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A STUDY ON THE PARENTAL ATTITUDE TOWARDS GIRL CHILD EDUCATION

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ABSTRACT :

The 21st centuries' growth in various sectors has led our country towards achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor. Among many factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged children are not highly in favor of schooling and education of their children, today's scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to examine the attitude of the parents. The present study aims to examine whether the 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 endeavors and initiatives. In these research deal with the parental attitude toward the girl child education in maddur mandal siddipet district.



KEYWORDS : Girl Child Education, socio-economic statuses, parental attitude.

PARENTAL ATTITUDE AND INVOLVEMENT IN CHILDREN'S EDUCATION

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 (National Research Council [NRC], 2001; U.S. Department of Education, 2000). 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 (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). 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 11 research has 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. HomeBased 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. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of awareness programmes and endeavors with regard to "Sarva Sikhsha Abhiyan" or universal elementary education

NEED OF THE STUDY

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OBJECTIVES

- To examine the attitudes of parents towards girl child education.
- To examine whether there exists a significant gender difference in attitudes of parents towards girl child education.
- To compare the attitude of urban and rural parents towards girl child education.
- To compare the attitude of literate and illiterate parents towards girl child education.

HYPOTHESES

1. There is no significant difference between the attitude of male and female parents towards girl child education.
2. There is no significant difference between the attitude of rural and urban parents towards the girl child education.
3. There is no significant difference between the literate and illiterate parents attitude towards girl child education.

RESEARCH DESIGN

Survey research method was adopted for the study and stratified sampling method was employed to collect the data.

DESCRIPTION OF THE TOOL

Considering the merits and limitations of the selection of tools, the researcher has developed a 3 point attitude scale for assessing the attitude of the parents towards girl child education.

The Tool consists of Two (2) parts. Part A: - Profile of the Parent. **Part B:** - parental attitude scale towards girl child education

Part-A: It includes gender, literacy level, Occupation and Community of the parents

Part-B: It consists of 40 items, where 32 positive in nature and remaining 8 are negative and covered all the aspects regarding the attitudes of the parents. This is designed as a 3 point rating scale, which a parent chose their opinion on this 3 point scale starting from Agree, Undecided, disagree of their own choice.

Validity:

While designing the tool, the researcher reviewed all the relevant documents on parental attitudes towards girl child education and held discussion with the teachers, principals and administrators working in primary schools. After preparing the items, the experts’ suggestions were sought on the items and the tool was finalised. Thus the tool possessed face and content validity. The intrinsic validity of the tool is: 0.787

Reliability:

After designing the tool with the help of experts in the field, it was tried out on 30 parents and Split-half method was employed to establish reliability of the tool. The reliability coefficient = 0.62 (Spearman-Brown Prophecy formula).

Data Analysis

Table 1: Parents Attitude towards the Girls Child Education of the Groups

Mean-1 sigma (Low level attitude parents group)	17(17%)
-1 Sigma to+ 1sigma (Average attitude parents group)	79(79%)
Mean +1 sigma (Highly level attitude parents group)	4(4%)

From the above table it could be observed that on an average 79% have average positive attitude towards the girls child education, only 4% have high level attitude towards the girls child education and 17% have low level of attitude towards girls education.

Hypothesis 1: There is no significant difference between the attitude of male and female parents towards girl child education.

Table 2: Mean Value and the Results of t-test on Gender

Gender	N	Mean	S.D	t-value	Remark	df
Male	71	93.39	8.25	1.91	Not Significant	98
Female	29	96.96	8.55			

The result of the t-test indicates that the obtained t-value is not significant at any level of significance and the null hypothesis is accepted. In other words the opinions if male and female parents have similar opinion towards girl child education .Mean scores indicate male parents have better opinion over their counterparts.

Hypothesis 2: There is no significant difference between the attitude of rural and urban parents towards girl child education.

Table 3: The Mean Values and Results of t-test on Locality

Locality	N	Mean	S.D	t-value	Remark	Df
Rural	69	96.85	6.70	4.34**	Significant @0.01 level	98
Urban	31	89.03	8.95			

The result of the t-test indicates that there is a significant difference between the opinion of the rural and urban parent towards girl child education. Therefore the null hypothesis is rejected at 0.01 levels. Urban parents have better opinion towards girl child education.

Hypothesis3: There is no significant difference between the attitude of literate and illiterate parents towards girl child education.

Table 4: The Mean Value of Difference between the Literate and Illiterate Parents Attitude towards Girl Child Education

Education	N	Mean	S.D	t-value	Remark	Df
Literate	87	94.74	7.94	0.74	Not Significant	98
Illiterate	13	92.30	11.34			

The result of t-test indicates that the mean scores of the literate and illiterate groups didn't bring the t-value significant. Hence the null hypothesis is accepted. Although the mean opinion score of the literate parents is higher than their counterparts, the difference between the mean scores of the two groups didn't get the t value significant.

FINDINGS

1. 79% has average positive attitude towards the girls child education, only 4% has high level attitude towards the girls child education and 17% have low level of attitude towards girls education.
2. There is no significant difference in the opinions of male and female parents opinion towards girl child education
3. There is significant difference between the rural and urban parents in their opinions towards girl child education
4. There is no significant difference between the literate and illiterate parents opinions towards the girl child

education

EDUCATIONAL IMPLICATIONS

- The community mobilization department of Sarva shiksha Abhiyan has to conduct the awareness camps in the villages to sensitive the parents
- Parent teacher associations need to be conducted compulsorily in the schools
- Literacy of the parents will help to promote girl child education and hence the illiterate parents may be extended the literacy programme.

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