools (Anderman, 1999; Anderman & Anderman, 1999) which also corresponds to school identification of the students. However, the issues of group-based identity in the context of schooling was evident (see Cohen & Sherman, 2014; Steele & Aronson, 1995), where a school provides a space of growth mindset leading to the malleable view of intelligence and hence improving academic achievement (e.g. Aronson, Fried & Good, 2002; see also Yeager et al., 2019). Conversely, if the school presented a space of fixed mindset of intelligence the outcome would had been discriminatory, non-participatory and, disengaging and hence effecting students' performance. This situation may further contribute to the students lack of readiness and self-regulation (see Blair & Raver, 2015), and also, to academic self-

handicapping (Schwinger, Wirthwein, Lemmer, & Steinmayr, 2014) as per the common understanding about the non-engaging students. It was observed that students from the different social and family background find difficulty in coping with the school climate and conform to these stereotypes associated with the familial cultural identity, SES and dominant assumptions about intelligence and achievement. These categorizations don't get neutralized in the school context and found to be displayed in the students, parents and teachers' perceptions leading to many psychological outcomes. However, at the policy level, if a situation is generated where students background and experiences get re-categorized into the common identity with common goal (e.g. Gillespie, Howarth & Cornish, 2012), the issue of diversity may be addressed in the school. The perception of schools as providing equal platform to all the students from various social and family background may not result as expected if there are mismatches in the perception due to one's belongingness. The agenda of providing equitable platform may also become redundant due to the subtle operations of stereotypes, and school becomes a threatening space for learning where dominant and positively stereotyped groups have the advantage. The neutral stance which schools displays seem to nurture the stereotypes and prejudices thus defying the agenda of multicultural and diversity inclusion.

Conclusion

The understanding of social concepts influenced by one's experiences of belonging to social class, caste, gender and other roles such as students, parents and teachers has diversity of meaning which social representation theory captures. These understandings are available in everyday social interactions and social activities, and out of which some are dominantly prevalent in the institutions like school and nurtured by the policies designed to homogenize identities and experiences. It was observed earlier that intelligence has a polysemic nature (Miguel, Valentim and Carugati, 2010) and similarly for academic achievement which doesn't limits to high and low marks proxies (Sinha & Mishra, 2015). Academic achievement has different levels of understanding and its future association with success and mobility. However, the participants' social representations of family and school contribution to academic achievement was also found to be not limited to the fixed marker of academic achievement predominantly seen in the students' assessment by the schools. Although the schools focused here were located in the semi urban and rural area and can be stratified into lower middle to middle classes. Here students from different social classes take their education, the majority of upper social class or high SES students study in leading schools located in the urban area. In

the lower middle class schools', students who were coming don't have much home resources to carry on with the high standards set by the upper middle class schools (e.g. online learning in the Covid-19 times). Their social representations of family and school contribution is based on hope from the school but also confronts despair due to the mismatching of home environment, culture and available resources. Yet few parents were educated and they provided viable input to their child. The home practice, parental education and occupation need to be matched with the expectation of schools, however, in most of the cases, academic achievement is one of most important indicator of students' success and class mobility. Family contribution is better connected to parental participation in educability of child (e.g. Raty & Snellman, 1998). Here, parents socialize child with the commonsensical understanding of academic achievement as a source of future success. Parental participation is an activity which stabilize the dominant representations of academic achievement based on cognitive ability, intelligence, motivation, and home resources. The discrepancy arising in the performances of children is based on commonsensical attribution and fitting with the school context.

The current research argued about two major points, first, the meaning of family and school contribution are social representations embedded in the everyday understanding of students, their interaction with parents and teachers. This may offer a challenging perspective to the realist account of academic achievement where it is taken for granted and dependent upon the set of attributes. Attributes and specified causal factors have their importance, however, their nature of positioning within the understanding of people and the way meaning is derived out of it, shows the overriding feature of the dominant value systems answering to the sociocultural aspects of children from diversity. However, there are other instances, for example, schools in the conflict area, such as Palestine, offered the routine and disciplined life to the students amidst the conflict. Here the students' identities have been diffused into the common identity as students with regular classroom engagements where schools are the space of hope despite continuous harassment from the Israeli military personnel (see Skovdal & Campbell, 2015). Nevertheless, it seems that family also plays important role in this context in defining the meaning of schooling and facilitating school inclusion. The second point this paper argued about the role that people perceive about their self in a context is combining both the structural and process view of social representations. It was observed that people view about the family and school contribution in academic achievement went beyond the specified standards such as education and cognitive ability, and other variants were considered as the

token for family and school contribution. Thus, reification of knowledge was challenged and negotiated through active social engagements.

On exploring the social representations of family contribution in academic achievement, it was observed that HSES students indicated an importance of family background and the development of students' ability to freely express, motivation and cognitive maturity in students' academic achievement. On the other hand, LSES students shared their representations of family background in academic achievement as largely organized around students' SES and family communication patterns. However, the response categories of parents and teachers indicated the role of family background corresponding to home cultural values, parental support and encouragement to do well and discriminations faced by students in the school. Social representations of school contribution, as an important contextual variable where students engage in the process of self-stereotyping and discriminations, in the students' academic achievement becomes a major thing to be explored. Thus, it was observed that HSES students represented school contribution in terms of no role school plays in the students' academic achievement. On the other hand, LSES students shared their social representation of school contribution as a platform where students face discriminations in terms of low marks. Discriminations were also found in the subtle form of bias where LSES students' high or low performance was attributed generally to the outer sources such as 'helping hand' or 'cognitive incompleteness'. Exploring further the social representations of school contribution among other social categories based on the roles, parents shared a representation of school contribution in terms of discrimination and other social factors such as LSES, whereas teachers represented school contribution as largely organized around students' personality, character and discipline. The novelty of the findings explicates about the nature of discourses regulated by the dominant features of the institutionalized knowledge about family and school contribution. This taken for granted notions about family and schools are supposed to be embedded in the general understanding of people and thus came under the policies as a marshalled form of regulations. There is other understanding too which complement the mainstream views but not highlighted in the policies which are dominated by the empirically hard social sciences. These subjective and experiential dynamics of common sense understanding may be an added value to the understanding of notions of academic achievement. The need is to understand the dearth of equality and social justice discourse in the school context defies the agenda of equitable and inclusive education (see also Tiwary, Kumar & Mishra, 2017). The way people understand their roles and identity as parents,

teachers or students are representative of the prevalent notion and understanding of everyday concepts, for example, academic achievement. However, people are also social beings and transform their reality through varieties of social acts and interactions. In this process they are influenced by alters and themselves become alter, which further show the continuity and shift in the social representations of any phenomenon (see Kadianaki & Gillespie, 2014). The rise of educability and the concepts like academic achievement in order to make society developed in terms of global vision had themselves become the goal of the schools. This further shaped the social relationships and idea of schooling, thus, academic achievement as a medium to make society aware and educated, became the goal in itself without much transformation for social change and equality. The challenge is to go deep into the available and hidden knowledge about the family and school to understand the making of discourses which is bounded by the individuality, commodification of education, and sociopolitical dominance.

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