

PARENT'S ATTITUDE TOWARDS EDUCATION IN HARYANA

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ABSTRACT

This paper examines the extent of parent's attitude on education of different group of population in the region of Haryana. The study was carried on the data from 515 parents. Out of these, 253 parents belonged to rural areas and 262 families belonged to urban areas of Haryana. A 25-item questionnaire was used for collecting data along with personal interview. For the analysis, mean scores was calculated separately for rural as well as urban parents, and for male and female respondents. Thereafter the Anova and 't' test was used to examine the significance of difference between rural and urban communities as well as across gender with regard to their attitude towards education. The findings showed that the overall attitude of the respondents was moderately favorable and positive towards education of their child. The results also indicated that there was no significant difference in the attitude of rural and urban parents. Gender difference was also found to be non-significant.

Keywords: Education, Household Income, Attitude

INTRODUCTION

As there is a good and reasonably reliable database on public expenditure on education in India, but the information on household's expenditure is quite limited. One of the studies has revealed that no serious attention has been done on data collection for the household's expenditure on a more regular and continue basis over a long period of time.

Parents' positive attitude towards their child's education is important in determining his/her attendance and academic achievement of the child. Favorable and optimistic attitude towards education enhances parental involvement in their child's present and future studies. Low socio economic status of the parent's affects their attitude towards their children's. However, the present study aims to examine whether the rural parents, today, exhibit a positive and favorable attitude towards

their children's education as a result of increasing awareness of values of education through Government Endeavour's and initiatives.

In the recent years, the concept of education is beginning to be equated with learning, irrespective of where, when and how often it occurs. Parental attitude is a measure or an index of parental involvement. In a recent survey it was found that a child, brought up with affection and care in the least restrictive environment copes 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. It is essential that the home and school work closely together, especially for children with disabilities as the parent's attitude is so important. The Warnock Report (1978) stresses the importance of parents being partners in the education of their children. The foremost role of any parents should be: firstly actively support and secondly enrich the educational processes. Korth (1981) in his study states there are two important persons in any child's educational life. One is his/her parents while the other one is the professional of that institute. He states that parents are recognized as the major teacher of their children while the professional should be considered consultants to parents.

II. REVIEW OF LITERATURE

Bogunović Blanka and Polovina Nada (2007) examined that the students' attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and gaining knowledge, educational interests and plans for further education. Further, Sen, (1992) in his study found that the cultural factors play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture diversification, India is a part of what Caldwell (1982) has mentioned as the belt of classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. His result indicated that the cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. The girls belonging to a SC are less in schools in rural areas and girls belonging to ST are less in school in urban areas.

III. OBJECTIVES OF THE STUDY

The study broadly examines the attitude of the parents towards education in rural households of rural as well as urban areas of Haryana. The specific objectives are as under:

1. To examine the attitudes of parents education of their children.
2. To compare the parents belonging to rural and urban areas with regard to their attitude towards child's education.
3. To examine whether there exists a significant gender difference in attitudes of parents towards child's education.

a) RESEARCH METHODOLOGY

For this data has been collected through primary survey and for that structured questionnaire has been designed to get the responses of consumers. Likert's five point scale was used to get the exact responses of consumers which varies from strongly agree (5) to strongly disagree (1). A sample of 515 consumers was studied to get the answer of the question. The below formula was used to get the exact sample size

$$n = \frac{Z^2(pq)N}{e^2(N-1) + Z^2(pq)}$$

The sample size taken for study is more than the required according to the formula.

b) Sampling Unit

The study aimed at studying the perception of parents over their child's education in rural and urban Haryana. Two zones were taken from Haryana according to their administrative block. Thereafter, two districts were chosen in which one was from the high density areas and other from low density area from each zone.

Zone I: Ambala and Kaithal

Zone II: Panipat and Jhajjar

Again from these districts two villages were selected randomly for the conduct of the study.

Ambala : Aiyema and Kaleron

Kaithal: Dumara and Nawalgarh

Panipat : Babarpur and Pehladpur Khalita

Jhajjar : Rampur and Dawla

c) Reliability and Validity of Questionnaire:

A pilot study has been conducted to test the reliability and validity of questionnaire. For reliability Cronbach's α and for adequacy KMO test were applied. The questionnaire was reliable because α was more than 0.775 which means that test was reliable.

d) Data Sources

Primary as well as secondary source of data collection were applied for the present study. Primary data was taken from survey and secondary was taken from books and other published and unpublished journals.

IV. SOCIO ECONOMIC PROFILE OF THE STUDY

4.1 Age wise classification of the respondents.

The distribution of age group for the research area was done randomly. It was found that the 32% of the people lied in the age group of 29 -38 years while another 27.4% of the people were from 18-28 years. The sample profile reveals that remaining classification were found from above 39 years of the age and they were matured enough to respond towards their decision.

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-28	141	27.4	27.4	27.4
	29-38	165	32.0	32.0	59.4
	39-48	92	17.9	17.9	77.3
	49-58	62	12.0	12.0	89.3
	ABOVE 58	55	10.7	10.7	100.0
	Total	515	100.0	100.0	

Source: Primary data as per the research study

4.2 Occupation of the sample respondents

The occupation categories in the present sample consist of cultivator(38.1%), Labour(34%), Government service and self employed(10% each) and the remaining were the private service respondents.

OCCUPATION GROUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CULTIVATOR/LANDLOR	196	38.1	38.1	38.1
	LABOR/AGRICULTURA LABOUR	175	34.0	34.0	72.0
	GOVERNMENT SERVII	52	10.1	10.1	82.1
	PRIVATE SERVIC	39	7.6	7.6	89.7
	SELF EMPLOYE	53	10.3	10.3	100.0
	Total	515	100.0	100.0	

Source: Primary data as per the research study

V. RESULTS AND FINDINGS

1. Gender differences

Table 3 indicates that the mean difference in the attitude of male and female respondent regarding the education did not differ significantly. The time has changed, the female enjoy equal rights and status in their respective households in term of income and decision making power. Earlier females were only bounded with the four walls of the house and were not aware of the importance of education. The results from the research reveal that the mothers were now in the favor of education of their children like the fathers were involved.

Table 3. Mean score of Male and Female respondent

Groups	N	t	Diff	Sign.
Male	397	0.57	143	p>0.05
Female	118			

Source: Primary data as per the research study

2. Comparison of attitude of parents living in rural and urban areas

In order to compare the attitude of the parents from rural and urban areas of Haryana, mean score of these groups were found out separately. The data which was collected were employed to find out whether parents from rural areas differ

significantly from those of urban areas in their attitude towards education. The result of the research showed that there was no significant difference between rural and urban parent's attitude towards education in Haryana. This also indicated that almost similar living condition was prevailing in the rural as well as urban areas of Haryana. Also the local facilities for daily living was uniform which included housing, food, water, sanitation etc. In other words the level of awareness among the villagers is similar owing to common living condition. (Table 4)

Table 4: Comparison of attitude of parents

Groups	N	t	Dif	sign.
Rural	253	0.29	143	p>0.05
Urban	262			

Source: Primary data as per the research study

3. Effect of income over education of rural and urban parents in Haryana

The above table shows that expenditure in the education is directly proportionate with income of the household. Today's scenario has changed, even if the parents are from rural areas they tend to spend a considerable good amount of money and their over the education of their ward. Education expenditure includes expenditure on admission, tuition fee, transportation to be used, expenditure on printing and other stationary and also a good portion of the expenditure is spend on miscellaneous and contingency.

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
CHILDREN GOING TO SCHOOL	Between Groups	.002	1	.002	.001	.974
	Within Groups	850.942	513	1.659		
	Total	850.944	514			
TYPE OF SCHOOL	Between Groups	3.955	1	3.955	6.874	.009
	Within Groups	295.190	513	.575		
	Total	299.146	514			
EXPENDITURE IN ADMISSION	Between Groups	126.507	1	126.507	33.026	.000
	Within Groups	1965.058	513	3.831		
	Total	2091.565	514			
EXPENDITURE OF TUITION FEES	Between Groups	128.707	1	128.707	33.268	.000
	Within Groups	1984.691	513	3.869		
	Total	2113.398	514			
EXPENDITURE OF TRANSPORTATION	Between Groups	47.935	1	47.935	10.599	.001
	Within Groups	2319.995	513	4.522		
	Total	2367.930	514			

EXPENDITURE OF STATIONARY	Between Groups	167.933	1	167.933	46.387	.000
	Within Groups	1857.194	513	3.620		
	Total	2025.126	514			
EXPENDITURE OF UNIFORM	Between Groups	164.350	1	164.350	44.137	.000
	Within Groups	1910.221	513	3.724		
	Total	2074.571	514			
MISCELLANEOUS: EXPENDITURE IN EDUCATION	Between Groups	70.253	1	70.253	29.816	.000
	Within Groups	1208.745	513	2.356		
	Total	1278.998	514			

Source: Primary data as per the research study

CONCLUSION

It has been observed since independence that there has been a rapid expansion of education system in terms of number of enrollment, number institution developed, growth rate. The system has undergone a unique transformation from elitist to an egalitarian one. Therefore the researcher requires a need to provide a special care and opportunities to the traditional disadvantaged population in our society which stresses social justice and economic development of the country. Thus with this aim our Indian constitution also provides a framework of "Equality of opportunity".

It is widely believed that the rapid quantitative expansion of educational opportunities was the key stone to accelerated socio economic development. It would contribute towards the skill formation, productivity and learning of new ideas and techniques.

In education commission (Kothari Commission, 1964-65) stated that one of the important social objective of education is to equalize the opportunities enabling the backward and underprivileged classes residing in rural areas and also that the individuals to use education as the level for the improvement of their economic as well as social conditions.

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