

SURVEY ON ROLE OF PARENTS EDUCATION IN CHILD EDUCATION IN HARYANA

MAMTA GUPTA, DR. PREM MEHTA

Principal, V.B. College of Education, Rohtak

Research scholar CMJ University, Shillong, Meghalaya

Introduction

The dominating socio-cultural characteristics concluded by this study are large family size, illiteracy of most of women, low education level of male, low level of income of families, joint family structure, profession of agriculture and household women. Care from parents is a basic need of a child. This is necessary to help a child to gain the feeling of stability and harmony. Some times, parents neglect their children in some ways. This results bad effects on a child's personality. Surfleet (2003, p.39) expressed "It is very important to the child's whole development that his family relationship should be well adjusted. Lost of any parent can develop any aggressive behavior, resistance to authority, bad temper in feelings of inferiority, Jealousy or hate in less clearly defined ways." Luckily, this study revealed some positive and caring attitudes of parents for their children. Some attitudes are critical but they are not dominating. Some behavior and attitudes of parents adopted in the area like as parents' objective for educating children to earn better livelihood to resolve the economic constraints of family, giving no any liberty to children to decide themselves about the educational matters, to involve children in house hold work also instead of insisting them to study and study all the time is critical because mostly these behaviors damage the personality of students and resist for better performance in exams. About the behavior, attitudes and styles of parents, it was found that students studying in schools have adopted different styles and attitudes. Most of parents are educating children to be able to earn better in future and some parents care to learn better ways of life instead of earning. It is not appreciating practice. Main goal of education is enable a person to become a good human being. Sahni (2007) describing the importance of education in society explains, "Learning subjects in school is not enough. One can learn history, math, science

in school, and be “book-smart”. In addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be “street-smart”.

These two types of knowledge are extremely essential to be successful in life” Another salient finding of this study concluded that although illiteracy /low level education of parents is a significant feature of this area but parents are not too much touchy about the education of their children. Few of them remain worried about the performance of children at school also. Therefore, they arrange tuitions for children to provide maximum coaching in studies. Moreover, many parents do not contact the teachers at school to discuss the performance and problems of their children. Few of them contact school without any call. About those who are called by teachers, never contact school/teachers. In other words, they sent children to school but give no importance to the needs of children.

An admiring style of parents concluded by this study was that majority of parents are unaware and take no interest in the performance of children at school. They for example, some give rewards to children on performing well but most do nothing special.

Material and method

It should be kept in mind that parental role in child education is vital. To encourage children about work and to praise them for good tasks done by them has advantages. It can lead to good grades and test scores. A child needs mental relaxation to perform better. If parents offer reward to children on performing well, it can reinforce the children to work better in future too. Finally, students get motivation for future too. .”Some educationists are not in favor to offer rewards to students. They argue, “Offering rewards as incentives leads students to believe that they engaged in the rewarded behaviors only to earn the rewards. The students’ focus then is on the reward; not on the learning that has value in its own right (Wilson & Corpus, 2001, p.58) on the other hand various studies also have supported the idea to present rewards to children on performing well. As, a study finding out the effects of rewards on academic achievement of students identified “if parents offer rewards on performing well in exams and tests, students perform better in future too as compared to those who only praise the children or ignore them on

performing well in exams". (Akhter, 2006) .So, if students achieve some better, it is appreciating to celebrate the event. It can be a good style of parents to help them to be conscious and to try to perform better in future too. One more significant appreciating characteristic pointed out in this study was that parents mostly do discrimination between son and daughter. Some prefer daughters on sons and other consider son is better than daughter but they are few. This factor was about gender discrimination in society by parents as it is a feature of our society. In general, observation, male have upper hand on female in various matters of social life.

Sons are given preferences as compared to daughters in Haryanai society. Mahadevan (1992, p.24) reported, "Born into a social inhospitable environment, bringing up a girl is considered to be a burden and an expense in many ways. Education in the case of a girl child is considered to be an unnecessary expenditure and waste of time, energy and material resources" moreover "married sons are considered responsible for their parents in old age," Infect, "some cultural factors are involved in the preference for sons especially."

(Masood, 1998, p.120). Due to social factors, some attitudes of parents have been developed & practiced. In general, mothers usually hope for the best of their male children more as compared to female. Fathers also hope for male children to be good in future. A son can be helpful for him and his family in economic help. This behavior of parents can affect the both (females' and males') performance in education and finally it can have bad effects on the educational attainment of students. Kaithal is considered one from very backward areas of sindh and in this study; it was pointed out that majority of parents do discrimination between sons or daughters. They mostly prefer sons on daughters. Luckily, few did not do gender discrimination. They give equal importance to sons and daughters and provide equal attention to their siblings. Some behaviors as pointed out in this study were very critical. As mentioned above, it was revealed that parents mostly do not arrange tuitions for children. This shows non caring behavior of parents towards education of their children but on the other hand, some other studies have advocated that children, who get educational assistance from parents, perform better in school than the students who get educational assistance of the others on payment. Educated Parents should try to help their children in studies. This is necessary for good parenting also. Good parenting in the home not only includes providing the physical luxuries. It also includes "the

provision of a secure and stable environment, intellectual stimulation, parent-child discussion, constructive social and educational values and high aspirations relating to personal fulfillments and good citizenship” (Desforges & Abouchaar,2003,P.433). “Parental involvement in their children’s learning positively affects the child’s academic performance” (Fan & Chen, 2001). Parental help in learning process helps “leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylva, Sammons, 2001). Infect “Parents’ involvement in their child’s literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004).Parental involvement has the greatest effect at secondary and higher secondary level education. Feinstein and Symons (1999) also found that “parental interest in their child’s education was the single most powerful predictor of achievement at age 16”. Desforges & Boucher(2003) also argued “its importance to children’s educational and literacy outcomes continues into the teenage and even adult years” It should be evaluated, why parents arrange tuitions for children. It is a reality in Kaithal, lack of parental involvement in the coaching of children at secondary level is because of the illiteracy / low level of education of parents and high expectations of parents for better achievement of children. Some times educated parents also send their children to tuition centers because of lack of time to guide the children. Sometimes keeping in mind that education of child should be of proper and good. The teachers at schools can solve problem of children of uneducated/low educated parents only by giving extra help in schools. On the other hand, educated parents should try to spare time for children. Their self-help and care can benefit the child in achievement. The role of teacher in government funded school also needs improvement and demands honesty in fulfilling the duties at this situation. They should guide students in such a way that parents feel no need to send their children to tuition centers. This cannot only be the economic help of parents but also a favor to a child for to be able to perform better in school and final exams arranged by other examining body.

Conclusion

A factor investigated by this study was about school visit routine. This study supported that just only few parents contact school without call by teaches / school. Some contact on call and others never contact the teachers or schools. In general, observation and discussions it is advocated that parents should have strong contact with teachers.” Desforges & Abouchaar (2003, P.433) also reported “contact with the school, do not have as much impact. Differences between parents are associated with parental perceptions of their role, and their levels of confidence in fulfilling it”.

Another silent point, pointed out by this study was, Most of students not only study but also help parents for earning purpose. Small groups also work for in house hold work purpose so; they do some activity along with studying also. This badly affects the performance of children in school too. It is a reality that a child from all aspects is valuable for parents. Parents also need the help of students in some situations. In a previous study (Akhter, 2006, p) it was concluded, “Children who help parents perform better in exams than those who only study at home. Those who also work for wages along with studding perform lower than all.” Although it is because of that a person, doing some job along with study cannot give proper time to the studies. As a result, these students get lower marks in exams. Nevertheless, in a poor family, where parents cannot educate children because of poverty and lack of resources, they suppose children to do work to earn some thing. At this situation, no person can help these students. Only govt. can provide proper financial help to poor students and poor families.

1. Kaithal is a multicultural and poor literacy rate area. Literacy rate of Male is up as compared to literacy rate of female. On the other hand, Level of female education is also lower as compared to male (between educated persons in this area).

2. Mostly women are engaged in household work having joint family structure and large family sizes are other salient features of the culture of Kaithal.

3. Parents do gender discrimination about education of their children. Most of parents prefer sons on daughters.

4. Parents mostly avoid contacting to school / teachers. Between those who contact the school/teachers mostly, contact without any call.
5. Parents are not satisfied with help and care provided by teachers in govt. schools. Parents are mostly uneducated. They cannot guide children about studies. They send children to tuition centers.
6. Most of children studding in govt. schools belong to lower and middle class. Their parents mostly not offer rewards to children on performing well in tests and exams. However, most of parents praise children on getting good marks in tests and exams.
7. Parents demand students to do jobs for earning along the studies and some help them in house hold work. .
8. Many parents are illiterate. With a little difference, more parents allow children to decide about the educational matters. Others try to impose decisions about the educational matters on children.

*survey*Compiled after visiting 52 schools, 73 villages ,883 households and 24,73 children in Haryana*

The Annual Status of Education Report (Rural)-2010, education survey of the country, has put rural Panchkula at the bottom in terms of quality of education in Haryana.

The study, facilitated by non-government organisation (NGO) Pratham, has been compiled by visiting 52 schools, 73 villages, 883 households and 24,73 children in the state. While checking the everyday calculation abilities of children of class V and above, two questions were asked about money-related problems from the menu card, finding dates and days in a calendar, calculation of the area of a field and estimation of the volume of a given figure.

The survey found that among children of Class V-VIII, 50.8 per cent could not answer two questions correctly based on the menu card, which was the highest in Haryana. 60.2 per cent kids

of the district could not answer both the questions correctly based on a calendar, which was the second worst in the state. Rural Mahendargarh was the worst in this respect at 60.9 per cent.

The percentage increases further in case of children not able to answer two questions on the calculation of area, among children of classes V to VIII, which comes out at 68.6 per cent for Panchkula, with Ambala the worst at 73.7 per cent. And on estimation of volume, the percentage of children who were unable to answer both questions correctly was 66.5 per cent in Panchkula, again the worst in the state.

9.4 per cent children from classes I and II in rural Kaithal cannot read the letters of the alphabet and 8.3 per cent cannot recognise the digits 1 to 9. Ambala is the worst in both categories with 27 per cent not able to read the letters and 24 per cent not able to recognise the integers.

43.1 per cent children in classes III to V in the rural areas of district cannot read class I texts, with only Ambala scoring worse at 43.7 per cent, which is the worst in the state.

43.4 per cent students of classes III to V cannot do subtraction. Yamunanagar has 44 per cent such children and Ambala again performed the worst with 52.3 per cent children in this category.

Panchkula also has fourth highest tuition-attending proportion of children from classes IV to VIII, at 22.1 per cent. Ambala tops in this category with 35.3 per cent followed by Yamunanagar (30.3) and Panipat (24.6).

It has 31 per cent enrollment of children in the age group 6-14 years in private schools, with the overall percentage in the state being 41.8 per cent.

However, the district has the least percentage of children aged 6-14 years out of school at 0.1 per cent, followed by Sonapat, Sirsa, Ambala and Rohtak at 0.3 per cent. Mewat has 5.3 per cent (maximum) children in this age group out of school.

REFERENCES

Altekar, A.S. (1966) *The Position of women in Hindu Civilization*, Banaras : The Culture Publication.

1. Akhter'N.(2006) .Socio- Cultural Background Characteristics and Educational attainment of Students". Journal of Educational Research 9(1)55-64

Govt. of Haryana (2004). Monthly Bulletin of Statistics Islamabad: Statistics Division..
Mahadevan, U. (1992). Discrimination against the female child – A threat to national development and progress. UUNITE.U 1(1) 23-29.. Sahni' D. (2007) Importance of Education in Society. Kuki International

Buch, M2. Debord' K.B. & Atilies' T.R.D. (1999) Latino parents: unique preferences for Learning about parenting. The Forum (for family & consumer issues).U 4,(1)retrieved on HT<http://www.ces.ncsu.edu/depts/fes/pub/1999/latino.html>TH

3. Desforges, C. & Boucher, A. (2003).U The Impact of Parental Involvement,

Parental Support and Family Education on Pupil Achievement and Adjustment:

A Literature Review. London: Department for Education and Skills.

.B. (1983-88) *Fourth Survey of Research in Education*.

Desai, Neera, (1990) *Women and Society in India*, Delhi: Ajanta Publications.

Fan, X. & Chen, M. (2001). Parental Involvement and students' academic achievement: A meta-analysis. Educational Psychology Review's 13(1)1-22

5. Flouri, E. & Buchanan, A. (2004). Early father's and mother's involvement and

child's later educational outcomes. British Journal of Educational Psychology

Vol. 74. PP.141-153.

Kalbagh, Chetna, *Women and Development*, Volume 7, Discovery Publishing House.

Kapil, H.K. and Bhargav, S.P. (1989) *Research Methods*, Agra.

Mouley, G.J. (1964) *The Science of Educational Research*, New Delhi: Eurasia

Mukherjee, Ilia, *Social Status of North Indian Women*.

Neshla, (1991) *Women in Haryana-Status and Strategies*, Kurukshetra: Kurukshetra Women's Study Research Centre.

Rai, B.C. (1977) *History of Indian Education*, Lucknow: Prakashan Kendra.

Sen, Gupta (1960) *Women Education in India*, Ministry of Education, New Delhi.

Sharma, K. Radha (1981) *Nationalism, Socialism and Indian Women*, Janki Publications.

Sharma, S.R. (1995) *Women and Education*, Discovery New Delhi: Publishing House.

Shastri, Shakuntla (1952) *Women in Vedic Age*, Bombay: Bhartiya Vidhya Bhavan.

Shrivastav, D.N. and Bhargav, S.P. (2000) *Research Methods*, Agra.

Singh, Savita (2001) *Empowerment of Women Miles to Go*, Delhi: Ashok Printing Press.

Singh, Tarlok, *Indian Journal of Adult Education*, Vol. 56, No. F.

Forum. Retrive on 11.5.07 .[google.http//www.boloji.com/teens/articles/0037.htm](http://www.boloji.com/teens/articles/0037.htm)

. Surfleet, F. (2003). *Children in Home and School* New Delhi: Sonali Publications.

. Wilson'L.M. & Corpus,D.A.(sept.2001). The Effects of Reward Systems on

academic Performance. *Middle School Journal*. 33(1) pp.56-60

www.google.com.pk

Thoman, P. (1964), *Yugo Se Mahilaein*, Asia Publication House, Bombay.

Thomas, P. (1970) *Indian Women through the Ages*, New Delhi: Asia Publishing House.

Tripathi, K., Anil, *A Study of Modern Education of Women in India Before Independence.*

Upadhyay, B., *Historical Description of Indian Society*, People Publishing House, New Delhi.

Verma, K., Kamlesh, *Condition of Womens' Education in Colleges Affiliated to Kanpur University.*

Verma, Suresh, *Women Education in Haryana—A Study in Retrospect and Prospect.*

IJRSSH