

## PARENTS' ATTITUDE TOWARDS SCHOOLING AND EDUCATION OF THEIR CHILDREN: A STUDY OF SITAPUR DISTRICT IN UTTAR PRADESH

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***Abstract:** 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. When education sector is developed, then only we can achieve Nehru's dream of 'ending of Illiteracy, inequality, poverty and disease.' Gandhiji has called that 'Basic education' is the indicator of development in any country. An elementary education is institution where children receive the first stage of compulsory education known as primary education. Elementary school exists worldwide as the basic foundation institution in the formal educational structure. Elementary Education System in India is the second largest in the world effect on 1 April 2010, ensures the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Against this background, the present paper aimed at assessing attitude of parents towards the education and schooling of their children. The study analyzed the data from 198 parents, who had one or more than one school going children.*

### 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. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour, are also less important

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to them (Evangelista de Carvalho Filho, 2008; Basu, 1999). 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 (UNESCO, 2010). Parents who have reached a certain educational level might want their children to achieve at least that level (Breen & Goldthorpe, 1997). For educational enrolment of girls, education of the mother might be especially important (Emerson & Portela Souza, 2007; Shu, 2004; Kambhampati & Pal, 2001; Fuller, Singer and Keiley, 1995). 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. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits & Gündüz-Hogör, 2006).

The income of the parents plays a strong determinant of children education. Regarding father's labor market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990; Blau & Duncan, 1967). Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times (Bhalotra & Heady 2003; Basu, Das & Dutta, 2003).

Parental attitudes towards being involved in and the importance of education in relation to student academic motivation and achievement is a complex matter. The current study attempted to find correlations between these topics and was partially successful. Correlations were found between parents' decision to become involved and invitations from school, role construction, and self-efficacy. Additionally, positive correlations were found between student achievement, role construction and invitations from the child. Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favourable 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, it is expected that the attitude of parents of tribal children will be unfavourable towards education. However, the present study aims to examine whether the tribal parents, today, exhibit a positive and favourable attitude towards their children's education as a result of increasing awareness of values of education through Government Endeavour's and initiatives.

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) states 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. One of the most important attributes of parental attitude is consistency. As children mature into adolescence, family involvement in their learning re influence secondary school students' academic achievement, school attendance, and graduation and college matriculation rates (Dornbusch & Ritter, 1988; Plank & Jordan, 1997). Despite its importance, however, families' active involvement in their children's education declines as they progress from elementary school to middle and high school (Dauber & Epstein, 1993; Lee, 1994). Research suggests that schools can reverse the decline in parent involvement by developing comprehensive programs of partnership (Eccles & Harold, 1993; Epstein & Connors, 1994). Previous research shows that family involvement helps for achieving higher attendance, better grade point averages and lower dropout rates.

### **OBJECTIVE AND METHODS**

Present paper is based on a major research study conducted in the Uttar Pradesh. The paper aims at assessing attitude of parents towards the education and schooling of their children. The paper is based on primary data collected through survey in Sitapur district of Uttar Pradesh. For the purpose 198 parents were surveyed with the help of structured interview schedule in five development blocks viz. Hargaon, Kasmanda, Biswan, Parsendi and Laharpur. The filled in interview schedules were thoroughly checked and processed through use of SPSS.

### **DISCUSSION OF RESULTS**

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

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. 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 1/3<sup>rd</sup> respondents from Parsendi and 20 per cent respondents from Laharpur further reported that they assist their children in preparation for test. About 2/5<sup>th</sup> respondents from Kasmanda reported that they enquire about the progress of their children.

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 1/4<sup>th</sup> respondents from Hargoan reported that their children do not assist them in their work 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. Most of the respondents reported that their children talk about happenings of schools to them. However, about 1/3<sup>rd</sup> respondents from Hargoan and about 20 per cent respondents from Laharpur reported that their children do not talk about happenings of schools to them.

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 2/5<sup>th</sup> 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.

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 2/5<sup>th</sup> respondents from Laharpur and about 17 per cent respondents from Hargoan were against the view point. 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

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.

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. The respondents were asked that whether school environment is conducive for their children's education. Slightly less than 2/3<sup>rd</sup> 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.

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.

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.

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. 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.

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. 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.

Majority of parents were in favour of education for all children, education to girl children, Physical education, inculcation of cultural values in course, environmental education and moral and ethical education to children and education to children with disabilities.

## **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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