

## Attitude of Parents towards Schooling of their Children

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### ABSTRACT

*The study aimed at finding out the differences in attitude of parents towards schooling of their children based on Age and Caste. The sample comprised of 210 subjects drawn from District Mandi in Himachal Pradesh through multistage technique of probability sampling. Data were collected by administering the Attitude of Parents towards Schooling Scale developed by Dr. K. S. Chandel and Dr. R. K. Dhiman (2014). The analysis of 't'-Test yielded that Age of parents had significant influence on attitude towards schooling of their children. But, caste has no bearing upon attitude of parents towards schooling of their children.*

**Key Words:** *Parents, Attitude, Schooling, Children, Age, Caste.*

### Introduction

Human nature is very complex and multidimensional in nature. Attitudes are the general elements of man's nature. Attitude is the specific mental state of an individual toward something according to which his behaviour toward it is moulded. During one's life every one of us develops many kind of attitudes. Attitude may be toward profession, people or philosophy of life. Attitude is a hypothetical construct that represent an individual's like or dislike of an item. Attitudes are positive, negative or natural views of an attitude object, i.e. a person's behaviour or event. Attitudes are positive or negative feeling that an individual holds about object, person or ideas. In simple words an attitude is available that may be directly observed and can be inferred from one's own behaviour through his verbal and non-verbal responses.

Attitudes are the most important outcome of the experiences of the child. They are considered to be by products of learning and instructions. They are valuable results of development. They are emotionalized opinions formed through their experiences in the world. Attitude may be described as emotionally toned pre-disposition towards for objects and ideas. They are said to be somewhat lasting generalization of experiences, example, attitude towards divorce, democracy and dictatorships etc. Thus, they are generalized habits which partially control human behaviour,

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thinking and learning.

Parental attitude is a measure or index of parental involvement. A child brought up with affection and care in the least restrictive environment would be able to cope 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. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock Report (1978) stresses the importance of parents being partners in the education of their children. Tait (1972) opines that the parent's psychological well-being and the ease with which they decipher the cues that facilitate the socialization process and influence the personal and social development of the child. It is the parent who exerts the major influence on the development of the child from birth to maturity. Research suggests that school can reverse the decline in present involvement by developing comprehensive programs of partnership of family involvement that will help for achieving higher attendance, better grade points average and lower dropout rates.

### **Concept of Attitude**

The main aim of education is to modify the behaviour of a child according to the need and expectations of the society. Behaviour is composed of many attributes. One of these important attributes is attitude. One's behaviour, to a great extent, depends upon one's attitude towards the thing, idea, person, or object in his environment. The entire personality and development of a child is influenced by the nature of his attitudes. Learning of a subject and acquisition of habits, interests and other psychophysical disposition are all affected by his attitudes, the factors responsible for their measurement. Attitude is a predisposition or tendency to behave in a particular definite way to a particular situation. Behaviour by all means is a function of both characteristics of behaving persons and the situation, in which he behaves. Hence, a person may hold strong attitude and yet under certain circumstances, may behave in quite contradiction.

In this way, one's behaviour towards an object related to a particular attitude cannot be safely predicted though that attitude but it can be safely said that it makes the individual respond in a particular stimulus. Therefore, we may understand attitude as a determining acquired tendency in a certain way towards a specific object or a class of object to the condition prevailing in the environment (Mangal, 2009).

“An attitude is the degree of positive or negative effect association with some psychological object” (Thurstone).

“An attitude is a mental and natural state of readiness, exerting directive or dynamic influence upon the individual's response to all objects and situation with which it is related” (Britt).

“Attitude is a readiness to react towards or against some situations, persons or thing in a particular manner to a particular degree of intensity” (C.V. Good).

An attitude is an expression of favour or disfavour towards a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes, “the most distinctive and indispensable concept in contemporary social psychology.” Attitude can be formed

from a person's past and present. Attitude is also measurable and changeable as well as influencing the person's emotion and behaviour.

### **Attitude - Behaviour Relationship**

The effect of attitudes on behavior represents a significant research enterprise within psychology. Two theoretical approaches have dominated this research: the theory of reasoned action and theory of planned behaviour, both of which are associated with Icek Ajzen. Both of these theories describe the link between attitude and behaviour as a deliberative process, with an individual activity choosing to engage in an attitude-related behaviour. An alternative model, called MODE for "Motivation and Opportunity as Determinants" was proposed by Russell H. Fazio, which focuses on motivation and opportunities for deliberative attitude-related behaviour to occur. MODE expects deliberative attitude - behaviour linkages- like those modelled by the theory of planned behaviour - only occur when individuals have motivation to reflect upon their own attitudes.

### **Review of Related Literature**

The important research studies conducted on attitude of parents towards schooling of their children have been given as under:

**Shah (1976)** found that educated parents had more favourable attitude towards secondary education than less educated ones.

**Doinbusch & Ritter (1988)** found that parental attitude and involvement is generally negative or low in minority and low socio - economic status families.

**Mc Loyd (1989)** found that parent who experience difficult economic times have children who are more pessimistic about their educational and vocational futures.

**Sen (1992)** in his study found that the culture factor may play an intermediate role. They influence the choice made by individuals, through their own attitudes, and those of the people in their close environment.

**Breen & Goldthorpe (1997)** indicated that household wealth, the educational level and labour market position of the parents is expected to play a major role in deciding the educational level of the child.

**Rose & Tembon (2000)** found in his study that children with a working mother are significantly less in school. Children from wealthier households are significantly more in school.

**Conger et al. (2002)** conducted that indices of family socio –economic status, including parent education, would predict the quality of family interaction and child behaviour.

**Michigan Department of Education (2002)** found that when parents are involved in school work, such as supporting school learning through activities such as reading at home, then children will have greater academic success, higher school attendance and higher self- esteem.

**Ganguly (2004)** studied determinants of academic achievement in rural and urban areas and found that parental care about children's education, emotional climate at home and

socioeconomic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas.

**Sharpe (2006)** indicated that male prospective teachers have more favourable attitude towards multicultural education than female prospective teachers.

**Blanka & Nada (2007)** found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitude regarding education and attainment of their children.

**Radu (2011)** found that Parents with at least high school level of education will be more likely to become parents' representatives rather than parents with a university degree, who presumably have very busy lives and for whom being a member of the parents representatives group would not be a cost effective choice.

**Samal (2012)** concluded that there was no significant difference in the attitude of tribal and non-tribal parents. Gender difference was also found to be non-significant. The difference between tribal and non-tribal respondents was evident in their future plans to provide facilities for higher studies for their children.

**Bala (2013)** found that the parents belongs to age group of 20 -30 where found to have poor attitude in comparison to the parents belong to the age group 21 -30 and 41 -50 towards schooling and education of their children.

**Oostdam & Hooge (2013)** stated that by engaging in educational activities with children at home (home work, reading, modelling), parents communicate their expectation for achievement.

**Gardia, Alok & Kaur (2014)** indicated in his study that all the parents included in sample manifest a positive attitude towards the schooling of their children.

**Negi & Ghaonta (2014)** found that prospective teachers do not differ in their attitude towards education with respect to their gender, stream and social category. Gender  $\times$  social category, stream  $\times$  social category and Gender  $\times$  stream v social category do not have combined effect on attitude towards education of prospective teachers even at 0.05 level of significance.

### **Need and Justification of the Study**

The 21<sup>st</sup> century's growth in various sectors has led our country towards achieving the distinction of one of the fastest growing nations in the world. Various efforts have been made by the Government as well as Non-Government Organizations but the literacy rate has increased if we compare it with the few decades back, but the scent percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor. In Himachal Pradesh, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged masses is found to be much lower than that of the rest of the society. This may be caused by the various factors like socio-economic statuses, parental attitude, interest to give education to their children, their awareness regarding education and so on. While parents of the disadvantaged children are not highly in favour of schooling and education of their children, today's scenario might have improved with widespread awareness

regarding value of education. The review of related literature also reveals that the studies of the nature are very rare; therefore, the proposed study is very much needed and this is quite justified. Thus, urgent need was felt to carry out the present study.

### **Objectives of the Study**

The following objectives were framed:

- ❖ To compare the attitude of parents having high and low age groups towards schooling of their children.
- ❖ To compare attitude of the parents belonging to General and Others (SC, ST & OBC) communities towards schooling of their children.

### **Hypotheses of the Study**

The following research hypotheses were framed for testing:

- ❖ There will be no significant difference in the attitude of parents having high and low age groups towards schooling of their children.
- ❖ There will be no significant difference in the attitude of parents belonging to General and Others (SC, ST & OBC) communities towards schooling of their children.

### **Research Method**

The present study was conducted through Descriptive Survey method of research.

### **The Sample**

The sample comprised of 210 parents selected randomly through multistage sampling

### **Tool Used**

In the present study 'Attitude of Parents towards Schooling Scale' developed by Dr. K. S. Chandel & Dr. R.K. Dhiman (204) was used for data collection from the subjects. The scale is developed on a five point Likert Scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) comprising 21 positive items and 9 negative items and in total 30 items.

### **Statistical Techniques Used**

In the present study statistical techniques of Mean, SD and the 't'- Test were used to analyze and interpret the collected data.

### **Analysis and Interpretation of Data**

#### **Comparison of Attitude of Parents Having High and Low Age Groups Towards Schooling of their Children**

The Table-1 gives an account of calculated statistics of attitude of parents having High and Low Age groups towards Schooling of their children.

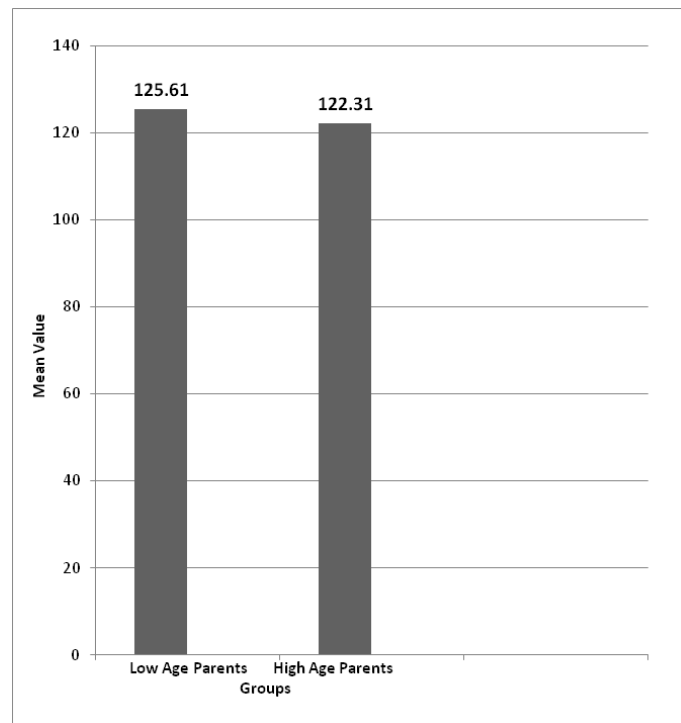
**Table-1: Significance of Difference in Mean Scores of Attitude of Parents having High and Low Age groups towards Schooling of their Children**

Group	Mean	SD	df	't'- value	Significance
High Age	122.31	5.22	208	4.85	**
Low Age	125.61	6.24			

\*\* = Significant at 0.01 level of Significance

The Table-1 shows that the obtained 't'- value was found to be 4.85, which is significant at 0.01 level of Significance. It means that High Age and Low Age groups of parents differ significantly in attitude toward Schooling of their Children. The mean value of Low Age group of Parents (M=125.61) is greater than the mean value of High Age group of Parents (M=122.31), which means that Low Age group of Parents had more concern towards Schooling of their Children than High Age group of Parents. Hence, the null hypothesis that, "There will be no significant difference in the attitude of parents having high and low age groups towards schooling of their children", was not retained.

The Figure-1.1 shows the significant difference in mean value of attitude of parents having High and Low Age Groups towards Schooling of their Children.

**Figure-1.1: Showing Significant Difference in Mean Values of Attitude of Parents Having High Age and Low Age Groups towards Schooling of their Children**

### Comparison of Attitude of Parents Belonging to General and Others (SC, ST & OBC) Communities towards Schooling of their Children

The Table-2 gives an account of calculated statistics of attitude of Parents Belonging to General and Others (SC, ST & OBC) communities toward Schooling of their Children.

**Table-2: Significance of Difference in Mean Scores of Attitude of Parents Belonging to General and Others (SC, ST & OBC) communities towards Schooling of their Children**

Group	Mean	SD	df	't'-value	Significance
General	123.14	6.55	208	0.49	NS
Others (SC, ST&OBC)	122.71	5.27			

NS = Not Significant

The Table-2 shows that the obtained 't'-value was found to be 0.49 which is not significant. It means that General and Others (SC, ST & OBC) Communities parents do not differ significantly in attitude toward Schooling of their Children. Hence, the null hypotheses that, "There will be no significant difference in the General and Others (SC, ST & OBC) Communities towards schooling of their children", was retained.

#### Findings of the Study

- ❖ Low Age group of parents had more concern as compared to High Age group of parents towards schooling of their children.
- ❖ No significant difference was found in the attitude of General and Others (SC, ST & OBC) community parents towards schooling of their children.

#### Discussion of Results

The first finding of the study was that Low Age group of parents had more concern towards schooling of their children. This finding of the study is in contrast with the study conducted by Bala (2013).

The second finding of the study shows that there is no significance difference in attitude of General and Other (SC, ST&OBC) communities Parents towards schooling of their Children, which was not supported by any study and even there is no study in its contrast.

Thus, from the above discussion of results, it may be concluded that Age difference in attitude of parents is due to technological advancement and familiarity with educational process. The Caste factor has no influence on attitude of parents towards schooling of their children which may be attributed to more awareness and High qualification of parents leading to decline in caste barriers.

#### Educational Implications of the Study

On the basis of the findings of the study and conclusion drawn, the present study will be helpful in many ways. The study will be helpful in identifying the areas of parental interests for quality education. It will be supportive to find out the growing concern among parents towards

curriculum, content, quality and standards of teaching, skill and personality development and career guidance etc. The finding of the study will be helpful to educationists, teachers and educational administrators. They can know about the attitude of parents towards schooling and factors responsible in their attitude development. The present study provides an instrument that can be used to measure the attitude of parents towards schooling. Hence, it can be utilized further for future studies.

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