

ATTITUDE OF PARENTS TOWARDS PRIMARY EDUCATION: A STUDY OF PARISHADIYA SCHOOLS IN SITAPUR DISTRICT OF UTTAR PRADESH

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Abstract: *The education of children is influenced by interplay of a range of factors at school, society and family. For school participation, it is important that all the three factors should be positive or at least one or two factors should be strongly favorable. The children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. The government has emphasized on importance of parents/guardians as key decision makers in the educational process. Therefore, it is imperative that parents/guardians be provided with a clear delineation of child study roles and functions. Parental attitude in relation to students, academic motivation and achievements is a complex matter. Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favorable attitude towards schooling and education enhances parental involvement in children's present and future studies. Parent's attitude towards their children's education is affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population. Against this backdrop, present paper highlights the parents attitude towards education of their children pursuing primary education in selected schools of Sitapur district in Uttar Pradesh. The paper is based on primary data.*

INTRODUCTION

Education is necessary factor for the development of any country. Growth of human capital depends upon qualitative development of education. India is the hub of human capital. But the quality of its human capital is low. Therefore we are not able to take advantage of this population. When population of any country is able to utilize resource with full potential, then new ways to development opens. Development in education sector leads to development in other sectors like health, environment and social safety. The education of children is influenced by interplay of a range of factors at school, society and family, especially for the tribal children. For school participation, it is important that all the three factors should be positive or at least one or two factors should be strongly favourable. The children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Besides household wealth, the educational level and labour market position of the parents is expected to play a role. There is ample evidence that children from better educated parents more often go to school and tend to drop out less. Parents who have

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reached a certain educational level might want their children to achieve at least that level. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Present chapter attempts to examine the attitude of parents towards schooling and education of their children.

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Turnbull (1983) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock Report (1978) stresses the importance of parents being partners in the education of their children. The role of parents should actively support and enrich the educational processes. Korth (1981) is of the view that parents should be recognised as the major teacher of their children and the professional should be considered consultants to parents. Tait (1972) opines that the parents' psychological well-being and the ease or difficulties with which they decipher the cues that facilitate the socialisation process influence the personal and social development of the child. It is the parents who exert the major influence on the development of the child from birth to maturity. Useem (1992) also found that educational background affected families' involvement in their young adolescents' placement in the mathematics tracking system. According to Useem, "the involvement of highly educated parents in their children's placement at critical decision points in the tracking system is one mechanism by which educational advantage is transmitted from one generation to the next." Lucas, Henze, and Donato (1990) also found that schools play a central role in determining levels of parent involvement in students' learning. In a study of six high schools in California and Arizona that were providing an environment in which language minority students and others achieve academic success, the authors found that the schools actively encouraged parent involvement. Through newsletters, parent advisory committees, parent nights, and student- parent-teacher conferences, the high schools fostered families' active participation in their teens' education. Dornbusch and Ritter (1988) studied the effects of parent involvement in high school activities on student outcomes. Hill et al. (2004) indicate that the race of the parent(s) impacts parental involvement in education. In particular, African Americans have stronger parental involvement than European Americans. However, some research has found the opposite to be true. Others, like Hill and Tyson (2009), state that it is unclear whether or not parental involvement varies across race/ethnicity. Henning (2013) examined the students' attitudes and motivation towards education and discusses types of motivation, causes of motivation and the timing of the student's life at which motivation can be studied. Results indicate that parental decisions to be involved are statistically related to invitations from school, role construction, and self-efficacy. Larocque, Kleiman, and Darling (2011) describe parental involvement as family involvement, defining it as "parents' or caregivers' investment in the education of their children. Epstein (1995) describes six

types of involvement in which schools can encourage parents to participate. Parenting, communicating, volunteering, learning at home, decision- making, and collaborating with community are areas she suggests schools focus on. Epstein (1995) stated “As support from family, and community accumulates, significantly more students feel secure and cared for, understand the goals or education, work to achieve their full potential, build positive attitudes and school behaviours, and stay in school. Parental involvement has many benefits. Larocque et al. (2011) found that parents may have had a negative school experience themselves and could have a lingering mistrust in the educational system. For example, a parent who struggled in school and did not get the help they needed may feel like the education system “failed” them, which may lead them to feel inadequate to help their child. This supports the finding by Shumow and Miller (2001) that parents may not feel adequate to help their children at home due to a lack of formal education. Other factors affecting parental involvement could include jobs and culture. Cheung and Pomerantz (2012) concluded that student motivation that is driven by a need to meet the expectations of their parents is considered to be parent-oriented. For example, a student who studies hard for a test because they know their parents value education and will be expecting they get a good grade would be a student whose motivation comes from the desire to please their parents. Marchant, Paulson and Rothlisberg (2001) conducted a study on middle school students’ perceptions of their parents’ attitudes towards education and how it affected their motivation. Marchant et al., (2001) concluded that the perception a student has about the amount of support they receive in their educational setting is the most important factor in their learning success. Broussand and Garrison (2004) found there was a positive relationship between students’ intrinsic motivation and academic achievement, especially in third-graders, indicating that students of this age have an internal desire to do well in school, are curious and want to challenge them.

OBJECTIVES AND RESEARCH METHODS

Present paper aims at examining the attitude of parents towards education of children pursuing primary education in parishadiya schools .The paper is based on a major research study conducted in selected schools of Uttar Pradesh. For the purpose of the study, simple random sampling procedure was adopted. District Sitapur in Central region of the state has been selected for field survey. In the district, we selected five development blocks viz Hargaon, Laharpur, Biswan, Kasmanda, and Parsendi. Overall, 10 schools, 237 students, 38 teachers and 198 parents were randomly selected for field survey with the help of structured interview schedules.

DISCUSSION OF RESULTS

The respondents were asked that whether education will help children for their future. Most of the respondents were found in favour of the view point. However, a large proportion of respondents from Laharpur and Hargoan could not respond on the view point (Table 1).

Table 1: Whether Education Will Help Children For Their Future

Block	Yes	Cannot Say	Total
Hargaon	42	12	54
	77.8%	22.2%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	24	0	24
	100.0%	0.0%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	21	9	30
	70.0%	30.0%	100.0%
Total	177	21	198
	89.4%	10.6%	100.0%

Source: Field Survey.

The respondents were asked that whether they give priority for education to their children. Most of the respondents admitted that they give priority for education to their children. However, about 2/5th respondents from Laharpur and about 17 per cent respondents from Hargoan could not respond on the view point (Table 2). All the respondents reported that their children are currently enrolled in government schools.

Table 2: Do You Give Priority For Education To Your Children

Block	Yes	Cannot Say	Total
Hargaon	45	9	54
	83.3%	16.7%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	24	0	24
	100.0%	0.0%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	18	12	30
	60.0%	40.0%	100.0%
Total	177	21	198
	89.4%	10.6%	100.0%

Source: Field Survey.

The respondents were asked that whether they assist their children in their study. Majority of the respondents reported that they assist their children in studies. However, about 61 per cent respondents from Hargoan and half of the respondents from Laharpur reported that they do not assist their children in their studies perhaps due to poor level of education among parents (Table 3).

Table 3: Do You Assist Your Children In Their Study

Block	Yes	No	Total
Hargaon	21	33	54
	38.9%	61.1%	100.0%
Kasmanda	57	3	60
	95.0%	5.0%	100.0%
Biswan	21	3	24
	87.5%	12.5%	100.0%
Parsendi	27	3	30
	90.0%	10.0%	100.0%
Laharpur	15	15	30
	50.0%	50.0%	100.0%
Total	141	57	198
	71.2%	28.8%	100.0%

Source: Field Survey.

Type of assistance to children is shown in Table 4. Majority of the respondents reported that they assist their children in their home work. This was found more pronouncing in Laharpur followed by Parsendi. About 1/3rd respondents from Parsendi and 20 per cent respondents from Laharpur further reported that they assist their children in preparation for test. About 2/5th respondents from Kasmanda reported that they enquire about the progress of their children.

Table 4 : Type of Assistance to Children

Block	Home Work	Preparation of Test	Enquiry About Progress of Children	Others
Hargaon	9	3	0	9
	42.9%	14.3%	0.0%	42.9%
Kasmanda	36	0	24	6
	63.2%	0.0%	42.1%	10.5%
Biswan	12	0	0	9
	57.1%	0.0%	0.0%	42.9%
Parsendi	27	9	0	0
	100.0%	33.3%	0.0%	0.0%
Laharpur	15	3	0	0
	100.0%	20.0%	0.0%	0.0%
Total	99	15	24	24
	70.2%	10.6%	17.0%	17.0%

Source: Field Survey.

The respondents were asked that whether their children assist them in their work at home. Most of the respondents reported that their children assist in their work at home. It was found more pronouncing in Parsendi, Biswan and Kasmanda. However, about 30 per cent respondents from Laharpur and more than 1/4th respondents from Hargoan reported that their children do not assist them in their work at home (Table 5).

Table 5 : Whether Your Children Assist You In Your Work At Home

Block	Yes	No	Total
Hargaon	39	15	54
	72.2%	27.8%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	24	0	24
	100.0%	0.0%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	21	9	30
	70.0%	30.0%	100.0%
Total	174	24	198
	87.9%	12.1%	100.0%

Source: Field Survey.

The respondents were asked that whether their children study daily at home. About 80 per cent respondents admitted that their children are studying daily at home. However, about 61 per cent respondents from Hargoan and 12 per cent respondents from Biswan revealed that their children do not study daily at home (Table 6).

Table 6: Whether Your Children Study Daily At Home

Block	Yes	No	Total
Hargaon	21	33	54
	38.9%	61.1%	100.0%
Kasmanda	57	3	60
	95.0%	5.0%	100.0%
Biswan	21	3	24
	87.5%	12.5%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	30	0	30
	100.0%	0.0%	100.0%
Total	159	39	198
	80.3%	19.7%	100.0%

Source: Field Survey.

The respondents were asked that whether their children talk to them about the happenings of schools. Most of the respondents reported that their children talk about happenings of schools to them. However, about 1/3rd respondents from Hargaon and about 20 per cent respondents from Laharpur reported that their children do not talk about happenings of schools to them (Table 7).

Table 7: Whether Your Children Talk To You About Happenings of School

Block	Yes	No	Total
Hargaon	36	18	54
	66.7%	33.3%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	24	0	24
	100.0%	0.0%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	24	6	30
	80.0%	20.0%	100.0%
Total	174	24	198
	87.9%	12.1%	100.0%

Source: Field Survey.

The respondents were asked that whether their children are actively participating in teaching learning activities. Most of the respondents reported that their children are participating in teaching learning activities. However, about 2/5th respondents reported that their children sometimes participate in teaching learning activities while about 38 per cent respondents revealed that their children occasionally participate in such activities. Thus, about 55 per cent respondents from Kasmanda reported that their children always participate in teaching learning activities (Table 8).

Table 8 : Whether Your Child Actively Participate in Teaching Learning Activities

Block	Always	Sometimes	Occasionally	Never	Total
Hargaon	0	21	27	6	54
	0.0%	38.9%	50.0%	11.1%	100.0%
Kasmanda	33	27	0	0	60
	55.0%	45.0%	0.0%	0.0%	100.0%
Biswan	3	6	15	0	24
	12.5%	25.0%	62.5%	0.0%	100.0%
Parsendi	0	21	9	0	30
	0.0%	70.0%	30.0%	0.0%	100.0%
Laharpur	0	6	24	0	30
	0.0%	20.0%	80.0%	0.0%	100.0%
Total	36	81	75	6	198
	18.2%	40.9%	37.9%	3.0%	100.0%

Source: Field Survey.

The respondents were asked that whether they are in favour of co-curricular activities for development of children. About 88 per cent respondents reported that co-curricular activities are essential for development of children. However, about 2/5th respondents from Laharpur and about 17 per cent respondents from Hargoan were against the view point (Table 9).

Table 9: Do You Think That Co-Curricular Activities Are Essential For Development of Children

Block	Yes	No	Total
Hargaon	45	9	54
	83.3%	16.7%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	24	0	24
	100.0%	0.0%	100.0%
Parsendi	27	3	30
	90.0%	10.0%	100.0%
Laharpur	18	12	30
	60.0%	40.0%	100.0%
Total	174	24	198
	87.9%	12.1%	100.0%

Source: Field Survey.

The respondents were asked that whether they observe their children of participation in co-curricular activities. Most of the respondents except Hargoan reported that they observe the participation of their children in co-curricular activities. However, about 62 per cent respondents observe sometimes the participation of their children in co-curricular activities. Thus, about 15 per cent respondents revealed that they always observe about participation of their children in co-curricular activities (Table 10).

Table10 : Do You Observe Participation of Your Children In Co-Curricular Activities

Block	Always	Sometimes	Occasionally	Never	Total
Hargaon	0	27	15	12	54
	0.0%	50.0%	27.8%	22.2%	100.0%
Kasmanda	12	42	6	0	60
	20.0%	70.0%	10.0%	0.0%	100.0%
Biswan	9	15	0	0	24
	37.5%	62.5%	0.0%	0.0%	100.0%
Parsendi	9	18	3	0	30
	30.0%	60.0%	10.0%	0.0%	100.0%
Laharpur	0	21	9	0	30
	0.0%	70.0%	30.0%	0.0%	100.0%
Total	30	123	33	12	198
	15.2%	62.1%	16.7%	6.1%	100.0%

Source: Field Survey.

The respondents were asked that whether their children do homework regularly. About 59 per cent respondents reported that their children sometimes do homework. Thus, about 29 per cent respondents reported that their children always do their homework. It was found more pronouncing in Biswan followed by Kasmanda and Parsendi development blocks (Table 11).

Table 11: Whether Your Child Does His Homework Regularly

Block	Always	Sometimes	Occasionally	Never	Total
Hargaon	6	27	15	6	54
	11.1%	50.0%	27.8%	11.1%	100.0%
Kasmanda	24	36	0	0	60
	40.0%	60.0%	0.0%	0.0%	100.0%
Biswan	12	12	0	0	24
	50.0%	50.0%	0.0%	0.0%	100.0%
Parsendi	12	18	0	0	30
	40.0%	60.0%	0.0%	0.0%	100.0%
Laharpur	3	24	3	0	30
	10.0%	80.0%	10.0%	0.0%	100.0%
Total	57	117	18	6	198
	28.8%	59.1%	9.1%	3.0%	100.0%

Source: Field Survey.

The respondents were asked that whether they attend parent-teacher meetings held in schools of their children. About 61 per cent respondents revealed that sometimes they attend parent-teacher meetings. This was found more pronouncing in Kasmanda (80 per cent) followed by Laharpur (70 per cent). Thus, about 21 per cent respondents reported that they always attend parent-teacher meetings. This was found more pronouncing in Biswan (62.5 per cent). About 28 per cent respondents in Hargoan revealed that they never attend parent-teacher meetings (Table 12).

Table 12: Do You Attend Parent-Teacher Meetings Held In Your Children's School

Block	Always	Sometimes	Occasionally	Never	Total
Hargaon	3	24	12	15	54
	5.6%	44.4%	22.2%	27.8%	100.0%
Kasmanda	9	48	3	0	60
	15.0%	80.0%	5.0%	0.0%	100.0%
Biswan	15	9	0	0	24
	62.5%	37.5%	0.0%	0.0%	100.0%
Parsendi	9	18	3	0	30
	30.0%	60.0%	10.0%	0.0%	100.0%
Laharpur	6	21	3	0	30
	20.0%	70.0%	10.0%	0.0%	100.0%
Total	42	120	21	15	198
	21.2%	60.6%	10.6%	7.6%	100.0%

Source: Field Survey.

The respondents were asked that whether school environment is conducive for their children's education. Slightly less than 2/3rd respondents were found in favour of the view point. However, majority of the respondents in Parsendi and Laharpur could not respond on the view point while about 17 per cent respondents in Hargoan were against the view point (Table 13).

Table 13: Whether School Environment Is Conducive For Your Children's Education

Block	Yes	No	Cannot Say	Total
Hargoan	27	9	18	54
	50.0%	16.7%	33.3%	100.0%
Kasmanda	60	0	0	60
	100.0%	0.0%	0.0%	100.0%
Biswan	24	0	0	24
	100.0%	0.0%	0.0%	100.0%
Parsendi	9	0	21	30
	30.0%	0.0%	70.0%	100.0%
Laharpur	9	0	21	30
	30.0%	0.0%	70.0%	100.0%
Total	129	9	60	198
	65.2%	4.5%	30.3%	100.0%

Source: Field Survey.

Level of satisfaction with educational infrastructure of school is shown in Table 14. Most of the respondents were found satisfied with educational infrastructure of schools. However, about 17 percent respondents in Hargoan were found somewhat satisfied with educational infrastructure of schools while about 5 per cent respondents from Kasmanda were found dissatisfied with educational infrastructure of schools. A significant proportion of respondents from Laharpur and Kasmanda were found very satisfied with educational infrastructure.

Table 14 : Level of Satisfaction With Educational Infrastructure of School

Block	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Total
Hargoan	3	42	9	0	54
	5.6%	77.8%	16.7%	0.0%	100.0%
Kasmanda	6	48	3	3	60
	10.0%	80.0%	5.0%	5.0%	100.0%
Biswan	0	24	0	0	24
	0.0%	100.0%	0.0%	0.0%	100.0%
Parsendi	0	30	0	0	30
	0.0%	100.0%	0.0%	0.0%	100.0%
Laharpur	3	27	0	0	30
	10.0%	90.0%	0.0%	0.0%	100.0%
Total	12	171	12	3	198
	6.1%	86.4%	6.1%	1.5%	100.0%

Source: Field Survey.

The respondents were asked that whether they are availing educational incentives for their children. All the respondents reported that their children are availing mid-day meal, free text books and free school uniforms for their children. About 56 per cent respondents revealed that their children are also getting medical checkup facility in schools. A significant proportion of respondents in Biswan, Parsendi and Hargoan reported that their children are availing scholarship and tri-cycle (Table 15).

Table 15: Are You Availing Educational Incentives Being Provided To Your Children

Block	Mid-Day Meal	Free Books	Free Uniform	Scholarship	Medical Checkup	Free Cycle
Hargaon	54	54	54	3	51	3
	100.0%	100.0%	100.0%	5.6%	94.4%	5.6%
Kasmanda	60	60	60	0	57	0
	100.0%	100.0%	100.0%	0.0%	95.0%	0.0%
Biswan	24	24	24	3	3	0
	100.0%	100.0%	100.0%	12.5%	12.5%	0.0%
Parsendi	30	30	30	3	0	0
	100.0%	100.0%	100.0%	10.0%	0.0%	0.0%
Laharpur	30	30	30	0	0	0
	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Total	198	198	198	9	111	3
	100.0%	100.0%	100.0%	4.5%	56.1%	1.5%

Source: Field Survey.

The respondents were asked that whether education should be compulsory to all children. Most of the respondents were found in favour of the view point. However, half of the respondents from Laharpur and 17 per cent respondents from Hargoan could not respond on the view point (Table 16).

Table 16: Whether Education Should Be Compulsory To All Children

Block	Yes	Cannot Say	Total
Hargaon	45	9	54
	83.3%	16.7%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	24	0	24
	100.0%	0.0%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	15	15	30
	50.0%	50.0%	100.0%
Total	174	24	198
	87.9%	12.1%	100.0%

Source: Field Survey.

The respondents were asked that whether right to education will improve enrolment, retention and quality education of children. About 82 per cent respondents were found in favour of the view point. However, majority of the respondents from Laharpur and 22 per cent respondents from Hargoan could not respond on the view point (Table 17).

Table 17: Whether Right To Education Will Improve Enrolment, Retention And Quality Education of Children

Block	Yes	Cannot Say	Total
Hargaon	42	12	54
	77.8%	22.2%	100.0%
Kasmanda	60	0	60
	100.0%	0.0%	100.0%
Biswan	21	3	24
	87.5%	12.5%	100.0%
Parsendi	30	0	30
	100.0%	0.0%	100.0%
Laharpur	9	21	30
	30.0%	70.0%	100.0%
Total	162	36	198
	81.8%	18.2%	100.0%

Source: Field Survey.

The respondents were further asked that whether educational incentives will improve enrolment, retention and quality education of children. About 83 per cent respondents were found in favour of the view point. However, about 11 per cent respondents in Hargoan were against the view point. About 60 per cent respondents from Laharpur and 17 per cent respondents from Hargoan could not respond on the view point (Table 18).

Table 18: Whether Educational Incentives Will Improve Enrolment, Retention And Quality Education of Children

Block	Yes	No	Cannot Say	Total
Hargaon	39	6	9	54
	72.2%	11.1%	16.7%	100.0%
Kasmanda	60	0	0	60
	100.0%	0.0%	0.0%	100.0%
Biswan	24	0	0	24
	100.0%	0.0%	0.0%	100.0%
Parsendi	30	0	0	30
	100.0%	0.0%	0.0%	100.0%
Laharpur	12	0	18	30
	40.0%	0.0%	60.0%	100.0%
Total	165	6	27	198
	83.3%	3.0%	13.6%	100.0%

Source: Field Survey.

The respondents were asked that whether village education committee has been constituted. About 2/3rd respondents reported that village education committee has been constituted. However, about 62 per cent respondents from Biswan and 30 per cent respondents from Parsendi reported that no such committee has been constituted. Moreover, about half of the respondents from Parsendi could not respond on the view point (Table 19).

Table 19: Whether Village Education Committee Has Been Constituted

Block	Yes	No	Cannot Say	Total
Hargaon	36	15	3	54
	66.7%	27.8%	5.6%	100.0%
Kasmanda	57	0	3	60
	95.0%	0.0%	5.0%	100.0%
Biswan	6	15	3	24
	25.0%	62.5%	12.5%	100.0%
Parsendi	6	9	15	30
	20.0%	30.0%	50.0%	100.0%
Laharpur	24	6	0	30
	80.0%	20.0%	0.0%	100.0%
Total	129	45	24	198
	65.2%	22.7%	12.1%	100.0%

Source: Field Survey.

The respondents were asked that whether village education committee is playing effective

role in resolution of educational problems. About 88 per cent respondents admitted that village education committee is playing effective role in resolution of educational problems. However, a large proportion of respondents from Laharpur, Hargoan and Biswan were either silent or against the view point (Table 20).

Table 20: Whether Village Education Committee Is Playing Effective Role In Resolution of Educational Problems

Block	Yes	No	Cannot Say	Total
Hargaon	42	6	6	54
	77.8%	11.1%	11.1%	100.0%
Kasmanda	57	0	3	60
	95.0%	0.0%	5.0%	100.0%
Biswan	21	3	0	24
	87.5%	12.5%	0.0%	100.0%
Parsendi	30	0	0	30
	100.0%	0.0%	0.0%	100.0%
Laharpur	24	0	6	30
	80.0%	0.0%	20.0%	100.0%
Total	174	9	15	198
	87.9%	4.5%	7.6%	100.0%

Source: Field Survey.

The respondents were asked that whether they are member of village education committee. About 45 per cent respondents revealed that they are member of village education committee. This was found more pronouncing in Biswan followed by Hargoan, Kasmanda and Laharpur (Table 21).

Table 21: Are You Member of Village Education Committee

Block	Yes	No	Total
Hargaon	30	24	54
	55.6%	44.4%	100.0%
Kasmanda	30	30	60
	50.0%	50.0%	100.0%
Biswan	15	9	24
	62.5%	37.5%	100.0%
Parsendi	0	30	30
	0.0%	100.0%	100.0%
Laharpur	15	15	30
	50.0%	50.0%	100.0%
Total	90	108	198
	45.5%	54.5%	100.0%

Source: Field Survey.

Level of relations with members of village education committee and teachers is shown in Table 22. More than half of the respondents reported that relations with members of village education committee and teachers are normal. This was found more pronouncing in Parsendi followed by Biswan. Thus, about 45 per cent respondents reported that relations with members of village education committee and teachers are good. This was found more pronouncing in Hargoan and Laharpur

Table 22: Level of Relations With Members of Village Education Committee And Teachers

Block	Good	Normal	Total
Hargaon	36	18	54
	66.7%	33.3%	100.0%
Kasmanda	30	30	60
	50.0%	50.0%	100.0%
Biswan	6	18	24
	25.0%	75.0%	100.0%
Parsendi	0	30	30
	0.0%	100.0%	100.0%
Laharpur	18	12	30
	60.0%	40.0%	100.0%
Total	90	108	198
	45.5%	54.5%	100.0%

Source: Field Survey.

Level of contribution of village education committee in improving education is shown in Table 23. Majority of the respondents were of the view point that the contribution of village education committee in educational environment, enrolment of children, attendance of students and teachers and monitoring and supervision of mid-day meal is found to be very good, good and satisfactory. However, a significant proportion of respondents reported that contribution of village education committee in educational environment and enrolment of children is bad.

Table: 6.42 Level of Contribution of Village Education Committee In Improving Education

	Very Good	Good	Satisfactory	Bad	Total
Environment	90	42	24	42	198
	45.5%	21.2%	12.1%	21.2%	100.0%
Enrolment	93	33	27	45	198
	47.0%	16.7%	13.6%	22.7%	100.0%
Attendance Of Students	90	48	42	18	198
	45.5%	24.2%	21.2%	9.1%	100.0%
Attendance Of Teachers	114	69	15	0	198
	57.6%	34.8%	7.6%	0.0%	100.0%
Monitoring And Supervision In Mid-Day Meal	90	60	39	9	198
	45.5%	30.3%	19.7%	4.5%	100.0%

Source: Field Survey.

The respondents were asked that whether school management committee has been constituted. About 83 per cent respondents reported that school management committee has been constituted. It was found more pronouncing in Kasmanda followed by Hargoan. However, about 6 per cent respondents in Hargoan reported that no such committee has been constituted. About 2/5th respondents in Laharpur and Parsendi could not respond (Table 24) .

Table 24: Whether School Management Committee Has Been Constituted

Block	Yes	No	Cannot Say	Total
Hargaon	51	3	0	54
	94.4%	5.6%	0.0%	100.0%
Kasmanda	60	0	0	60
	100.0%	0.0%	0.0%	100.0%
Biswan	18	0	6	24
	75.0%	0.0%	25.0%	100.0%
Parsendi	18	0	12	30
	60.0%	0.0%	40.0%	100.0%
Laharpur	18	0	12	30
	60.0%	0.0%	40.0%	100.0%
Total	165	3	30	198
	83.3%	1.5%	15.2%	100.0%

Source: Field Survey.

The respondents were asked that whether meetings of village education committee are regularly held. About 70 per cent respondents reported that meetings of village education committee are regularly held. It was found more pronouncing in Kasmanda followed by Hargoan. However, 37 per cent respondents in Biswan reported that meetings of village education committee are not regularly held. A large proportion of respondents in Parsendi, Laharpur and Biswan could not respond on the question (Table 25).

Table 25: Whether Meetings of Village Education Committee Are Regularly Held

Block	Yes	No	Cannot Say	Total
Hargaon	51	3	0	54
	94.4%	5.6%	0.0%	100.0%
Kasmanda	60	0	0	60
	100.0%	0.0%	0.0%	100.0%
Biswan	9	9	6	24
	37.5%	37.5%	25.0%	100.0%
Parsendi	0	3	27	30
	0.0%	10.0%	90.0%	100.0%
Laharpur	18	0	12	30
	60.0%	0.0%	40.0%	100.0%
Total	138	15	45	198
	69.7%	7.6%	22.7%	100.0%

Source: Field Survey.

The respondents were asked that whether community based organizations are active in village. About 2/5th respondents admitted that community based organizations are active in their village. It was found more pronouncing in Kasmanda followed by Biswan. A large proportion of respondents in Hargaon reported that no such organizations are active in their village. A large proportion of respondents in Laharpur and Parsendi could not respond (Table 26).

Table 26: Whether Community Based Organisations Are Active In Your Village

Block	Yes	No	Cannot Say	Total
Hargaon	12	33	9	54
	22.2%	61.1%	16.7%	100.0%
Kasmanda	57	3	0	60
	95.0%	5.0%	0.0%	100.0%
Biswan	15	3	6	24
	62.5%	12.5%	25.0%	100.0%
Parsendi	3	0	27	30
	10.0%	0.0%	90.0%	100.0%
Laharpur	0	0	30	30
	0.0%	0.0%	100.0%	100.0%
Total	87	39	72	198
	43.9%	19.7%	36.4%	100.0%

Source: Field Survey.

Rating of importance of educational values is shown in Table 27. Majority of the respondents rated the importance of educational values as high, very high and average. It was found more pronouncing in case of education to all children, education to girl children, moral and ethical education to children, environmental education to children, in physical education and inculcation of cultural values in course. However, less than 1/4th respondents rated the importance of education to girl children as low.

Table 27 : Rating of Importance of Educational Values

	Very High	High	Average	Low	Total
Education To All Children	99	24	36	39	198
	50.0%	12.1%	18.2%	19.7%	100.0%
Education To Girl Children	96	33	21	48	198
	48.5%	16.7%	10.6%	24.2%	100.0%
Education To Disabled Children	78	33	57	30	198
	39.4%	16.7%	28.8%	15.2%	100.0%
Morale And Ethical Education To Children	69	36	72	21	198
	34.8%	18.2%	36.4%	10.6%	100.0%

Environmental Education To Children	42	78	66	12	198
	21.2%	39.4%	33.3%	6.1%	100.0%
Religious Education To Children	33	48	102	15	198
	16.7%	24.2%	51.5%	7.6%	100.0%
Inculcation Of Cultural Values In Course	10	117	63	8	198
	5.1%	59.1%	31.8%	4.0%	100.0%
Physical Education	30	141	24	3	198
	15.2%	71.2%	12.1%	1.5%	100.0%

Source: Field Survey.

Rating of quality of education and functioning of school is shown in Table 28. Majority of the respondents rated the quality of education and functioning of school as very good and good. It was found more pronouncing in case of regularity of teachers, quality of mid-day meal, quality of teaching, interaction with teachers-parents, inspection of schools, availability of educational infrastructure, sanitation and hygiene, cultural programmes, availability of sports, games and physical activities facilities. However, about 2/5th respondents rated the extra-curricular activities as average. Similarly, more than 1/3rd respondents rated the availability of sports, games and physical activities facilities as well as availability of educational infrastructure as average. More than 1/4th respondents also rated the treatment of children by teachers, health check-up, inspection of schools, behavioural change among students, and supply of information about students' performance as average. A significant proportion of respondents also rated the location of school as poor. Similarly, slightly less than half of the respondents rated the educational tour/exposure as poor.

Table 28: Rating of Quality of Education And Functioning of School

	Very Good	Good	Average	Poor	Total
Location Of School	99	15	39	45	198
	50.0%	7.6%	19.7%	22.7%	100.0%
Regularity Of Teachers	132	48	0	18	198
	66.7%	24.2%	0.0%	9.1%	100.0%
Quality Of Mid-Day Meal	99	66	15	18	198
	50.0%	33.3%	7.6%	9.1%	100.0%
Quality Of Teaching	102	45	33	18	198
	51.5%	22.7%	16.7%	9.1%	100.0%
Frequency Of Tests	69	57	39	33	198
	34.8%	28.8%	19.7%	16.7%	100.0%
Supply Of Information About Students' Performance	63	63	51	21	198
	31.8%	31.8%	25.8%	10.6%	100.0%

Treatment Of Children By Teachers	75	60	63	0	198
	37.9%	30.3%	31.8%	0.0%	100.0%
Interaction With Teachers-Parents	39	90	48	21	198
	19.7%	45.5%	24.2%	10.6%	100.0%
Behavioural Change Among Students	30	99	51	18	198
	15.2%	50.0%	25.8%	9.1%	100.0%
Health Check-Up	24	102	54	18	198
	12.1%	51.5%	27.3%	9.1%	100.0%
Inspection Of School	12	117	54	15	198
	6.1%	59.1%	27.3%	7.6%	100.0%
Availability Of Educational Infrastructure	9	111	66	12	198
	4.5%	56.1%	33.3%	6.1%	100.0%
Availability Of Sports, Games And Physical Activities Facilities	6	108	75	9	198
	3.0%	54.5%	37.9%	4.5%	100.0%
Sanitation And Hygiene	9	126	48	15	198
	4.5%	63.6%	24.2%	7.6%	100.0%
Role Of Village Education Committee	15	105	57	21	198
	7.6%	53.0%	28.8%	10.6%	100.0%
Role Of Community Based Organizations	15	114	39	30	198
	7.6%	57.6%	19.7%	15.2%	100.0%
Cultural Programmes	12	114	51	21	198
	6.1%	57.6%	25.8%	10.6%	100.0%
Extra Curriculum Activities	3	93	87	15	198
	1.5%	47.0%	43.9%	7.6%	100.0%
Educational Tour/ Exposure	12	45	45	96	198
	6.1%	22.7%	22.7%	48.5%	100.0%
Others	15	63	66	54	198
	7.6%	31.8%	33.3%	27.3%	100.0%

Source: Field Survey.

CONCLUSION

Overall, the attitude of the respondents was found to be moderately favourable towards schooling and education of their children. The study throws light on the fact that growing awareness regarding literacy and education; persistent campaigns through mass media around the country and attempts at mainstreaming have significantly affected all sections of the society. The value attached to schooling and education of children has substantially

improved compared to earlier times when lack of literacy and negative attitude towards education were the main barriers for sending children to school. Previously education was considered as wastage of time and money since its outcome was perceived to be uncertain and unimportant. Presently, the importance and the outcomes of education are highly appreciated by people through persistent efforts at compulsory education and increased awareness through information and technology revolution.

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