

## **A study of effect of education of parents on their girls' Education**

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**Abstract :** Present study titled “A study of effect of education of parents on their girls' Education” conducted on educated and uneducated parents. Descriptive survey method was implied to collect the data of the study. 150 parents have been selected by using random sampling technique as a sample of the study. The data was collected through a questionnaire consisting of 23 statements, all pertaining to education of girls. Equal numbers of positive and negative statements were included in the questionnaire. The respondents were asked to rate each of the statements on a four-point Likert scale. Descriptive and Inferential statistics have been used for analyzing and interpreting the data and its findings are concluded as: 1. There was no significant difference between educated and uneducated parents towards their girls' education. 2. There was no significant difference between Male and Female parents towards their girls' education.

### **Introduction:**

Education of women is an important aspect for boosting the social and economic development of the country. Promotion of Girls Education particularly at higher Level is to bring certain benefits for the Society in the form of social development and reconstruction. Promotion of Education of Girls needs to be in the form of content and quality of schooling, teachers, materials, enrolments, retentions, acquisition of basic literacy and numeric skills. The purpose behind it was to bring social development across variety of sectors, increasing economic productivity, political participation, health and sanitation, delayed marriage and making effective investment for future generation. Though there are many other possible ways and methods to achieve this national goal, but education of girls is an effective way which has simultaneous impact on all aspects. Significantly, India is the second largest educational system in the world (after China) with a total enrolment of 114.6 million at primary and 41.3 million at upper primary levels; out of which 47.52 million and 18.72 million are girls at

primary and upper primary levels respectively. 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 beneficial factor in young children's learning. It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading. Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998). Other researchers have shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement (Galper, Wigfield, & Seefeldt, 1997). Parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al., 1997). It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary.

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. 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. The growing awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children's future regarding higher education.

TNS Social research (September 2003-June 2004) stated that parents' attitudes towards education were generally very positive. The majority (97%) agreed that a good education would help their child to get ahead in life. While 93% thought the qualifications were important to their child's future, 90% also agreed that children learn important life skills at school. Three quarters of parents (76%) agreed that their child's school is good at communicating with them and the majority (86%) agreed that their child's teachers do a great job. Just over a fifth (22%) felt that their child's school tended to be too interested in bright children at the expense of the others, although only 7% thought that the school takes too much interest in their child's home life. Just under a fifth of parents/carers (18%) thought that most of the things their child learns at school are not relevant to real life. A small proportion (14%) of parents saw it as acceptable that if their child did not want to study now, s/he could study when s/he was older. Their study was based on to identify whether there were any differences in parents' attitudes towards attendance between the general population and a group of parents whose children were currently not attending school. This research has not identified any differences in the attitudes of parents in the general population.

Research indicates that most parents show considerable interest in their child's school, and this is equally the case for parents of children who have attendance problems. In an report (2001) on attendance and behaviour in secondary schools, it has been found (O'Keefe, 1993) that most schools usually enjoyed good working relationships with parents. In fact, most of the parents/carers said they wanted more contact with schools. The majority of parents were appreciative of the concern and time given by head teachers and staff, even when approached about issues concerning their children's attendance or behaviour. However, it was also found that a small proportion of parents/carers were very uncooperative with the schools, and their attitudes, whether confrontational or passive, served to reinforce their children's negative attitude towards school.

### **Objectives of the Study**

1. To compare the attitude of educated and uneducated parents towards their girls' education.
2. To compare the attitude of male and female parents towards their girls' education.

### **Hypotheses**

1. There will be no significant difference in the attitude of educated and uneducated parents towards their girls' education.
2. There will be no significant difference in the attitude of male and female parents towards their girls' education.

### **Population and Sample:**

All the parents having school going girls and residents of Karnal City were the population of the study .The sample for the study consisted of residents of Karnal City. The data was collected from the 150 respondents (93 educated parents and 57 uneducated parents) from various area of the city. The total number of the male respondents was 71 and that of female was 79. The respondents were parents who had one or more than one school going girls. They belonged to the age range of 25-35 years.

### **Tools:**

The data was collected through a questionnaire consisting of 23 statements, all pertaining to education of girls. Equal numbers of positive and negative statements were included in the questionnaire. The respondents were asked to rate each of the statements on a four-point Likert scale (where 1 denotes strongly disagree, 2 denotes disagree, 3 denotes agree and 4 denotes strongly agree). These 23 statements in the questionnaire have been finalized after a thorough review of literature and all the statements reflected the value of education for a child's future.

### **Procedure:**

Before collecting the data field visits were done. A pilot survey of questionnaire was conducted. At the initial stage of field work each houses were numbered and rapport was established with the respondents for generating honest responses. Household schedule information and biographical data was collected prior to the collection of data. Respondents were included from each of the household. Assessment was done individually in Hindi. After the respondents completed the rating of statements, data was also collected about the future plans for their child education and other miscellaneous matters through open ended questions.

### **Data analysis and results**

After collection of data was tabulated and analysed by using descriptive (mean and SD) and inferential statistics (t-test). The first objective of the study to compare the attitude of educated and uneducated parents towards their girls' education. To achieve this objective mean standard deviation and t-value was calculated and result is described in the table 1.

### **Comparison of attitude of educated and uneducated parents towards their girls' education**

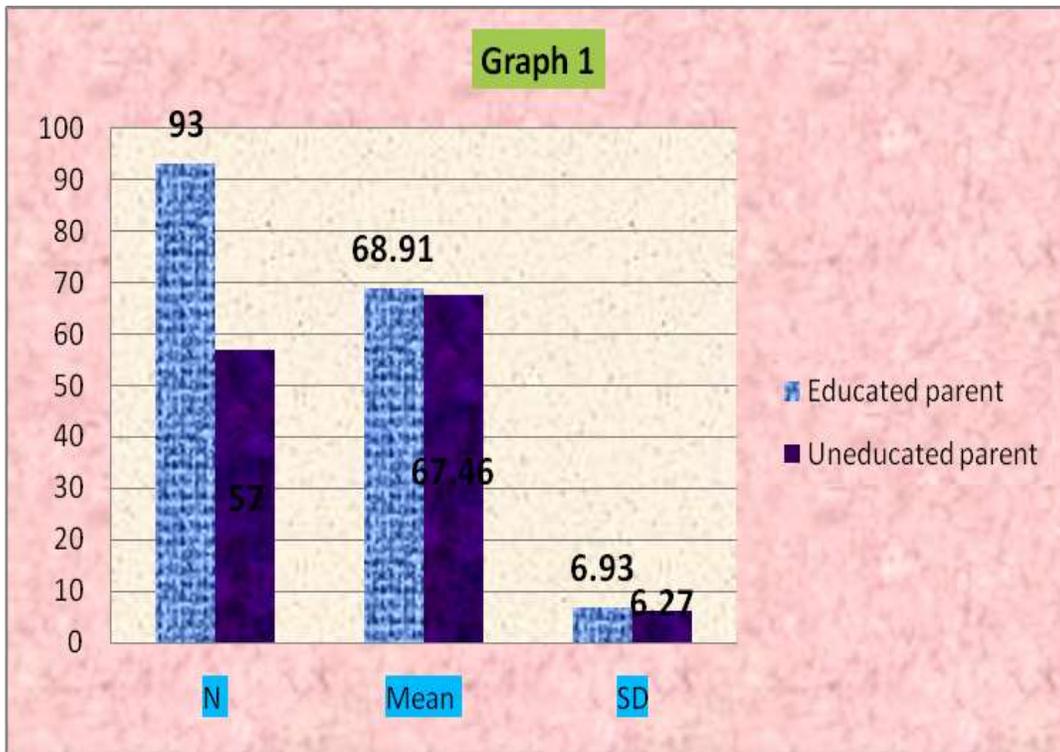
To compare the attitude educated and uneducated parents, mean scores of these two groups were found out separately. The 't' test was employed to find out whether educated parents differed significantly from uneducated in their attitude towards their girls' education.

**Table 1: Mean, SD and t- Scores of educated and uneducated parents**

S.No.	Groups	N	Mean	SD	t-value
1.	Educated parents	93	68.91	6.93	1.38
2.	Uneducated parents	57	67.46	6.27	

\* Significant at .05 level      \*\* Significant at .01 level

Observation of the table 1 shows that mean and SD of attitude scale of educated and uneducated parents towards their girls' education are 68.91,6.93 and 67.46, 6.27. The calculated t-value is 1.38 which is less than the table value 1.63 at 148 DF. The results indicated that there was no significant difference between educated and uneducated parents towards their girls' education. This indicates that similar living conditions, uniform local facilities for daily living such as housing, water, sanitation, provision for schooling etc shared by the educated and uneducated parents towards their girls' education. In other words, the level of awareness among the parents is similar owing to the common living conditions as well as in terms of distance and accessibility to urban area for market and other facilities. Thus the first hypothesis is accepted. Same is depicted in the Graph 1.



**To compare the attitude of male and female parents towards girls’ education.**

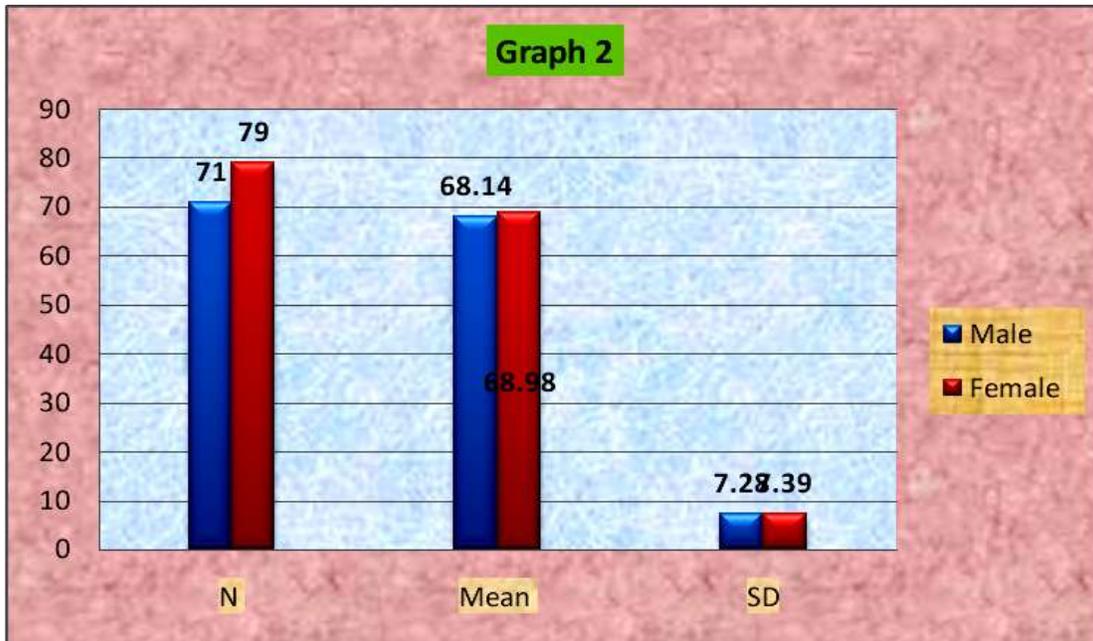
The second objective of the study was to compare the attitude of male and female parents towards their girls’ education. To achieve this objective mean standard deviation and t-value was calculated and result is described in the table 2.

S.NO.	GROUPS	N	MEAN	SD	T-VALE
1.	Male	71	68.14	7.28	1.11
2.	Female	79	68.98	7.39	

\* Significant at .05 level \*\* Significant at .01 level

Observation of the table 2 shows that mean and SD of attitude scale of Male and Female parents towards their girls’ education are 68.14, 7.28 and 68.98, 7.39. The calculated t-value is 1.11 which is less than the table value 1.63 at 148 DF. The results indicated that there was no significant difference between Male and Female parents towards their girls’ education. Unlike earlier times, the females enjoy almost equal status as male in households in terms of income and decision-making. Previously, females were confined to the four walls of the house and were not aware of the value

of education. Results showed that the mothers were in favour of education of their girls like the fathers did. Thus the second hypothesis is accepted. Same is depicted in the Graph 2.



**Results :** on the basis of data analysis and interpretations following conclusion has been drawn.

1. There was no significant difference between educated and uneducated parents towards their girls' education.
2. There was no significant difference between Male and Female parents towards their girls' education.

**Educational implications :**

In the present study, positive attitude was expressed for their girls' education. This finding is a positive sign so far as mass awareness is concerned since girl child were not normally sent to school as compared to boys. 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 .Further, it has been realized that social change can take place only if both men and women are educated.

When schools develop programs of partnership that include practices for different types of parental involvement, families respond favorably and positively. Parents' attitudes toward school are positively influenced by schools' different programs. This suggests that, if the comprehensive programs are encouraged in the schools and the parents' involvement and their opinions regarding decision making is encouraged, then more parents are effectively involved in their children's education in various ways. Most of the parents know very little about school course offerings, the consequences of special school programs for student advancement or remediation, and requirements for promotion, graduation, or post-secondary education and are, therefore, less equipped to be effectively involved in their children's learning.

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