

Parent's Attitude towards Elementary Education: A Study of Educational Zone Aishmuqam, Anantnag

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Abstract— The present study is aimed at assessing attitude of parents towards the education and schooling of their children. The study analyzes the data from parents, who have one or more than one school going children. Out of these, 60 parents, 43 belong to literate parents and 17 belong to illiterate parents from Educational zone Aishmuqam, Anantnag Kashmir. In the present study, Parent Involvement Scale (PIS) developed by Dr. R. Chopra and Dr. S. Sahoo was administered on sample participants. The respondents were required to indicate their agreement or disagreement with each of the statements about their attitude towards children's education on a three-point scale. The findings of the study reveal that 7%, 79%, 14% of literate parents showed High, Average, and Low attitude respectively towards the Elementary Education of their children. In case of illiterate parents, their attitude towards the Elementary Education of their children is (12%) (41%) and (47%) showed, High, Average, and Low attitude respectively.

Key words: Parental Attitude, Literate Parents, Illiterate Parents

I. INTRODUCTION

Positive attitude of parents towards child's education is significant in shaping academic achievement of the child. Positive attitude towards education mainly elementary education enhances parental involvement in children's present and future studies. Parent's attitude towards the education of their children is not only adversely affected by low socio-economic status of their parents but the academic status of the parents plays a pivotal role in this regard. From most of the related studies it is evident that there is significant difference between the attitude of literate and illiterate parents with regard the education of their children. Most of the studies reveal unfavourable attitude of illiterate parent's towards the education of their children. Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a useful factor in young children's learning. However, the present study aims to study their attitude towards their children's education as a result of rising awareness of education through Government endeavours and initiatives. A child, brought up with love and care in the least restrictive environment would be competent to cope up better with the latest trends in day to day life. The family shapes the social integration of the child more than a formal system of education. The parental attitude signifies the supporting nature of family in their children's education. The parental attitude can be either negative or positive.

The negative attitude of the parents regarding education of their children has been found as one of the major factor responsible for low academic achievement of their children. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing. Christenson (2004) examined that when parents are involved in their student's education, those students have higher grades and test scores, more positive attitudes towards school, lower dropout rates, and better attendance and complete their homework more consistently regardless of socio-economic status, ethnic/racial background or the parent's education level.

Turnbull (1983) has recognized four fundamental parental roles, "parents as educational decision makers; parents as parents; parents as teachers and parents as advocates". In view of the fact that the parent's attitude is so important, it is necessary that the home work and school work of the child should be intimately together, especially for children with disabilities.

Herman and Yeh (1980) divided parental involvement into five categories' "School-home communication, parent awareness of school operations, parent influence, parent participation in school functions and activities and teacher- parent relations".

II. OBJECTIVES

- 1) To Study the attitude of Literate Parents towards Elementary Education of their Children.
- 2) To Study the attitude of Illiterate Parents towards Elementary Education of their Children.
- 3) To compare the attitude of Literate and Illiterate parents towards Elementary Education of their Children.

III. DELIMITATIONS

- 1) The study was confined to two habitations of Educational Zone Aishmuqam.
- 2) The study was confined to 43 Literate Parents.
- 3) The study was confined to 17 Illiterate Parents.

IV. METHODOLOGY

The investigator used Survey Method to investigate the problem.

A. Hypothesis

There is no significant difference between literate and illiterate parents towards elementary education of their children.

B. Sample:

The participants for the present investigation were randomly drawn from different localities of Educational Zone Aishmuqam, Anantnag.

C. Tool Used:

Parent Involvement Scale (PIS) developed by Dr.R.Chopra and Dr.S.Sahoo in 2007.

V. RESULTS & INTERPRETATION

After collection of the data, the investigator analyzed it as per the manual of the scale used. The results of the study are depicted from fig.no.1.

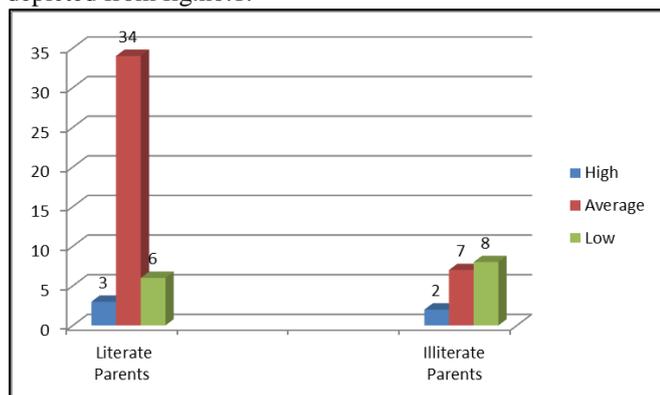


Fig. 01: Number of Literate and Illiterate Parents showing High, Average and Low Attitude towards Elementary Education of their Children.

As is evident from fig. no 1, the parents which are literate have mostly average involvement in the child's education. Out of 43 literate parents 7%, 79% and 14% showed High, Average, and Low attitude towards Elementary Education of their children. Out of 17 illiterate parents 12%, 41%, 47% showed High, Average and Low attitude towards elementary education of their children.

A. Findings of the Study:

From the study, it was found that the level of parent involvement with regard to the child's Education at elementary level vary to greater extent across literate and illiterate parents in Educational Zone Aishmuqam, Anantnag. It has been found that the literate parents have High attitude towards the elementary education of their children than the illiterate parents. These two forms of involvement were identified by 60 parents. 43 belong to literate parents, reveal that 7%, 79% and 14% showed High, Average, and Low attitude respectively towards the Elementary Education of their children, and 17 belong to illiterate parents, their attitude towards the Elementary Education of their children is High (12%), Average (41%) and Low (47%) respectively.

It was found that most of the parents have shown keen interest in day to day school activities of their children enrolled in different schools of Educational Zone Aishmuqam, Anantnag. Most of the Literate parents were found regularly checking the notebooks and other home assignments of their children. Parent Involvement in checking the child's curricular as well as co-curricular activities reveals that they exhibit good attitude towards the elementary education of their children. The findings of the present study can be generalized to other habitations of

Educational Zone Aishmuqam. This awareness of differing parent attitude could lead to parent involvement in the Elementary Education of their children.

B. Educational Implication of the study:

The findings of the present study can help the academicians to a greater extent in involving parents actively towards the education of their children, not only at elementary level of education but at other levels of education.

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