



PARENTAL INVOLVEMENT IN CHILDREN EDUCATION AN EXPERIENCE FROM SAWARDE VILLAGE IN SHAHUWADI TALUKA OF KOLHAPUR DISTRICT

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ABSTRACT

Education is one of the core aspects of the development of any country. Despite of all challenges and limitation India has achieved to reach up to the maximum rural area. In India, rural area is still struggling for an access and quality of education. Government is taking efforts to reach maximum number of students in rural area by providing the various schemes and programmes. Annual studies form the ASER has raised the issue of poor quality of education. In the quality education school plays important role as well as parents involvement in the same has also key importance. In rural are a level of literacy is low and that affects on the involvement of the parents in education of children. To contribute effectively to child development, the school and local community have to work in unison. To monitor the school activities there are a school management committees in primary schools of Zilla Parishad. To improve the quality of education these school management committees has to monitor and suggest possible remedies to the teachers of the school. The present study is descriptive in nature and has been conducted with an objective to know the status of school going children and parent's attitude and involvement in the education. The study has been conducted in the Sawarde village of Shahuwadi taluka of Kolhapur district. Census survey method used for the collection of primary data. Primary data has been collected from 81 respondents by using structured interview schedule. Informal discussion with the teacher also gives insights of the issue. The present research paper argues that still the parents are not serious and their attitude towards the education of their children is casual. It has also been found that awareness and involvement of parents in meetings of school management committee is poor.

KEYWORDS: Primary Education, Parent's attitude, etc.

INTRODUCTION:

Parental Attitude and Involvement in children's Education:

School attendance and academic achievement of the child is determined by the parent's positive attitude towards child's education. Supportive attitude of parent's towards schooling and education magnifies their involvement in children's present and future studies. Low financial status influences antagonistically on parent's demeanour towards their youngsters' instruction and since the country establishes the impeded population, it is normal that the frame of mind of guardians of provincial kids will be ominous towards training. Be that as it may, the present investigation plans to analyse whether the provincial guardians, today display a positive and ideal frame of mind towards their kids' training because of familiarity with estimation of instruction through government endeavours and activities. Association of guardians and relative is the most grounded indicator of youngster instructive results. This measurement emphatically connected with kids' inspiration to go to the school, consistency in undertaking consummation, responsive vocabulary abilities and low direct issues. The frame of mind of the guardians speaks to that the

supporting idea of family in their kids' training. The frame of mind of the parent can be negative or positive. The negative frame of mind of guardians in regards to tutoring and instruction limit their youngsters from getting training. Less parental help in school movement, low dimension of inspiration and poor confidence can result in to poor execution of kids in school. While uplifting disposition and support of the guardians can be useful to their kids much of the time and can be reflected in enhancement in class execution, higher accomplishment of score in perusing and composing, making enthusiasm among youngsters towards learning. In urban zone the developing mindfulness towards instruction makes numerous families esteem their youngsters' training and act positively towards tutoring and instruction of the kids. They turn into a piece of the basic leadership procedure of school, and choose their kids' future in regards to advanced education. But the same phenomenon is not in rural area. Still the parents from the rural area are lagging in building positive attitude towards schooling of their children. So there is a long way to go to be a part of decision making in school, to attend the school management committee meetings, to think about the higher education of their children. Therefore it is necessary to access the degree of favourableness of attitude of rural communities so as to estimate the success of awareness programmes and endeavours with regards to Sarv Shiksha Abhiyaan or free and compulsory elementary education. It is also need to know about the parent's involvement in School Management Committee.

Turnbull (1983) has distinguished four fundamental parental jobs guardians as instructive leaders; guardians as guardians; guardians as educators and guardians as promoters. Seeing that the frame of mind of parent's is so critical, it is important that the home and school work firmly together, particularly for youngsters with incapacities. The Warnock Report (1978) stresses the significance of guardians being accomplices in the training of their kids. The job of guardians ought to effectively bolster and enhance the instructive procedures.

Challenges in Educating Rural Children:

Education which is a key to all socio-economic issues is supposed to be focus-centric, need based, practical and creative joyful learning, but it has become a rote-learning mechanical monotonous system. The journey of education since inception is becoming the story of missed opportunities. There is several challenges in spreading literacy across the rural areas in India.

Some of them are given below:

1. Unawareness among Parents:

Awareness among the parent regarding education of their children is one of the major issues in educating children. It is due to unawareness about the importance of formal education for children. Most of the time parent expresses helplessness to address the issue of discontinuation of education of girls after primary education. Parents are not aware about the RTE and also about the role and function of the School Management Committee. No training has been provided to them before being made the SMC members. Members are neither aware about the issues to be raised, nor ready to prepare proper implementation strategies for it.

2. Resource Mobilization:

A report on 'Higher Education System in India' describes that no formal training was provided to school administration of primary schools in rural areas for proper school management. There was a very limited engagement of SMC members with the community Or District Officials, as there was no platform for their interface. Government rural schools are poorly funded and understaffed.

It is estimated that 1.71 lakh crore rupees will be needed in the next five years for implementation.

3. Out-Of-School Children:

According to government estimates, there are nearly 220 million children in the relevant age group, of which 4.6% or nearly 9.2 million, are out of school. The main challenge is to bring them back to the school. It is tough task to bring together children from varying economic and social backgrounds on the same platform and to enforce 25% reservation for weaker sections in school. It would indeed be challenging for the teachers to maintain equilibrium and create an environment for them to blend together.

4. Infrastructural Issues:

It is appalling to state that 50% schools do not have separate toilets for girls. Majority of the classes are overloaded and there is no sufficient spacing for proper ventilation with poor lighting facility. Many schools lack access to safe drinking water and other basic necessity. Long distances in going to school are also an issue. The Private Schools in rural areas are showing good progress, as their quality and standards are much updated. Parents who are financial sound are simply sending their children to private schools than to any village level government school in rural areas. Government schools really need to work on school infrastructure.

5. Equity and Quality of Education:

Especially in rural areas because of domination of caste system there is no socialization among children belonging to different caste. It becomes difficult for teachers to ensure quality and equity in the same classroom. Teachers and the supporting staff of schools will find it tough to remain impartial and treat all the students on an equal footing without any biases.

6. Qualified Teachers

It is observed that about 25% teachers are on leave in India. Majority of them are unable to do full justice to their professions. The availability of trained teachers in the rural areas is also limited. Old school teaching methodology creates less exposure for students to experimental learning.

7. Child Labour:

Approximately 50 to 100 million children are engaged in child labour (UNICEF). It would be challenging to bring these children to school. Alternative measures need to be constructed for these children to attend school. Financial assistance provided by these children to their family makes it difficult for the authorities to get them admitted in school. Even if these children join school, they lose interest in study due to various factors. Studying demands a different type of concentration/attention that they are used to pay while watching movies or doing household work. When these children cannot keep pace with classmates in the class, they lose interest.

Significance of the Study and Statement of the Problem

The present investigation expects to inspect whether the rustic guardians, today, display a positive and good demeanour towards their youngsters' training because of expanding consciousness of estimations of instruction through Government tries and activities.

OBJECTIVES OF THE STUDY:

1. To know the general background of the parents.
2. To examine the involvement of parents towards schooling and education of their children.
3. To understand the participation of parents in school management.

METHODOLOGY:

The research question has answered using a “mixed methods” so to satisfy the objectives of the study mix method has used. The research questions have answered using both quantitative and qualitative data. Qualitative methodologies and quantitative techniques have been used to carry out the study. The study is exploratory in nature. Census survey method has been used to collect the data. All 81 families have been covered in this study. Primary data has been collected by using structured interview schedule.

RESULTS AND DISCUSSION:**Table No. 1 General Background of parents**

Sr. No.	Variable	Findings
1.	Age	68% parents belongs to 25 to 30 Age group
2.	Education	56.4% had Primary Education
3.	Category	72.6% belongs to general category
4.	Occupation	70% of parents engaged in agriculture
5.	No. of Family Member	46.7% respondents are having 6-9 members in family.
6.	Annual Income	Majority of the respondent i.e. 43.3% having more than Rs. 50,000/- annual incomes.

Table No. 1 speaks about general background of the parents of school going children. Most of the parents belong to the 25 to 30 year age group. It seems that majority of them are young and may have aware about the importance of the children’s education. More than half of the parents have taken primary education. Education level among the parents in rural area also affects on the awareness, attitude towards children’s education and their involvement in the development of children. Around three fourth of the children belongs to the general category. It shows the caste composition in the rural area. Most of the parents are engaged in the agriculture as their primary occupation. Agriculture is the main source of income in rural area. Involvement in agriculture activities may give very less time to give attention towards education of children. Majority of the families are having 6-9 members in the family. It seems that still there is a presence of the joint family system in village which is one of the characteristic of rural area. Majority of the families are having annual income more than 50,000/- per annum. Still there are some families which are belongs to the below poverty line.

It is clear from the above table that parents are young but educated up to primary level only that affects adversely on the development of children. Large size of family also create financial crisis for them. It is also seen that income of the family is not that much to avail the private education their children.

Table No. 2 Parents Attitude towards Education of Children

Sr. No.	Variables	Findings
1.	Awareness about children’s attendance	80.24% parents aware about attendance of children in school
2.	Helping in Study of Children	50.61% parents helping their children in study
3.	Reasons behind helping children in study	53.65% reported that they know the importance of education, so they are helping in study. Around one third felt that their children should perform well so they are helping.

4. children in study	Reasons behind not helping	62.5% reported reason that due to their less education they can't help. Around one fourth of parents said that they didn't get time to help children in study.
5. progress in school	Awareness about children's	69.13% are not aware about children's progress in school.

Table No. 2 depicts parent's attitude towards education of children. More than three fourth of the parents are aware about the attendance of children in the school. It seems that at least they are monitoring their attendance in the school. They are aware about whether their children are going to school or not. Half of the parents reported that they are helping their children in their study. It is good to know that at least half of them are aware about the importance of helping parents in study. The reasons behind helping children in study are they are aware about the importance of education and they want their children should perform well in the school. Parents those are unable to help their children in study reported the reason that due to less education of them they are unable to help and some of them said that they didn't get time to help children due to engagement in agricultural activities. It has been seen that parents are aware about the need of help in study to their children due to illiteracy, less education and lack of time they couldn't help their children. Majority of the parents are aware about progress of their children in school.

From the above table it is clear that parents are aware about the attendance of children in school which is good sign for the progress of the children. Lack of education among the parents and engagement in agricultural activity are the main reasons for not helping the students in the study which affects adversely on the development of the children.

Table No. 3 Involvement of Parents in School Management

Sr. No.	Variables	Findings
1.	Awareness about the School Management Committee	70.37% Aware about the school management committee.
2.	Awareness about functions of school management committee	59.25% Aware about the functions of the school management committee.
3.	Attended meetings of School Management Committee	62.96% not attended meetings of the School Management Committee
4.	Nature of participation in meetings of School Management Committee	66.66% not asked any questions only attended meetings
5.	Attendance in Gramsabha Meetings	77.77% attended Gramsabha Meetings
6.	Teacher's attendance in Gramsabha Meetings.	62.96% not attends Gramsabha Meetings

Table No. 3 shows the involvement of parents in school management committee. It is found that majority of the parents know about the school management committee. More than half of the parents are aware about the functions of the school management committee. It has also been found that though they are aware about the school management committee but majority of them have not attended the meetings of school management committee. It is necessary to attend the meetings of school management committee

for the better functioning of school management committees. But though the people are aware but not attending the same which fails to create pressure on school management committee to take better decisions. Those who attended the meetings of school management committee are not asked any questions they just attended the meetings. Majority of the parents attended Gramsabha meetings but majority of the parents reported that school teachers not attend the Gramsabha meetings.

It has been clear from the above table that though the school management committee play vital role in the development of school and also contribute to the progress of the children but parents are not attending the meetings and failed to monitor the school management committee and school. Here is strong need of people's active participation in school management committee.

CONCLUSION AND SUGGESTIONS:

Primary education is the base for overall development of the any citizen. In rural India status of education by government school is poor. Now days there is a huge competition by the private schools regarding quality of education. So to sustain in the competition government school need to improve the quality of education. Government is taking lot of steps through Sarva Shiksha Abhiyaan, Mid-Day Meal and School Management Committee to improve extension and quality of education. In the development of children parent's involvement in educating children is important. To monitor the school and to improve the parents participation concept of school management committee has been implemented. But through this study it has been clear that though parents are aware about the same but they are not actively participating in these activities, due to this government unable to achieve desired goals in the field of primary education. So to improve the quality of education there is a need to train the people how to participate and how to use these tools for the better results in the development of their children. If the tool like School management committee has been implemented effectively then definitely there will be improvement in the school activity and quality of education.

SUGGESTIONS:

1. Parents as Primary Educator:

Parents of school going children plays vital role in the development of performance of children in school. It is obligatory for the parents that they should monitor the activities of the children in school and out of school. Parent must find out the time from their busy schedule to screen the activities of the children.

2. Successful parents involvement:

Parent's involvement in educating the children is found urgent and important. Successful parent's involvement includes active and on-going participation of a parent or primary caregiver in the education of their children. Parents can exhibit involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms.

3. Active role of School:

To improve the involvement parents in the education of their children school has to play an active role. School must involve the parents in schooling activities, communicate with them regularly, and incorporate them into learning process. Sometime teachers perceive that families don't want to be involved when, in fact, families don't know how to be involved hence school should take initiatives in involving parents by providing appropriate training to train them for how to involve and when to involve.

4. Training programme for the Parents:

To train the parents to improve their involvement in schooling activities of their children is an urgent need. An appropriate training should be given to aware the parents how and when to involve in the same. Involvement of parents should not be narrowed to only the number of the parents attended school meetings or school management committee meetings but also quality of their involvement.

5. Periodic Communication with parents:

The periodic communication with parents is essential to know the status of performance of the children in school. There should be regular communication from the school side to the parents regarding the performance of their children. The teacher should also play the role in awaking the parents about what kind of their attention in home they should give towards their children.

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