

## Tribal and Rural Parents' Attitude towards Education Belonging to Vadodara District

Ms. Prajakta Sarpotdar\*, Dr. Renu Sharma

Department of Psychology the Maharaja Sayajirao University of Baroda Vadodara, 390002, Gujarat, India

**\*Corresponding author**

Ms. Prajakta Sarpotdar

**Article History**

Received: 22.01.2018

Accepted: 26.01.2018

Published: 30.01.2018



**Abstract:** The present study is aimed at assessing attitude of parents towards the education of their children belonging to tribal and non-tribal block of Vadodara district. Educational development of scheduled tribes has been important agenda of Indian government. Some of the major hurdles of tribal education are distance of school from home, teachers absenteeism, curriculum not attractive for students, language barrier, poverty, lack of awareness of parents, etc to name a few. The study analyzed data from 398 parents and guardians, who had one or more than one school going children. Out of these, 199 parents belong to tribal block i.e., Naswadi and 199 belonged to non-tribal block i.e. Dabhoi of Vadodara district. The data is collected through a questionnaire consisting of 35 statements in Gujarati language, all pertaining to attitude towards schooling and education of children. The respondents are asked to rate each of the item on a three-point scale (Yes, No and Don't Know) where score 1 is given to all the items showing positive attitude and score 0 is given to items showing negative statement as well as to statements answered as 'don't know'. This study aims to examine the significant difference between parents belonging tribal and non-tribal area, attitude of parent of male and female child and attitude of parent of regular and irregular child towards education through chi-square analysis. The results indicate that parents belonging to rural block have more positive attitude towards education than parents belonging to tribal block. Secondly, parents with positive attitude send their children regularly to school in comparison to parents with negative attitude towards education. Thirdly, there is no difference in attitude of parent of male child and parent of female child towards education. The study suggests that although there is awareness and positive response towards schooling and education, there is still scope of improvement.

**Keywords:** Attitude, Schooling, Education.

### INTRODUCTION

Education is most powerful tool for development of an individual as well as society. It not only gives access to knowledge but also improves ones skills, competence, and potential. Education is important for development of nation as individual becomes aware of its rights, improves quality of life and brings social changes. The scheduled tribe is one of the deprived communities and since independence several initiatives have been taken for their development. According to census 2011, Gujarat consists 8.6 % of total tribal population of India. The total literacy rate of India is 72.99 % and that of scheduled tribes is 58.96 % [1]. Various factors affect education of tribal children such as poverty, sibling care, migration, delay in supplies incentives, lack of access, incomplete school, poor quality of teaching, lack of awareness, lack of parental demand [2].

Parents have the major role in development of child from birth to maturity. Family involvement is important in child's studies as it is directly associated

with children's learning, motivation to learn, attention, skills and conduct. Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favourable attitude towards schooling and education enhances parental involvement in children's present and future studies. Students have a higher probability of academic success whose parents provide additional assistance in their academics [3]. A study was conducted in USA where parents were divided into two groups. One group of parents was given a handbook which gave tips on improving academic achievement and other group did not receive any handbook. Children had better academic achievement whose parents received handbook and were more involved in academics of their children than those parents did not received handbook. The results indicated that there is positive relationship between parental involvement and academic achievement of children [4].

Researchers have reported that child's academic development is influenced by parent-child

interactions [5, 6]. A study was conducted in Odisha to assess attitude of parents towards the education and schooling of their children. The sample of 145 parents consisted of tribal and non-tribal parents belonging to Santoshpur village of Sundargarh district in Odisha. A questionnaire was used pertaining to schooling and education of children. The result showed that attitude of parents was moderately favourable and positive towards schooling and education. There was no significant difference in the attitude of tribal and non-tribal parents and gender difference was also found to be non-significant [7]. Similar finding is seen in study Sonapur village of Kamrup district in Assam [8].

In a study, "Parent's Attitude towards Girls Education in Haryana" was conducted to examine the extent of parent's attitude on education of different group of population of Haryana. The sample consisted of 283 parents belonging to rural areas and 317 families belonging to urban areas of Haryana. A 25-item questionnaire was used for collecting data along with personal interview. The finding showed that overall the attitude of the respondents was positive towards education and there was no significant difference in the attitude of rural and urban parents. Also gender difference was not significant [9].

Similar study was done in Channageri taluka of Davanagere district in Karnataka to find parents' attitude and perception towards primary education. The sample of 145 parents belonged to tribal and non-tribal population. A 23-item questionnaire was used for collecting data along with personal interview. The findings showed that there was no difference in attitude of tribal and non-tribal parents and also found gender difference to be non-significant [10].

A study to find the relationship between Indian parents' education level and their involvement in their children's education was carried out in National Schools in the Kerian district located in the state of Perak Darul Ridzuan, Malaysia where the sample was 150 Indian students studying in National schools. The finding of the study indicates a moderate relationship between the parent's education level and the strategies the parent implemented such as discussion of school activities or future planning. It also states the parents with high education held higher academic aspirations for their children also they used various strategies for excellence in studies at home and at school [11].

The parent's attitude could be positive or negative regarding education and schooling of their children. Parents' encouragement and support always boost child's performance in school. Positive attitude of the parents can be beneficial to their children which

may result in improvement in class performance, creating child interest to learn, achieve higher scores.

The present study aims to examine whether the tribal parents, today, exhibit a positive and favourable attitude towards their children's education as a result of increasing awareness of values of education through Government endeavours and initiatives.

### **Objectives of study**

The study broadly examines the attitude of the parents towards education in rural and tribal households of Vadodara district. The specific objectives are as under:

- To examine the attitude of parents towards schooling and education of their children.
- To compare the parents belonging to tribal and rural communities with regard to their attitude towards children's schooling and education.
- To examine whether there exists a significant difference between the attitude of parent of male child and the parent of female child towards education.
- To examine whether there exists a significant difference between the attitude of parent of regular child and the parent of irregular child towards education.

### **METHOD AND DESIGN OF THE STUDY**

#### **Sample**

The population for the study belongs to Naswadi, tribal block and Dabhoi, rural block of Vadodara district. There are total 44 and 46 Primary Government Schools from standard 1<sup>st</sup> to standard 8<sup>th</sup> in Dabhoi and Naswadi block of Vadodara district respectively.

Following steps are followed for sample selection.

- Schools are divided under different clusters in Sarva Siksha Abhiyan. School from every cluster is selected randomly by lottery from both the blocks. Total 17 schools from each block are selected i.e. sample of 34 schools
- Further from each sample school students belonging to 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> standard are selected.
- Class-teacher from each standard i.e. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> is asked to name one girl and one boy who is most regular and most irregular based on attendance. Thus, from each standard 4 students and total 12 students are selected from every sample school.
- Parent or guardians of these selected students are the respondents for the study. There are total 398 respondents.

Categories	Tribal (199)				Rural (199)				
	Regular Students		Irregular Students		Regular Students		Irregular Students		
Gender of Student	Male	Female	Male	Female	Male	Female	Male	Female	
Parent/ Guardian	51	49	51	48	51	50	49	49	398

**Tool**

A questionnaire consisting of 35 items in Gujarati language is developed where response is on three point scale i.e. yes, no and don't know. This tool is based on parent attitude towards education scale developed by Mr. Gene R. Medinnus, Dr. J. Devlassic and Dr. Franis Stevens at Las Cruces, Bilingual Education Project, Las Cruces, New Mexico, under a project funded by U.S. Health, Education and Welfare, Washington D.C. The tool contains 53 statements on 5 point scale varying degrees of agreement to disagreement and it measures parent attitude towards school and teacher, the value of education, the value of the parent's own education and language education in general.

The tool used in present study is adapted in Indian context based on following six dimensions measuring parent's attitude towards education. The six dimensions are as follows:

**1. Parents' attitude towards school and teacher**

Parents' approach or thoughts or stance or mind-set specific towards particular school (it could be their child's school) and the teacher. For example the item in questionnaire says:

It is necessary for students to follow teacher's instructions.

**2. Value of education**

Parents' understanding how important is education for their child. For example, Going to school is a useful to child for whole life

**3. Parents' responsibility towards child's education**

Parents' views and understanding of their own accountability or their role as parents in their child's education. For example, Parents should regularly visit school of their child.

**4. Parents' value towards own education**

Parents' view and importance towards own acquired education and teachers who taught them. For example, My life would have been better if I had formal education.

**5. Parents' attitude towards school facilities.**

Parent's attitude towards education in comparison to the facilities provided by the school such as separate toilets, drinking water and proper sitting arrangement. For example, I would not send my daughter to a school with poor or no facility of toilets.

**6. Parents' attitude towards gender difference in context of education.**

Parents' may have different opinion towards education for girls and boys. The importance and level of education choice could be different gender wise. For example, I do not prefer to educate girls as educated girls do not like to do household work.

Dimension	1	2	3	4	5	6
Items	1,3,4,9,16, 25, 27,	6,7, 13, 23, 26, 29,	8,12, 15,21,22, 33, 34	10,14,19, 24, 30, 32	2,35,18, 31	5,11,17, 20, 28
Total Items	7	6	7	6	4	5

Initially, questionnaire with 55 statements is developed in Gujarati language and experts from Psychology, Education, Social Work and Home Science department of Maharaja Sayajirao University, Vadodara, Gujarat were asked to validate items of questionnaire. They were to ask to check the language and the item was properly selected under correct dimension. Based on face validity given by experts few of the items were dropped due to its ambiguity such as, 'I want my child to like school' or 'Schools are doing good job today'. Finally questionnaire of 35 items is developed. Prior using the questionnaire for current study, a pilot study of the questionnaire is conducted in sample blocks.

**Procedure**

School authorities were given information about the study and were ask to permit researcher to conduct study by District Education Officer's Office through letter. Telephonic permission was taken prior visit to school by the researcher. As per the sample selection, parent or guardian of the child was asked to be present in school on the appointment day or on next day by the school authorities. Before administration of questionnaire, respondents were given the details about the study and instruction of questionnaire was read and explained. One to one questionnaire is filled by researcher based on responses given by the respondent. During data collection precaution is taken care that researcher does not prompt response while explaining any item or give information leading to response. This way data was collected from 398 respondents from 34 schools. Later, the data collected from both the districts

was compiled and scoring and coding of the scores was completed on computer. Further, 20<sup>th</sup> version of SPSS was used to analyse data.

**RESULT AND DISCUSSION**

**Phase 1**

There are total 35 items in questionnaire, score 1 is given to items which shows positive attitude towards education. There are 13 negative statements and 22 positive statements in questionnaire. Questionnaire was administered on total 398 respondents. Looking at the spread of score quartile is conducted. The results show that 113 respondents scored below or equal to 23 score, 175 respondents

scored between 24 to 26 scores and 110 respondents scored above or equal to 27 score. Respondents who scored below or equal to 23 score is considered to have lesser positive attitude towards education and respondents who score above or equal to 27 score have more positive attitude. During the analysis of data respondents who scored 24 to 26 score are dropped. Hence analysis is based on total 223 responses.

**Phase 2**

**Objective**

To compare the parents belonging to tribal and rural communities with regard to their attitude towards children’s schooling and education

**Table-1: Parent’s Attitude towards Education**

		Parent's Attitude		Total
		Negative Attitude	Positive Attitude	
Taluka	Dabhoi	45	64	109
	Naswadi	68	46	114
Total		113	110	223

According to table no. 1 forty five respondents belonging to Dabhoi taluka have negative attitude and 64 respondents have positive attitude towards their child’s education. Unlike this in tribal taluka i.e. Naswadi, 68 respondents have negative attitude whereas

46 respondents have positive attitude towards their child’s education. Frequency shows that there are 64 parents in Dabhoi block having positive attitude in comparison to 46 parents of tribal block Naswadi.

**Table-2:Chi-Square Test Analysis of Parent’s Attitude towards Education**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.519	1	.006		
Fisher's Exact Test				.007	.004

According to chi-square table (table no.2), the value of Pearson chi-square is 7.519 which is significant at 0.01 level. This shows that there is significant difference in number of parents having positive and negative attitude towards the education of their children belonging to tribal and rural block of Vadodara. Therefore, it can be said that parents belonging to rural block are more in number to have positive attitude towards education than the number of parents belonging to tribal block. As per census 2011 the literacy rate

among the Schedule Caste is 66.1% and 59% among the Schedule Tribes. It shows that Scheduled Tribe have lower literacy rate than Schedule caste.

**Objective**

To examine whether there exists a significant difference between the attitude of parent of regular child and the parent of irregular child towards education.

**Table-3: Parent’s Attitude of Regular and Irregular Child**

		Parent's Attitude		Total
		Negative Attitude	Positive Attitude	
Regularity	Regular	54	73	127
	Irregular	59	37	96
Total		113	110	223

According to table no. 3 seventy three respondents having positive attitude send their children regularly to school. In contrast children belonging 37 respondents with positive attitude are irregular in school. Fifty four respondents with negative attitude send their children regularly to school whereas there are

59 respondents with negative attitude whose children are irregular in school. Scores show that children whose parents have positive attitude attend school regularly in compare to those having negative attitude towards education.

**Table-4: Chi-Square Test Analysis for Parent’s Attitude of Regular and Irregular Child**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.845 <sup>a</sup>	1	.005		
Fisher's Exact Test				.007	.004

According to chi-square table (table no.4), the value of Pearson chi-square is 7.845 which is significant at 0.01 level. This shows that there is significant difference in attitude of parents towards regularity of their children at school. Parents with positive attitude

regularly send their children to school in compare to parents with negative attitude.

**Objective**

To examine whether there exists a significant difference between the attitude of parent of male child and the parent of female child towards education.

**Table-5: Parent’s Attitude of a Male Child and Female Child**

		Parent's Attitude		Total
		Negative Attitude	Positive Attitude	
Gender	Female	58	55	113
	Male	55	55	110
Total		113	110	223

According to table no. 5 there are 55 respondents having positive attitude believe in sending female students to school. Similarly 55 respondents having positive attitude are sending male students to school. In contrast to this 55 respondents having negative attitude are sending male students to school.

Unlike this in 58 respondents having negative attitude are sending female students to school. Irrespective of the attitude towards education there is almost equal number of respondents sending female and male students to school.

**Table-6: Chi-Square Analysis for Parent’s Attitude of a Male Child and Female Child**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.039	1	.843		
Fisher's Exact Test				.894	.474

According to chi-square table (table no.6), the value of Pearson chi-square is 0.039 which is not significant at 0.01 level. This shows that there is no significant difference in attitude of parents towards gender of their children and education. Parents with negative as well as positive attitude towards education irrespective of the gender of their children send them to school.

more responsible in implementation of schemes and programmes initiated by government [12]. Socio-cultural factors, economic factors, antipathy towards formal education, paucity of ST teachers, paucity of facilities, habitation problem, parents literacy rates are few of the factors that are affecting tribal education [13].

**CONCLUSION**

The results indicate that parents belonging to rural block have more positive attitude towards education than parents belonging to tribal block. Secondly, parents with positive attitude send their children regularly to school in comparison to parents with negative attitude towards education. Thirdly, there is no difference in attitude of parent of male child and parent of female child towards education. There have been changes in education system since independence. Government has been launching new education schemes, long term programmes and laws to ensure enrolment of students and universalisation of education. There is literacy gap between students belonging to tribal area and students belonging to other area. There is need to popularize education and its importance in these areas. Village panchayats, tribal councils need to be

In present study, results indicate there is no gender difference towards attitude in education by the respondents. Government has initiated special scholarships for tribal and rural students, reservations for higher studies, enforcement of teacher attendance, implementation of food and clean drinking water, improvement in facilities at school has increased attendance. Special schemes promoting girl child education has also helped to curb the gender bias [14].

**Future Implications**

Technology, television, radio and now mobile technology has played vital role in spreading the message of government across society. Facilities of pure drinking water, food, uniform, books, and computer education, financial help for encouraging female education has definitely brought down drop-out rates. However, creating more opportunities for under

privileged communities, vocational training, and skill building training would generate employment opportunities. This would also lure parents for encouraging their children for higher studies. Parent involvement in activities in schools would surely bring change in attitude towards education.

Future studies with large sample could compare urban and rural or urban and tribal areas to address this issue and generate more information. Involvement of teachers, students and other stakeholders in this study can generate more results.

#### **Limitations of the Study**

The major limitation of the study on parental attitude towards education is the number of respondents. The errors due to lack of willingness to respond, language problems or avoiding to answer on certain issues might have affected results. Difference in socio-economic status, educational background and multi religious background has not been taken care in present study. Due to scarcity of time and resources sample has not been covered. Therefore, the results, therefore, are not highly generalizable.

#### **REFERENCES**

1. Statistical Profile of Scheduled Tribes in India. Ministry of Tribal Affairs Statistical Division, Government of India, www.tribal.nic.in, 2013
2. Rani M. Problems of Tribal Education in India Issues and Prospects. Kanishka Publishers, Distributors, New Delhi, 2009.
3. Antoine DR. The Correlation between Parental Involvement and Student Academic Achievement. 2015.
4. Wilder S. Effects of parental involvement on academic achievement: a meta-synthesis. Educational Review. 2014 Jul 3;66(3):377-97.
5. Christian K, Morrison FJ, Bryant FB. Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. Early Childhood Research Quarterly. 1998 Jan 1;13(3):501-21.
6. Committee on Early Childhood Pedagogy. Eager to learn: Educating our pre-schoolers. The National Academies Press 2000.
7. Samal R. Parents Attitude towards Education and Schooling of Children. National Institute of Rourkela, 2012.
8. Bordhan S. Parental Attitude towards Schooling of their Children. Journal of All India Association for Educational Research. 2014; Vol. 26(1).
9. Mor K, Sethia MS. An Investigation of Consumer Buying Behavior for Food Products: An Empirical Study of Rural and Urban Areas of Haryana. Global Journal of Management and Business Research. 2015 Sep 21.
10. Dinesh & Chandrashekar. Parents' Attitude and Perception towards Primary Education in Rural Karnataka. Journal Of Humanities And Social Science (IOSR-JHSS) , 2015;Vol 20: 20-26.
11. Vellymalay SA. Study of the Relationship between Indian parents'. *Kajian Malaysia*. 2011; 47-65.
12. Tripathy KK. *Educational Scenario of Tribes in India Current Issues and Concerns* edited by Soubhagya Ranjan Pathi. Mangalam Publishers & Distributers Delhi, 2011.
13. Chantia A. and Mishra P. *Educational Scenario of Tribes in India Current Issues and Concerns* edited by Soubhagya Ranjan Pathi. Mangalam Publishers & Distributers Delhi, 2011.
14. Parimala D, editor. *Equity and Education in India: Policy, Issues and Challenges*. Kanishka Publishers; 2010.