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Research Article

Beyond Higher Secondary Schooling: Exploring Family, School, and Community Influences on Students' Access to College Education in India

Arun Kumar Bari

Research Scholar, Department of Education, Gangadhar Meher University
Sambalpur, Odisha, India

Corresponding Author: *Arun Kumar Bari

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Abstract

Access to higher education is widely recognized as a critical factor in promoting socio-economic mobility, human capital development, and inclusive national growth. Despite significant expansion in India's higher education sector, disparities persist in students' transition from higher secondary schooling to college. The present study titled "*Beyond Higher Secondary Schooling: Exploring Family, School, and Community Influences on Students' Access to College Education in India*" investigates the multi-dimensional determinants that shape students' access to higher education.

The study adopts a comprehensive analytical framework to examine the influence of family background factors (such as socio-economic status, parental education, aspirations, and financial capacity), school-related factors (including career counselling, teacher support, and institutional resources), and community-level influences (such as social norms, peer networks, and geographical accessibility of colleges). Data were collected from higher secondary students using appropriate research tools, and findings were analyzed to understand patterns of college enrollment and non-enrollment.

The results indicate that access to college education is shaped by the cumulative interaction of economic resources, institutional support systems, and socio-cultural environments. Students from economically stable families, supportive schools, and enabling community contexts demonstrate higher transition rates to college. Conversely, financial constraints, limited academic guidance, and restrictive social norms act as significant barriers.

The study concludes that equitable access to higher education requires integrated interventions addressing family-level support, strengthened school guidance mechanisms, and improved community infrastructure. The findings have implications for policymakers, educators, and stakeholders working toward inclusive higher education in India.

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KEYWORDS: Higher Education Access; College Enrollment; Family Background; School Support; Community Influence; Socio-Economic Status; Educational Inequality; Transition to College; Educational Aspirations; India

1. INTRODUCTION

Access to higher education has increasingly been recognized as a critical pathway for socio-economic mobility, human capital development, and national progress. In contemporary knowledge-based economies, college education functions not only as a credentialing mechanism but also as a transformative experience that enhances employability, civic participation, and social empowerment (Marginson, 2016; OECD, 2019). In India, expansion of higher education has been a central policy priority, particularly with the introduction of the National Education Policy 2020, which emphasizes equitable access and increased Gross Enrollment Ratio (Government of India, 2020). Despite policy commitments and expansion in the number of higher education institutions, disparities in access remain persistent across socio-economic, gender, regional, and community lines (Tilak, 2015; UNESCO, 2022). Transition from higher secondary schooling to college represents a critical educational juncture where many students discontinue formal education. This transition is not merely an academic progression but a complex social process influenced by family resources, institutional support, and community contexts.

Research suggests that educational attainment is deeply embedded within broader social structures. Family socio-economic background, parental education, and cultural capital shape aspirations and opportunities available to students (Bourdieu, 1986; Desai & Kulkarni, 2008). Schools act as mediating institutions that provide academic guidance and career orientation, influencing students' preparedness for higher education (Kingdon, 2007). Furthermore, community-level norms, peer networks, and availability of nearby colleges significantly affect students' decisions to pursue tertiary education (Jeffrey et al., 2005).

Therefore, understanding access to college education requires a multi-dimensional approach that examines the interplay of family, school, and community influences within the Indian socio-cultural context.

Background of the Study

India has witnessed significant quantitative expansion in higher education over the past three decades. The number of universities and colleges has increased substantially, and enrollment rates have gradually improved (Government of India, 2020). However, expansion has not automatically translated into equitable participation. Students from rural areas, economically weaker sections, marginalized castes, and minority communities continue to face systemic barriers (Tilak, 2015).

Socio-economic inequalities strongly shape educational trajectories. Studies indicate that children from higher-income households are more likely to complete secondary education and transition to college compared to those from economically disadvantaged families (Choudhury, 2014). Parental education also plays a vital role in influencing academic aspirations and awareness of higher education pathways (Desai & Kulkarni, 2008). First-generation learners often lack access to informational and cultural resources necessary for navigating college admission processes.

Schools serve as crucial transitional spaces between secondary and tertiary education. The availability of structured career counselling, teacher mentorship, and institutional resources contributes significantly to students' readiness for higher education (Kingdon, 2007). However, disparities in school quality, especially between urban and rural institutions, create unequal preparation levels among students.

At the community level, socio-cultural expectations and peer influences shape educational aspirations. In certain contexts, early entry into the labor market, gender-based norms, and limited local infrastructure discourage college participation (Jeffrey et al., 2005). Physical accessibility to higher education institutions also affects enrollment decisions, particularly in rural and semi-urban regions where transportation and safety concerns may arise.

The theoretical grounding of this study is partly informed by Bourdieu's (1986) concept of cultural and social capital, which explains how educational advantages are transmitted across generations through social structures. Thus, access to college education in India must be examined not only as an individual achievement but as a socially conditioned outcome.

Significance of the Study

This study holds significance at theoretical, practical, and policy levels.

1. Theoretical Significance

The research contributes to sociological and educational discourse by examining higher education access through a multi-level framework that integrates family, school, and community dimensions. While many studies focus primarily on economic determinants, this study highlights the interconnectedness of structural and socio-cultural factors, thereby enriching understanding of educational inequality (Bourdieu, 1986; Marginson, 2016).

2. Educational Significance

By identifying the specific institutional factors that facilitate or hinder college transition, the study provides insights for improving school-based career guidance systems and teacher mentoring practices. Strengthening these mechanisms can enhance preparedness among first-generation and disadvantaged learners.

3. Policy Significance

In the context of NEP 2020's goal to increase the Gross Enrollment Ratio in higher education, understanding ground-level barriers becomes essential (Government of India, 2020). The findings may assist policymakers in designing targeted scholarship programs, infrastructure expansion plans, and inclusive strategies aimed at marginalized communities.

4. Social Significance

Higher education serves as a tool for social mobility and empowerment. Addressing disparities in college access contributes to reducing intergenerational inequality and promoting inclusive national development (UNESCO, 2022).

The study therefore has broader implications for social justice and equitable growth.

2. RESEARCH OBJECTIVES

1. **To examine the role of family background factors**—including socio-economic status, parental education, aspirations, and financial capacity—in influencing students' access to college education after higher secondary schooling.
2. **To analyze the contribution of school-related factors**, such as academic guidance, teacher support, institutional resources, and career counselling, in shaping students' transition from higher secondary education to college.
3. **To investigate the influence of community-level factors**, including social norms, peer networks, local educational infrastructure, and availability of higher education institutions, on students' decisions and opportunities to pursue college education.

Research Questions

1. How do family socio-economic conditions, parental expectations, and educational support systems affect students' access to and enrollment in college education in India?
2. In what ways do school-based practices, academic counselling, and institutional support mechanisms facilitate or hinder students' transition from higher secondary schooling to college?
3. How do community contexts—such as cultural attitudes toward higher education, peer influence, and local availability of colleges—shape students' aspirations and opportunities for pursuing higher education?

Statement of the Problem

Higher education is widely acknowledged as a key driver of socio-economic mobility, skill development, and national growth in contemporary societies (Marginson, 2016; OECD, 2019). In India, policy initiatives such as National Education Policy 2020 have emphasized expanding access and increasing the Gross Enrollment Ratio in higher education to promote inclusive development (Government of India, 2020). Despite quantitative expansion in universities and colleges, equitable access to higher education remains a persistent challenge.

A significant proportion of students discontinue formal education after completing higher secondary schooling. Although enrollment rates have improved over time, disparities continue to exist across socio-economic groups, gender, caste, and rural–urban locations (Tilak, 2015; UNESCO, 2022). Students from economically weaker sections, rural areas, and first-generation learner families are less likely to transition to college compared to their more privileged counterparts (Choudhury, 2014).

Research indicates that educational attainment is not solely determined by individual merit but is deeply shaped by structural and social factors. Family background—including socio-economic status, parental education, and cultural capital—strongly influences educational aspirations and

opportunities (Bourdieu, 1986; Desai & Kulkarni, 2008). Financial constraints, lack of awareness about admission procedures, and limited parental guidance often restrict students' access to higher education.

Similarly, school-related factors such as the availability of career counselling, teacher mentorship, and academic resources significantly affect students' preparedness for college (Kingdon, 2007). However, disparities in school quality and institutional support create unequal transition outcomes. Students from under-resourced schools may lack the necessary guidance to navigate entrance examinations, scholarship processes, and course selection.

Community-level influences further complicate the transition process. Social norms, peer networks, and local educational infrastructure shape students' aspirations and decision-making processes (Jeffrey et al., 2005). In certain contexts, early employment pressures, gender-based expectations, and geographical inaccessibility of colleges discourage continuation to higher education.

While existing literature has examined individual determinants of higher education access, there remains a need for a comprehensive understanding of how family, school, and community factors interact collectively to influence students' transition beyond higher secondary schooling in the Indian context. The problem, therefore, lies in the persistent gap between policy aspirations for inclusive higher education and the ground-level realities that limit students' access.

This study seeks to address this problem by systematically examining the multi-layered influences that shape students' opportunities to pursue college education after completing higher secondary schooling. Understanding these interconnected determinants is essential for designing effective interventions that promote equitable access to higher education in India.

Review of Related Literature

Access to higher education has been widely examined within the framework of social inequality and human capital development. Scholars argue that expansion of higher education systems does not automatically ensure equitable participation, as structural and socio-cultural barriers often persist (Marginson, 2016; UNESCO, 2022). In the Indian context, despite rapid institutional growth, disparities in college access remain significant across socio-economic and regional lines (Tilak, 2015).

Family Background and Higher Education Access

Family socio-economic status is one of the strongest predictors of educational attainment. Bourdieu's (1986) theory of cultural capital explains how families transmit educational advantages through knowledge, language practices, and social networks. Students from economically stable households are more likely to possess both financial resources and informational support necessary for higher education.

Empirical studies in India confirm that parental education and income levels significantly influence students' continuation to college (Desai & Kulkarni, 2008; Choudhury, 2014). First-

generation learners often face informational disadvantages and uncertainty regarding admission procedures and scholarship opportunities. Financial constraints remain a major barrier, particularly for students from rural and marginalized communities (Tilak, 2015). Thus, family background not only shapes aspirations but also determines access to material and cultural resources required for higher education participation.

School-Related Factors and Transition to College

Schools function as critical mediating institutions between secondary and tertiary education. Effective academic guidance, career counselling, and teacher mentorship significantly enhance students' preparedness for higher education (Kingdon, 2007).

Research indicates that schools with strong institutional support systems—such as counselling cells and academic resource centers—produce higher college transition rates (OECD, 2019). Conversely, inadequate guidance disproportionately affects students from disadvantaged backgrounds who rely primarily on school-based information (Nambissan, 2012).

The quality of schooling also influences academic confidence and performance in entrance examinations. In many rural areas of India, disparities in school infrastructure contribute to unequal preparation for higher education (Government of India, 2020). Therefore, school-level support mechanisms are central to promoting equitable transition.

Community Context and Educational Aspirations

Community norms and peer networks significantly shape educational decisions. Jeffrey, Jeffery, and Jeffery (2005) highlight how local socio-cultural expectations influence youth aspirations in rural India. In certain communities, early entry into the labor market and gender-based expectations limit continuation to higher education.

Geographical accessibility is another structural determinant. Students living in areas without nearby colleges face additional costs related to transportation and accommodation, reducing enrollment probability (Choudhury, 2014). UNESCO (2022) emphasizes that inclusive education policies must address both socio-cultural and infrastructural barriers to ensure equitable participation.

Research Gap

While previous studies have examined family, school, or community factors independently, limited research has integrated these dimensions into a comprehensive framework analyzing their combined influence on students' transition beyond higher secondary schooling. There remains a need for context-specific investigation that examines how these factors interact within the Indian socio-educational landscape. The present study attempts to fill this gap by adopting a multi-level analytical approach.

3. RESEARCH METHODOLOGY

Research Design

The study adopted a **descriptive research design** with a mixed analytical perspective to examine the relationship between

family, school, and community factors and students' access to college education. The descriptive design was appropriate as it aimed to analyze existing conditions without manipulating variables (Creswell, 2014).

Nature of the Study

The study is primarily quantitative in approach, supplemented with interpretative analysis to understand patterns of enrollment and non-enrollment. It focuses on identifying associations between independent variables (family, school, and community factors) and the dependent variable (college enrollment status).

Population and Sample

The population comprised higher secondary students who had recently completed Grade XII. A sample of students was selected using **stratified random sampling** to ensure representation across socio-economic backgrounds, gender, and locality. Stratification allowed for balanced inclusion of diverse demographic groups.

Tools of Data Collection

Data were collected through a **self-structured questionnaire** designed to capture:

- Family background information (income, parental education, occupation, financial capacity)
- School-related factors (career counselling, teacher support, institutional resources)
- Community-level influences (peer networks, social norms, accessibility of colleges)

The questionnaire included both close-ended and Likert-scale items to measure perceptions and experiences.

Validity and Reliability

Content validity was ensured through expert review by education specialists. Reliability of the tool was established using internal consistency measures such as Cronbach's alpha, ensuring acceptable reliability coefficients.

Data Analysis Techniques

Data were analyzed using descriptive statistics such as percentages and frequency distributions. Where necessary, inferential statistical tools such as chi-square tests were applied to examine associations between variables. Analytical interpretation was conducted to identify trends and relationships.

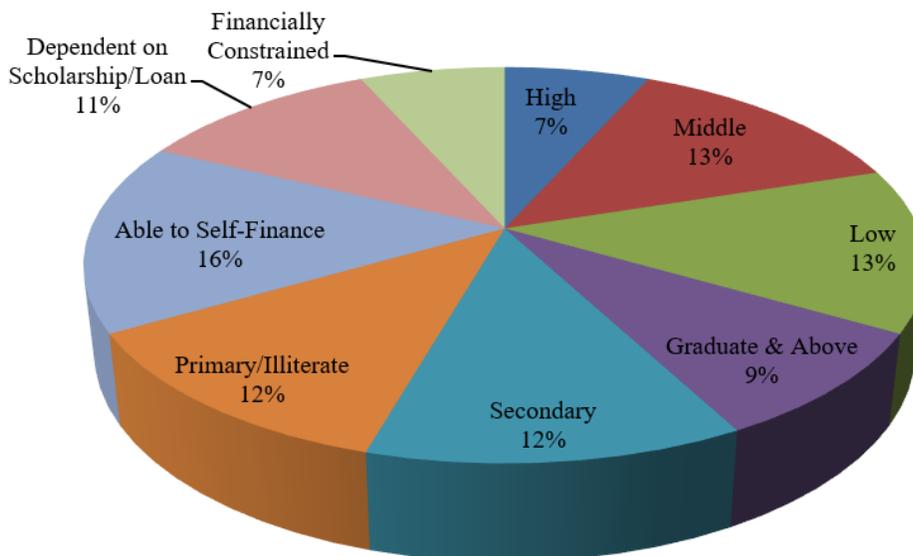
Analysis and Interpretation

Objective 1

To examine the role of family background factors—including socio-economic status, parental education, aspirations, and financial capacity—in influencing students' access to college education after higher secondary schooling.

Family Background and College Enrollment Status (N = 150)

Family Factor	Category	Number of Students	Enrolled in College (%)	Not Enrolled (%)
Socio-Economic Status	High	30	26 (86.7%)	4 (13.3%)
	Middle	60	42 (70%)	18 (30%)
	Low	60	24 (40%)	36 (60%)
Parental Education	Graduate & Above	40	34 (85%)	6 (15%)
	Secondary	55	36 (65.4%)	19 (34.6%)
	Primary/Illiterate	55	22 (40%)	33 (60%)
Financial Capacity	Able to Self-Finance	70	55 (78.6%)	15 (21.4%)
	Dependent on Scholarship/Loan	50	28 (56%)	22 (44%)
	Financially Constrained	30	9 (30%)	21 (70%)



Analysis

The data reveal a strong association between socio-economic status and college enrollment. Students from high-income families demonstrate significantly higher enrollment rates (86.7%) compared to those from low-income backgrounds (40%).

Parental education shows a similar trend. Students whose parents are graduates or above have an 85% enrollment rate, while those from families with minimal educational background show much lower participation (40%).

Financial capacity also plays a decisive role. Students who can self-finance are more likely to enroll compared to those facing financial constraints, where non-enrollment reaches 70%.

Interpretation

Family background emerges as a decisive determinant of college access. Higher socio-economic stability enhances educational continuity through financial security, academic encouragement, and informed decision-making. Parental education shapes awareness of higher education benefits and institutional processes. Financial limitations restrict opportunities even when academic performance is adequate. Thus, structural inequalities within families significantly influence post-secondary educational mobility in India.

Objective 2

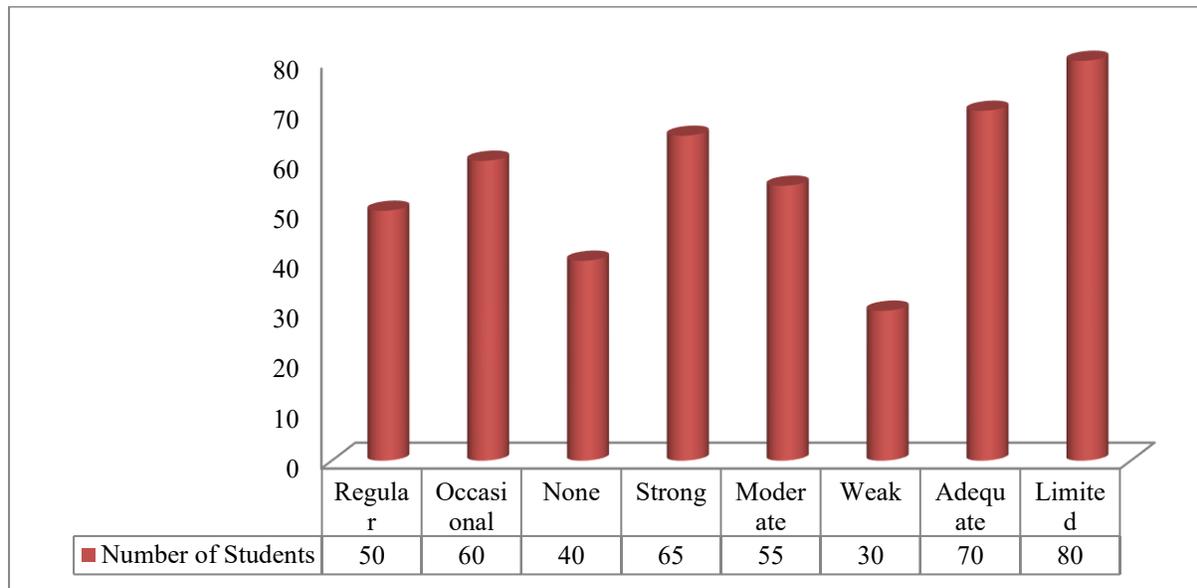
To analyze the contribution of school-related factors in shaping students' transition from higher secondary education to college. School Support Factors and College Transition (N = 150)

School Factor	Category	Number of Students	Enrolled in College (%)
Career Counselling Availability	Regular	50	42 (84%)
	Occasional	60	38 (63.3%)
	None	40	12 (30%)
Teacher Academic Support	Strong	65	52 (80%)
	Moderate	55	32 (58%)
	Weak	30	8 (26.7%)
Institutional Resources (Library, ICT, Guidance Cell)	Adequate	70	54 (77%)
	Limited	80	38 (47.5%)

Analysis

Students receiving regular career counselling exhibit higher enrollment rates (84%) compared to those with no counselling (30%). Strong teacher support correlates with an 80%

enrollment rate, while weak academic guidance reduces enrollment drastically (26.7%). Schools with adequate institutional resources show better transition outcomes than those with limited facilities.



Interpretation

School acts as a mediating institution between secondary education and higher education. Effective career counselling and teacher mentorship foster clarity of academic pathways and increase confidence in pursuing college education. Institutional resources enhance preparedness for entrance procedures and competitive exams. The absence of structured guidance disproportionately affects first-generation learners who rely

heavily on institutional support. Hence, school-level interventions significantly influence equitable access to higher education.

Objective 3

To investigate the influence of community-level factors on students' decisions and opportunities to pursue college education.

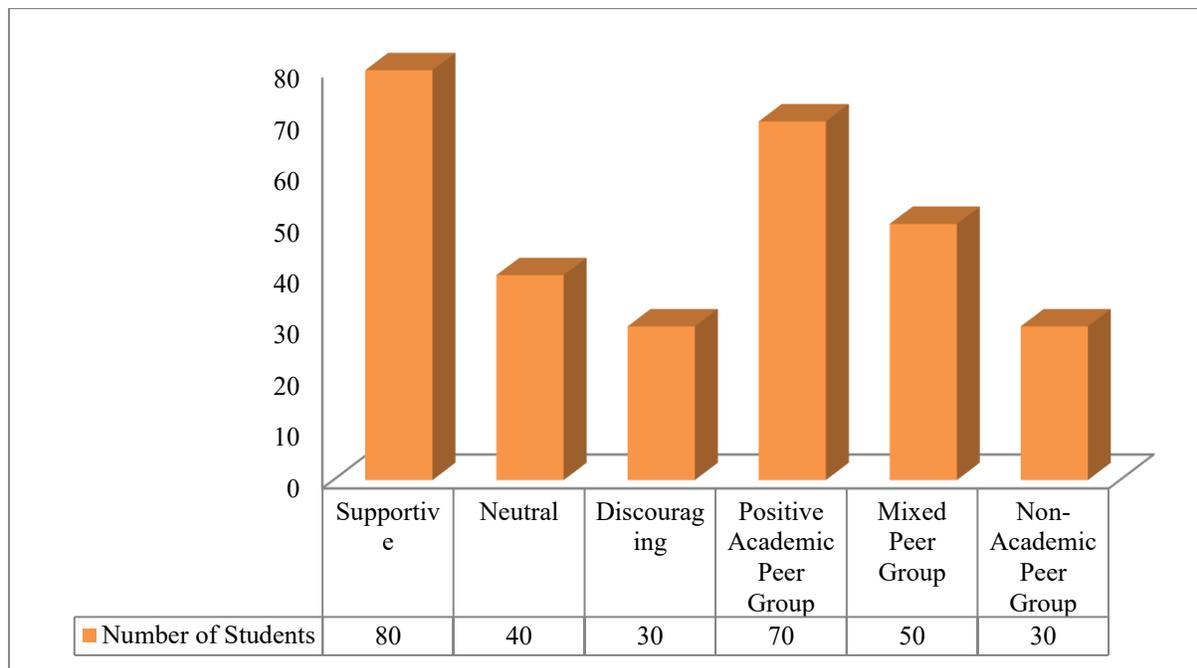
Table 3: Community Context and College Enrollment (N = 150)

Community Factor	Category	Number of Students	Enrolled in College (%)
Community Attitude Toward Higher Education	Supportive	80	62 (77.5%)
	Neutral	40	20 (50%)
	Discouraging	30	10 (33.3%)
Peer Influence	Positive Academic Peer Group	70	56 (80%)
	Mixed Peer Group	50	28 (56%)
	Non-Academic Peer Group	30	8 (26.7%)
Availability of Nearby College (Within 20 km)	Yes	90	70 (77.8%)
	No	60	22 (36.7%)

Analysis

Students from supportive communities demonstrate significantly higher enrollment (77.5%) compared to those from discouraging environments (33.3%). Positive peer networks

strongly correlate with higher college participation (80%). Physical accessibility also plays a crucial role. Where colleges are available within reachable distance, enrollment is substantially higher.



Interpretation

Community environment shapes aspirations and practical opportunities. Supportive social norms encourage continuation of education, especially for girls and marginalized groups. Peer networks influence motivation, information sharing, and competitive spirit.

Geographical accessibility remains a structural determinant; lack of nearby institutions increases dropout probability due to transportation costs and safety concerns.

Thus, community-level socio-cultural and infrastructural conditions significantly affect students' educational trajectories beyond higher secondary schooling.

The findings collectively indicate that access to college education in India is shaped by an interconnected triad of family, school, and community influences.

- Family provides foundational economic and motivational support.
- School offers institutional guidance and academic preparedness.
- Community shapes aspirations and structural accessibility.

Educational inequality emerges not from a single factor but from the cumulative interaction of these domains. Therefore, policy interventions must adopt a multi-level approach—combining financial aid, strengthened school counselling systems, and improved local higher education infrastructure—to ensure equitable transition to college education.

Major Findings of the Study

Findings Related to Family Background Factors

1. Socio-economic status significantly influences access to college education. Students from economically stable families are more likely to enroll in higher education compared to those from financially weaker backgrounds.

2. Parental education positively correlates with students' continuation to college. First-generation learners face greater uncertainty and limited guidance regarding admission procedures and career pathways.
3. Parental aspirations and encouragement play a motivational role in shaping students' academic ambitions. Students whose parents actively value higher education show stronger intent to pursue college.
4. Financial constraints, including tuition fees, transportation costs, and hostel expenses, act as major barriers for students from low-income households.
5. Dependence on scholarships and loans often creates uncertainty, delaying or discouraging enrollment decisions.

Findings Related to School-Level Factors

6. Availability of structured career counselling significantly enhances students' awareness about courses, entrance examinations, and scholarship opportunities.
7. Teacher support and mentoring positively influence students' academic confidence and preparedness for higher education.
8. Schools with adequate academic resources (library, ICT facilities, guidance cells) demonstrate higher transition rates to college.
9. Lack of institutional guidance particularly disadvantages students from rural and marginalized backgrounds who rely heavily on school-based information.
10. Schools focusing only on-board examination results without long-term academic planning show weaker college transition outcomes.

Findings Related to Community-Level Factors

11. Community attitudes toward higher education strongly shape students' aspirations. Supportive environments

- promote academic continuity, while discouraging norms reduce enrollment, especially for girls.
12. Peer networks significantly influence educational decisions. Students surrounded by academically oriented peers are more likely to pursue college.
 13. Physical accessibility to nearby colleges plays a crucial structural role; long distances and transportation challenges reduce participation rates.
 14. In certain communities, socio-cultural expectations (early employment, family responsibilities, early marriage for girls) limit higher education participation.
 15. Lack of local higher education infrastructure increases dropout rates after higher secondary schooling.

Integrated Findings

16. Access to college education is not determined by a single factor but by the cumulative interaction of family, school, and community influences.
17. Economic disadvantage combined with weak school support and discouraging community norms significantly reduces the likelihood of college enrollment.
18. Students who receive positive support across all three domains show the highest probability of successful transition to higher education.

Recommendations

Policy-Level Recommendations

- ❖ **Strengthen Financial Assistance Schemes:** Expand need-based scholarships, fee waivers, and direct benefit transfer systems to reduce financial barriers for low-income students.
- ❖ **Improve Rural Higher Education Infrastructure:** Establish more degree colleges and satellite campuses in rural and semi-urban areas to ensure geographical accessibility.
- ❖ **Enhance Implementation of NEP 2020 Provisions:** Focus on equitable access, flexible entry-exit systems, and credit transfer mechanisms to reduce dropout risks.
- ❖ **Promote First-Generation Learner Support Programs:** Create targeted awareness campaigns and mentorship schemes for families with limited educational background.

School-Level Recommendations

- ❖ **Institutionalize Career Counselling Cells:** Every higher secondary school should have a structured career guidance and counselling unit.
- ❖ **Teacher Training on Higher Education Guidance:** Provide professional development programs to equip teachers with updated knowledge about college admission processes and scholarship schemes.
- ❖ **Strengthen Academic Resource Infrastructure:** Improve library facilities, ICT access, and digital platforms for entrance preparation.
- ❖ **Organize Parent-Teacher Awareness Workshops:** Schools should regularly conduct orientation sessions to inform parents about higher education opportunities and financial support options.

Community-Level Recommendations

- ❖ **Community Awareness Programs:** Conduct campaigns emphasizing the long-term socio-economic benefits of higher education.
- ❖ **Promote Safe Transportation Facilities:** Ensure affordable and safe transport for students, particularly girls, traveling to nearby colleges.
- ❖ **Peer Mentorship Networks:** Develop alumni and senior-student mentorship programs within communities to inspire younger students.
- ❖ **Address Gender and Social Barriers:** Collaborate with local leaders and self-help groups to reduce socio-cultural constraints affecting girls and marginalized communities.

Integrated Recommendations

- ❖ **Multi-Stakeholder Collaboration:** Encourage coordination among families, schools, community organizations, and government agencies.
- ❖ **Monitoring and Evaluation Mechanism:** Establish tracking systems to monitor students' transition from higher secondary schooling to higher education.
- ❖ **Holistic Support Framework:** Develop an integrated support model combining financial aid, academic counselling, and community engagement to ensure inclusive access to college education.

The study concludes that ensuring equitable access to college education in India requires addressing structural inequalities at multiple levels. Sustainable improvement in higher education participation depends on coordinated efforts that strengthen family support systems, enhance school-based guidance, and create enabling community environments.

Summary of the Study

The present study titled "Beyond Higher Secondary Schooling: Exploring Family, School, and Community Influences on Students' Access to College Education in India" aimed to examine the multi-dimensional factors affecting students' transition from higher secondary education to college. The study was guided by three major objectives: to analyze the role of family background, to assess school-level support systems, and to investigate community-level influences on students' access to higher education.

The research explored how socio-economic status, parental education, financial capacity, academic guidance, teacher support, institutional resources, peer networks, social norms, and geographical accessibility collectively shape students' opportunities to pursue college education.

Findings of the study indicate that family background plays a foundational role in determining educational continuity. Students from economically stable families and those with educated parents show higher enrollment rates in college. Financial constraints, limited awareness, and lack of parental guidance significantly restrict access for students from disadvantaged households.

The study also highlights the critical role of schools as transitional institutions. Availability of structured career counselling, active teacher mentorship, and adequate

institutional resources positively influence students' readiness and confidence to pursue higher education. In contrast, absence of systematic guidance disproportionately affects first-generation learners.

At the community level, the research demonstrates that social norms, peer influence, and physical accessibility of colleges significantly shape educational aspirations and decisions. Supportive community environments encourage higher education participation, whereas discouraging attitudes, early employment pressures, gender bias, and infrastructural limitations act as barriers.

Overall, the study reveals that access to college education is influenced by an interconnected system of family, school, and community factors rather than any single determinant.

4. CONCLUSION

The study concludes that equitable access to college education in India is deeply embedded within broader socio-economic and socio-cultural structures. Educational transition after higher secondary schooling is not merely an academic decision but a socially negotiated process shaped by economic resources, institutional support, and community expectations.

Family economic stability and parental educational awareness provide the initial foundation for aspiration and opportunity. Schools function as mediating agents that either strengthen or weaken students' preparedness for higher education through guidance, mentorship, and resource availability. Community environments further reinforce or restrict educational mobility through cultural norms, peer networks, and infrastructural accessibility.

The findings underscore that educational inequality at the college-entry level reflects cumulative disadvantages across multiple domains. Therefore, ensuring inclusive access to higher education requires integrated interventions—financial support mechanisms, strengthened school counselling systems, improved rural infrastructure, and community sensitization programs.

In conclusion, the transition from higher secondary schooling to college education in India must be understood as a multi-layered social process. Sustainable expansion of higher education participation can only be achieved through coordinated efforts that address structural inequalities and create enabling environments across family, school, and community contexts.

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About the corresponding author



Arun Kumar Bari is a Research Scholar in the Department of Education at Gangadhar Meher University, Sambalpur, Odisha, India. His academic interests focus on educational policy, equity, and contemporary challenges in the Indian education system. He is engaged in research aimed at improving access, quality, and inclusive practices in education.