

PARENTS' ATTITUDE TOWARDS SCHOOLING AND EDUCATION OF CHILDREN

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CERTIFICATE

This is to certify that **Ms. Rojalin Samal** has carried out the research embodied in the present dissertation entitled “**Parents’ Attitude towards Schooling and Education of Children**” under my supervision for the award of the Master’s degree in Development Studies of the National Institute of Technology, Rourkela. This dissertation is an independent work and does not constitute part of any material submitted for any research degree or diploma here or elsewhere.

(Prof. Bhaswati Patnaik)
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Abstract

The present study was aimed at assessing attitude of parents towards the education and schooling of their children. The study analyzed the data from 145 parents, who had one or more than one school going children. Out of these, 116 parents belonged to tribal families and 29 families belonged to non-tribal families. The age range of the sample was 25-35 years, and they all belonged to Santoshpur village of Sundargarh district consisting largely of tribal population. A 23-item questionnaire was used for collecting data along with personal interview. The respondents were required to indicate their agreement or disagreement with each of the statements about children's education in a four-point Likert type scale, where 1 denotes strong disagreement and 4 denotes strong agreement. Mean scores were calculated separately for tribal and non-tribal samples, and for male and female respondents. The 't' test was used to examine the significance of difference between tribal and non-tribal communities as well as across gender with regard to their attitude towards children's schooling and education. The findings showed that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children. The results also indicated 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. The study suggested that, although government endeavors at universalizing education has resulted in creating mass awareness and positive response towards schooling and education, there is a lot of scope for improvement in this regard. Future implications of the present study for policy formulation as well as for further research were pointed out.

CHAPTER I

INTRODUCTION AND BACKGROUND OF THE STUDY

This chapter aims to introduce the topic and to indicate the relevance of this study. It includes an overview of revolution of education in India as well as in Odisha with special reference to tribal education. It gives an overall idea about the role of socio-economic status and that of family involvement in children's education and their access to learning.

Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favorable attitude towards schooling and education enhances parental involvement in children's present and future studies. Parent's attitude towards their children's education is affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population, it is expected that the attitude of parents of tribal children will be unfavorable towards education. However, the present study aims to examine whether the tribal 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 Endeavour's and initiatives.

Parental attitude is a measure or an 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. The role of parents should actively support and enrich the educational processes. Korth (1981) states that parents should be recognised as the major teacher of their children and the professional should be considered consultants to parents. Tait (1972) opines that the parents' psychological well-being and the ease or difficulties with which they decipher the cues that facilitate the socialisation process influence the personal and social development of the child. It is the parents who exert the major influence on the development of the child from birth to maturity. One of the most important attributes of parental attitude is consistency. As children mature into adolescence, family involvement in their learning remains important. Family involvement practices at home and at school have been found to

influence secondary school students' academic achievement, school attendance, and graduation and college matriculation rates (Dornbusch & Ritter, 1988; Plank & Jordan, 1997). Despite its importance, however, families' active involvement in their children's education declines as they progress from elementary school to middle and high school (Dauber & Epstein, 1993; Lee, 1994). Research suggests that schools can reverse the decline in parent involvement by developing comprehensive programs of partnership (Eccles & Harold, 1993; Epstein & Connors, 1994).

Previous research shows that family involvement helps for achieving higher attendance, better grade point averages and lower dropout rates.

Even if India has a long and rich heritage of education in both pre and post independence era, education of the minority communities has remained a sensitive issue. Under the Buddhist influence, education was available to virtually everyone who wanted it. During 11th century, the Muslims established elementary and secondary schools, Madrasas or colleges and universities. When the British came to India the educational system continued to flourish along with the prominence of English language. Through the Act of India in 1835 and the Woods Despatch in 1854, a basis for a properly coordinated system of English education was determined. This has been briefly discussed below prior to that of factors affecting minority education in India,

1.1 Education in India: Post Independence period

During the time of Independence, India's education system was characterized by regional, gender, caste and structural imbalances. Only 14 per cent of the population was literate and only one out of three children were enrolled in primary schools (Government of India, Ministry of I & B, (1996), India 1995, P.79).

1.2 The Constitution of India and Education

The constitution of India was framed in 1950 with an objective to guarantee social, political and economic justice to all irrespective of caste, creed and religion. It was well visualized that, development in education along with other allied sectors would play a vital role in bringing about desirable changes in the country. It was planned that the backward sections of the Indian population i.e. Scheduled Castes and Scheduled Tribes and other backward classes must be provided opportunity in education to develop critical thinking and self determination and contribute to the progress of the country. These promises laid the foundation for the attempt of

Universalization of Primary Education in India. In 1950, target was set to universalize primary education among the entire eligible category of children within the age group of 6-14 years of age within a span of 10 years. During that period a great deal of expansion in education facilities was achieved. However, universalization was still a distant dream.

1.3 Right to Education 2010

In April 2010, universal, free and compulsory education, was stated as the 8th Fundamental Right and according to it, throughout the country children under the age group of 6 to 14 would receive free and compulsory education. India is considered as the 135th country imparting free and compulsory education within the age group of six to fourteen years.

1.4 Education in Odisha

Education plays an important role in building of the Nation and is instrumental in bringing about a change in the society as a whole. For quality improvement in education of mass, every citizen has to be covered, without any disparity between the haves and the have-nots, the rural and the urban, the linguistic & geographical regions and more importantly between the genders. Although the number of schools has increased since independence, the number of dropouts at the end of schooling is still quite high. If illiteracy has to be eliminated, the school drop-out rate has to be minimized and quality education has to be imparted, then correspondingly the No. of schools and teachers has to be increased manifold.

Odisha acquired the status of a separate state on April 1, 1936. Orissa is one of the 30 states in India, situated in the eastern part along the coast of Bay of Bengal. The total population of the State is 3.670 crores as per 2001 census (provisional). The scheduled castes and the scheduled tribes comprise 22.21 and 16.20 percent respectively. The literacy percentage of the state is 63.61% (excluding 0-6 population) in which male and female literacy stands as 75.95% and 50.97% respectively (Source census 2001, Provisional).

Odias were believed to be tradition-bound and quite apathetic to receive the liberal education introduced during the British Rule. However, in pre-independence days, like other states, it also participated in the race and witnessed a massive quantitative expansion in its education system to get a separate position in the education movement of India. This is now being enhanced by the Government of India with due attention towards the primary and secondary education. The importance of higher education and professional courses are well understood in the today's

scenario by the students, parents and as a whole by the society, which is reflected in their performance and interests. It was one of the last Indian territories to come under the British rule and therefore was exposed much later to the liberal education introduced by them. At the same time, Orissa has always made concerted efforts to provide quality education to all. Prospects of a brighter future are evidently in the offing in view of certain major initiatives of the Government of Orissa and the Government of India.

Literacy of the state has improved steadily over few decades. By 2001 the literacy level was 63.1 % and has little closer to the national average of 64.80%. A positive feature in Odisha is that both male and female literacy rate have improved over the decades and growth rate in female literacy have been higher than that for male in recent decades. The gender gap in literacy level has been declining faster over the years.

1.4.1 Primary Education

The STs Communities are least literate as in 2001 when the literacy rates for STs and SCs community were 37.37% and 55.53% respectively. The state aims to provide primary schools within one kilometer and upper primary schools within three kilometers having a population of more than 300 and 500 respectively. In 2008-09, 50,062 primary schools functioned with 1.25 lakh teachers and 44.87 lakh students. The annual growth rate of primary schools and teachers over this period were 2.36% and 1.16% respectively. During this year there was one primary school over an area of 3.1 sq km. The average teacher pupil ratio was 1:37, which was better than the national norm of 1:40. The dropout rate in this year was 4.95%.

1.4.2 Upper primary education

Due to sustained Government efforts, the number of upper primary schools increased to 19,057, with 55,832 teachers and 21.28 lakh enrollment. The teacher pupil ratio for upper primary schools was 1:38; however the ratio was still away from the norm of 1:25.

1.4.3 Secondary education

In 2008-09 the number of high schools, teachers and students were nearly 7,500, 63,000 and 14 lakh respectively. Of the total number of high schools, 82.5% were supported by Government directly or indirectly including 2,897 Government high schools, 657 Government aided schools

and 1979 block grant schools. The teacher pupil ratio was 1:22 in 2008-09. The dropout rate was 59.3%. It was still higher among SCs/STs. There was a need to pay special attention to substantially bring down drop rates at high school level for all communities.

For development of literacy level the government implemented various programmes and policies like-Mass Education, District Primary Education Programme (DPEP), Mid-Day Meal Scheme (MDM), Sarva Shiksha Abhijan (SSA), State Institute of Educational Technology (SIET), National Programme for Education of Girls at the Elementary Level(NPEGEL).

Source: Economic Survey of Odisha (2009-10).

1.4.4 Tribal Education

Traditionally referred to as adivasis, tribes, or tribals, scheduled tribes (STs) constitute about 9% of India's population. Despite diversity in their community history, languages, production practices, and relationships with the non-tribal world, approximately 87 million Indians fall under the adivasi population, of which nomadic and denotified communities (DNTs), are at a projected 60 million. Nine States – Andhra Pradesh, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, and West Bengal together account for more than four-fifths of the total tribal population in India.

The National Literacy Mission (NLM) was established in 1988 for eradicating illiteracy. Like all 'Missions' it has worked with a focus on the purpose to be achieved which is to attain 'functional literacy of 75% of the people by 2005. 10 million volunteers were mobilized and 91.53 million people made literate by December 2001. The age group NLM first targeted was 15 to 35 which was enlarged to cover the 9 to 14 year olds in areas not covered by NFE. The groups to be addressed specially are women and members of SC and ST and other backward communities. The idea will be not only to impart knowledge of reading, writing and arithmetic, but also development of values such as national integration, environmental conservation, empowerment of women and the small family norm.

Education as a means of advancement of capacity well-being and opportunity is uncontested, and more so among communities on the periphery. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred, and stem from government and non-government initiatives. However, the number of out-of-school children continues to be several millions, mainly due to a lack of interest and parental motivation, inability to understand

the medium of instruction (i.e. state language), teacher absenteeism and attitude, opportunity cost of time spent in school (particularly for girls), large seasonal migration etc. Low literacy rates in tribal communities continue to indicate a need for overarching support that tackles issues from health.

STs are one of the most deprived and marginalized groups with respect to education, a host of programmes & measures were initiated ever since the independence. Elementary education is a priority area in the tribal Sub-plans from the 5th five year plan. Tribal education is important for total development of tribal communities.

Out of the ST child population of 16 million in the age group of 6-14 years, more than 14 million (11 million at primary stage & 3 million upper primary stage) ST children are attending schools during 2000-01.(selected educational statistics 2001-02). It means about 2 million ST children were not attending school during 2001-02.

Despite the education initiatives, there is disparity among the states in terms of tribal literacy rates ranging from 82% in Mizoram to 17% in Andhra Pradesh. The ST literacy rate continues to be below the national average of 29.6% (Govinda, 2002), with literacy rates among tribal communities (in particular women) tending to be the lowest. There exist areas in the tribal-dominated districts across India that remains largely unserved by primary education facilities. Tribal children tend to inhabit forests and hard-to-reach areas where dwellings are spread and access to good quality education is more limited. Low enrolment coupled with soaring drop-out rates in primary schools exacerbates the problem, which has its origin in a gamut of inter-related cultural and socio-economic variables. Adivasis are associated with a certain stigma and behavior, which can be partially tackled through a change in mindset among non-tribals. There is a need to provide special care and opportunities to the traditional disadvantaged population in a democratic society. It is with this in view that the constitution provides an ideal of 'Equality of opportunities'.

1.5 Socio-economic Status and Education

The education of children is influenced by interplay of a range of factors at school, society and family, especially for the tribal children. For school participation, it is important that all the three factors should be positive or at least one or two factors should be strongly favourable.

Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour, are also less important to them (Evangelista de Carvalho Filho, 2008; Basu, 1999).

Besides household wealth, the educational level and labour market position of the parents is expected to play a role. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). Parents who have reached a certain educational level might want their children to achieve at least that level (Breen & Goldthorpe, 1997). For educational enrolment of girls, education of the mother might be especially important (Emerson & Portela Souza, 2007; Shu, 2004; Kambhampati & Pal, 2001; Fuller, Singer and Keiley, 1995). Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits & Gündüz-Hogör, 2006).

The income of the parents plays a strong determinant of children education. Regarding father's labor market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990; Blau & Duncan, 1967). Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times (Bhalotra & Heady 2003; Basu, Das & Dutta, 2003).

It is proved that in Kerela, it has achieved cent percent literacy and where the health and HDI indicators are comparable to that of United States due to parental favorableness towards child's schooling and sending children to school is a social norm in Kerela.

Earlier studies proved that the reasons for poor access to schooling in tribal areas before 1980s was the high norm on population, number of children and distance for opening new schools. Most of the states have relaxed these norms to enable setting up schools even in small tribal hamlets. This, along with other measures has improved access in tribal areas. For example- Andhra Pradesh has relaxed norms to set up schools in habitations even with 20 school age children.

Surrounding or home environment is one of the important factors influencing the educational development. Majority of the tribal population is engaged in agriculture and as small scale labors; and lack the means and motivation to educate their children.

1.6 Women Education

As regards the enrollment of girls and their retention, it is interwoven with the perception of society about women and their role. Their position in the community is nowhere near what it was in the early Vedic times which is considered a golden era. Slowly, their status started to slide down and perhaps this is the starting point of the yawning gap between women's and men's literacy, a legacy which we are trying to battle with even today. Several steps had taken during the British period and since Independence to promote women's education. Yet because enrolment of girls is poorer than that of boys in a situation of similar socio-economic background almost everywhere, it is pulling down the results of achievement of universal primary education. To bring more and more girls in to schools and see that they are there for an essential minimum period requires the backing of the community and a host of support services. The parliament Committee on Empowerment of women in its 14th Report tabled in August 2003, which expressed concern that 35 million girls were still out of school, said that 'the need for superior academic achievement is greater for girls as compared to boys as the future of the girl child rests squarely on her educational achievement and economic independence. India will not only miss the Dakar goal of attaining gender parity-equal enrolment of boys and girls-by by2005, but in all likelihood will not get there a decade later by when the world is to achieve gender equality in education. This dismal forecast is stated in the UNESCO Global Monitoring Report for EFA released in Delhi in November 2003.

The Education Despatch of 1854, women's education was given greater importance by starting schools for girls wherever possible. Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar,

Keshav Chandra Sen, D.K. Karve and Rabindranath Tagore among others, were great advocates of women's education. In 1882, the Indian Education Commission, also known as the Hunter Commission, advocated *zenana* education for women within the home in sex segregated societies. It had emphasized the need to have a different curriculum for girls in tune with the role they were expected to fulfill.

The Women's Education Committee of the Central Advisory Board of Education, had, in 1936, favored co-education at the primary stage, but where the numbers were large, separate schools were desirable. It wanted some women teachers to be appointed. It is pointed out that wastage at primary level was greater for girls than for boys, probably because of the perception that education was really not necessary for girls, or that there were not enough suitable teachers and conveniences in schools, or perhaps because the lessons seemed boring and useless. Though the position is much improved, these perceptions still stand in the way of letting girls go to school and reach at least the matriculation stage.

The early years of 20th century saw remarkable activity on the women's education front when many women missionaries came to India and gave a boost to women's education.

1.7 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

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. Home-Based 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.

1.8 Significance of the Study and Statement of the Problem

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 cent percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor.

In Odisha, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may be caused by the various factors. Among these 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 evaluate the perceptions and attitude of these parents. The present study aims to examine whether the tribal 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.

1.9 Objectives of the Study

The study broadly examines the attitude of the parents towards education in rural households of Odisha largely consisting of tribal population. The specific objectives are as under:

1. To examine the attitudes of parents towards schooling and education of their children.
2. To compare the parents belonging to tribal and non-tribal communities with regard to their attitude towards children's schooling and education.
3. To examine whether there exists a significant gender difference in attitudes of parents towards children's education.
4. To examine the future planning and aspirations of the parents with regard to their child's education.

1.10 Key Definitions

Attitude:

- An organism state of readiness to respond in a characteristic way to a stimulus.(Merriam Webster)

- It's a mental position or emotional feelings about products, services, ideas, issues and institutions.
- A complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. (Collins English dictionary)
- The way a person views something or tends to behave towards it, often in an evolution way.

Schooling:

- Online dictionary-The process of teaching or being taught in school.
- The process of being formally educated at a school.
- Education obtained through experience or exposure.
- Merriam-Webster: training, guidance or discipline derived from experience.

Education:

- The modification of the attitude and behaviour through training in formal learning systems.

CHAPTER II

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

This chapter contains the review of various studies related to the topic of investigation. The purpose of this chapter is to provide information about recent research that has been conducted to examine any possible link between socio-economic status and parents' attitudes towards schooling and education. The information collected from the few studies in this area was used to design the research instruments. Furthermore, it has been suggested that factors, such as parents' own experiences and attitudes towards education and schooling are likely to have a significant impact on their children's education at present as well as in future.

2.1 Review of Literature:

Bogunović Blanka and Polovina 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 attitudes regarding education and attainment of their children. They examined the students' attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and gaining knowledge, educational interests and plans for further education. The sample consisted of 1.464 eighth-grade sample students, aged 15, from 34 primary schools in Serbia. The data were collected by the use of questionnaires filled in by the students and school principals. The results indicated a trend of interrelatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

Sen, (1992) in his study found that the cultural factors may play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture, India is part of what Caldwell (1982) has called the belt of classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. His result indicated that the cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas. The odds of being in school are also significantly reduced for children whose mothers had their first child at a young age and for children whose mothers have a preference for boys over girls. The percentage of women compared to men in the age group 20–59 is positively related to the odds of being in school in rural areas, thus his result

indicated that in districts with less “missing women” the chances of children being in school are higher.

From the above literature it can be assumed that the education of a child is determined by several factors. So the review can be categorized into different sub parts as given below for better understating.

2.1.1. Review of Studies on Socio-economic Status and Education:

Huisman, Rani, and Smits, (2010) studied the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on primary school enrolment, The sample constituted 70,000 children living in 439 districts of 26 states of India. The results indicated that most of the variation in educational enrolment (around 70%) is explained by factors at the household level, of which socio-economic factors are most important. And the result also indicated that, in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children (in particular girls) participate substantially less. The major finding of this respect was that in rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available.

It has been found that three major determinants of educational enrolment: socio-economic status, educational infrastructure, and culture have an impact on primary school participation in India (Evangelista de Carvalho Filho, (2008); Mingat, (2007); Shavit and Blossfeld, (1993); Jencks, (1972); Coleman et al., (1966). Socio-economic indices like the characteristics of households, parental income, wealth, education and occupation, have long been known to be major determinants of educational enrolment and achievement in both developing and developed countries.

Using data from the 1998/99 National Family Health Survey (NFHS-2), a large representative survey covering over 99% of India’s population (IIPS, 2000) was carried out. The analyses were performed separately for urban and rural areas. The results indicated that the children of fathers with an upper non-farm job are significantly more in school, both in urban and rural areas. In rural areas, girls are also more in school if their father has a lower non-farm job. Children with a working mother are significantly less in school. Children from wealthier households are significantly more in school (Rose & Tembon, 2000).

Breen and Goldthorpe, (1997), in a study, found 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. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, (2010); Huisman and Smits, (2009); Ersado, 2005; Buchmann & Brakewood, (2000); Colclough, Rose & Tembon, 2000; Shavit & Blossfeld 1993). Parents who have reached a certain educational level might want their children to achieve at least that level. For educational enrolment of girls, education of the mother might be especially important. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too.

In a study, that examined parent involvement among minority families in Catholic high schools, Bauch (1991) socioeconomic status was significantly related to how often African American parents communicated with teachers about school programs and their adolescents' progress. Useem (1992) also found that educational background affected families' involvement in their young adolescents' placement in the mathematics tracking system. According to Useem, "the involvement of highly educated parents in their children's placement at critical decision points in the tracking system is one mechanism by which educational advantage is transmitted from one generation to the next." These findings of the influence of socioeconomic status on parent involvement support the work of other social scientists, who contend that parent involvement in school activities is lower among low-income and minority families than other families due to feelings of alienation (Calabrese, 1990; Winters, 1993), distrust (Lightfoot, 1978), or a devaluation of their cultural resources (Lareau, 1989).

It has been emphasised that (Bhalotra & Heady (2003); Basu, Das and Dutta, (2003) that fathers who are in salaried employment are more likely to be aware of the importance of education and hence to invest more in their children's education. The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children. Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to

school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times.

Mother's work status may exercise an independent influence over her children's educational chances, especially those of her daughters. According to the resource theory of conjugal power (Smits, Mulder & Hooimeijer, 2003; Rodman, 1972; Blood & Wolfe, 1960) the degree to which partners can influence important household decisions depends on the extent to which they bring valued resources into the marriage. This implies that mothers who are gainfully employed and contribute to the household income have more influence on family decisions than women who are not employed. More independent women may be able to create better possibilities for their children, and especially their daughters, to go to school. On the other hand, when the mother is forced to work because of poverty, the daughters may have to take over her household tasks and, therefore, have fewer chances to go to school.

2.1.2. Review of Studies on Attitude of Parents and Impact on Education:

TNS Social research (September 2003-June 2004) stated that parents' attitudes towards education were generally very positive. The majority (97%) agreed that a good education would help their child to get ahead in life. While 93% thought the qualifications were important to their child's future, 90% also agreed that children learn important life skills at school. Three quarters of parents (76%) agreed that their child's school is good at communicating with them and the majority (86%) agreed that their child's teachers do a great job. Just over a fifth (22%) felt that their child's school tended to be too interested in bright children at the expense of the others, although only 7% thought that the school takes too much interest in their child's home life. Just under a fifth of parents/carers (18%) thought that most of the things their child learns at school are not relevant to real life. A small proportion (14%) of parents saw it as acceptable that if their child did not want to study now, s/he could study when s/he was older. Their study was based on to identify whether there were any differences in parents' attitudes towards attendance between the general population and a group of parents whose children were currently not attending school. This research has not identified any differences in the attitudes of parents in the general population.

Research indicates that most parents show considerable interest in their child's school, and this is equally the case for parents of children who have attendance problems. In an Ofsted report

(2001) on attendance and behaviour in secondary schools, it has been found (O'Keefe, 1993) that most schools usually enjoyed good working relationships with parents. In fact, most of the parents/carers said they wanted more contact with schools. The majority of parents were appreciative of the concern and time given by head teachers and staff, even when approached about issues concerning their children's attendance or behaviour. However, it was also found that a small proportion of parents/carers were very uncooperative with the schools, and their attitudes, whether confrontational or passive, served to reinforce their children's negative attitude towards school.

In a study of attitude to school attendance in seven Local Education Authorities (LEAs) in England, it was found that most parents/carers believed that children who did not attend school regularly would under- perform in school work, and that it was necessary for young people to get qualifications. However, the findings also indicated that parents/carers of children who truant tended to hold different attitudes from parents of children who do not have problems with attendance. Fewer parents/carers of children with school attendance problems believed that pupils who did not attend regularly would do badly in their schoolwork, and similarly, a smaller proportion of these parents/carers believed that young people needed qualifications. This group was also less likely to think that their children's safety was at risk if they were not at school, and were less likely to believe that regular school attendance was important. There were also statistically significant differences between the views of both sets of parents with regard to when children should miss school, with a significantly higher proportion of parents of children with attendance problems agreeing that children should miss school to see the doctor, the dentist, or to help out at home.

2.1.3. Review of Studies on Parental Involvement in Education:

Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades. Duncan (1969), for example, compared the attendance, achievement, and drop-out rate of two junior high classes. In one class, students' parents had individual meetings with counsellors before their children entered junior high school. In the other class, students' parents did not meet with counsellors. After three years, students whose parents had met individually with the school counsellors had significantly higher attendance, better grade point averages, and lower drop-out rates.

Lucas, Henze, and Donato (1990) also found that schools play a central role in determining levels of parent involvement in students' learning. In a study of six high schools in California and Arizona that were providing an environment in which language minority students and others achieve academic success, the authors found that the schools actively encouraged parent involvement. Through newsletters, parent advisory committees, parent nights, and student-parent-teacher conferences, the high schools fostered families' active participation in their teens' education.

Dornbusch and Ritter (1988) studied the effects of parent involvement in high school activities on student outcomes. The study was based on questionnaire data from students, parents, and teachers at six San Francisco Bay Area high schools. The authors found that regardless of educational background, adolescents whose parents attended school functions received higher grades than adolescents whose parents did not. The authors also found that the lowest levels of family involvement in school programs and processes were among the parents of average students, minority students, students in step-families, and students in single-parent households. It was concluded that without interventions designed to encourage greater family involvement in these subgroups, educational and economic inequalities will persist for many poor, minority students.

Researchers must also consider race as an actor when studying parental involvement in education. Hill et al. (2004) indicate that the race of the parent(s) impacts parental involvement in education. In particular, African Americans have stronger parental involvement than European Americans (Hill et al., 2004). However, some research has found the opposite to be true (c.f. Seyfried & Chung, 2002). Others, like Hill and Tyson (2009), state that it is unclear whether or not parental involvement varies across race/ethnicity. This proposed study aims to clarify this.

A study conducted by (George, 1995).Search Institute found that four practices of parental involvement discussions about homework, discussions about school and school work, helping with homework, and attending school meetings and events decline significantly between grades six and twelve. The study revealed that by the junior or senior year in high school relatively few adolescents have parents who maintain an active interest in their education.

It has been emphasised that (National Research Council [NRC], 2001; U.S. Department of Education, 2000) the family involvement is the strongest predictor of child outcomes. This dimension associated significantly with children's motivation to learn, kept 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.

2.2 Conceptual Framework

Attitude and Behaviour

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150). Attitude is the feeling or mental disposition of an individual which influences the human behaviour. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitudes structure can be described in terms of three components.

- Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- Behavioral (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- Cognitive component: this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

This model is known as the ABC model of attitudes. The three components is usually linked. However, there is evidence that the cognitive and affective components of behaviour do not always match with behaviour. This is shown in a study by LaPiere (1934). The attitude of parents can have a profound effect on the social and educational integration of children. It makes a great difference to these children whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or monetary limitations. It is a determinant of behaviour. Our behaviour depends upon our attitude, which is holding positive and negative belief regarding any concept. Behaviour is formed by attitude. All these three components are affects the parental attitude towards their children's education. If all the three components are positive then the individual's action, belief and feeling towards education should be positive. The belief component of attitude affects the action component. If a person perceives something favourable then his/her action must be favourable. In this situation if the parent's belief towards education is favourable then it affects their action component, and it must be positive and

favourable. Attitudes can serve functions for the individual. Daniel Katz (1960) outlines the functional areas:

- Knowledge- Attitudes provide meaning (knowledge) for life. The knowledge function refers to our need for a world which is consistent and relatively stable. This allows us to predict what is likely to happen, and so gives us a sense of control. Attitudes can help us organize and structure our experience. Knowing a person's attitude helps us predict their behaviour.

- Adaptive- If a person holds and/or expresses socially acceptable attitudes, other people will reward them with approval and social acceptance. Attitudes then, are to do with being apart of a social group and the adaptive functions helps us fit in with a social group. People seek out others who share their attitudes, and develop similar attitudes to those they like

- The ego-defensive function- refers to holding attitudes that protect our self-esteem or that justify actions that make us feel guilty. Positive attitudes towards ourselves, for example, have a protective function (i.e. an ego-defensive role) in helping us reserve our self-image.

The basic idea behind the functional approach is that attitudes help a person to mediate between their own inner needs (expression, defense) and the outside world (adaptive and knowledge).

From the above discussion, it is evident that the 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 .Parent's attitude towards their children's education is affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population, it is expected that the attitude of parents of tribal children will be unfavourable towards education. However, 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. If the results indicate favourable attitude of the parents in tribal population, it is indicative of success of these endeavours as well as better future of the disadvantaged children.

CHAPTER-III

METHOD AND DESIGN OF THE STUDY

3.1 Sample:

The sample for the study consisted of residents of Santoshpur Panchayat and Bisra block of Sundargarh district. This village consists of three hamlets, namely-Jaratoli, Pahartoli and Militoli. The data was collected from the 145 respondents (116 tribal and 29 non- tribal) from 185 households in this village. The total number of the male respondents was 51 and that of female was 94. The respondents were parents who had one or more than one school going children. They belonged to the age range of 25-35 years.

3.2 Tools/Materials:

The data was collected through a questionnaire consisting of 23 statements, all pertaining to schooling and education of children (please see Appendix). Equal numbers of positive and negative statements were included in the questionnaire. The respondents were asked to rate each of the statements on a four-point Likert scale (where 1 denotes strongly disagree, 2 denotes disagree, 3 denotes agree and 4 denotes strongly agree). These 23 statements in the questionnaire were finalized after a thorough review of literature and all the statements reflected the value of schooling and education for a child's future.

3.3 Procedure:

Before collecting the data field visits were done. A pilot survey of questionnaire was conducted. At the initial stage of field work each houses were numbered and rapport was established with the respondents for generating honest responses. Household schedule information and biographical data was collected prior to the collection of data.

Respondents were included from each of the household. Assessment was done individually in odia language. After the respondents completed the rating of statements, data was also collected about the future plans for their child education and other miscellaneous matters through open ended questions.

3.4 Relevance of Selecting Sundargarh as Sample Area

As per census of India 2011, in Odisha rural population constitute 83.32 % of total population and Sundargarh is one of the district where 64.50% of total population of the district lies in rural areas, which shows that the great majority of rural population live in rural areas. As per 2011 census the rural literacy rate of the district is 67.27 % with a male literacy of 76.63% and female literacy of 58.02%. Female literacy of Sundargarh district is one of the backward as compared to other. Whereas the urban literacy rate of the district is 86.28% with a male literacy of 91.41% and female literacy of 80.68%.

This area has been chosen for sample area because this district is famous for the steel production as it has a plant inside the city area, named as Rourkela Steel Plant, but at the other side the rural area is not so advanced in respect of getting different facilities like education, employment, and health facilities.

CHAPTER-IV

RESULTS AND DISCUSSION

4.1 Results

After data collection, the ratings of respondents were scored keeping in mind the negative and positive statements in the questionnaire (Reverse scoring was done for negative statements). The following are the main findings of the study as discussed under separate headings.

4.1.1 Parental Attitude towards Education

Results indicated that the mean score of the total sample was not quite high (66.83) since the maximum score for the scale is 92 and minimum is 23. The mean score indicated that the attitude of the respondents cannot be termed as highly favorable, though it is not unfavorable either. The responses indicated that, in spite of the government's endeavors in providing free education to all, the attitude of the respondents was not found to be highly favorable.

Results supported the earlier studies (Evangelista de Carvalho Filho, 2008; Mingat, 2007; Shavit & Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966) that low socio-economic status can adversely affect the attitude towards schooling and education. However, the moderately favorable and not-so-unfavorable attitude found in the study throws light on the fact that growing awareness regarding literacy and education around the country has significantly affected all sections of the society including the tribal population. The value attached to schooling and education of children has substantially improved than earlier times when lack of literacy and education was the norm and sending children to school in a tribal community was an exception. Engagement of children in traditional occupation was considered to be more lucrative by the parents as it contributed to the family income; where as education was considered as wastage of time and money since its outcome was uncertain and unimportant.

The reason behind the not-so-favorable attitude towards schooling among the respondents might be due to their low socio-economic status and parent's labor market position. The respondents were mostly poor with average income per month ranging from Rs 3000/- to 4000/- and their main livelihood was based on agriculture and non-agricultural labor. They had little knowledge about facilities of the urban and developed environment. Their existing environment might have created a narrow mentality towards schooling where they fail to perceive a direct relationship between their children's education and a better future. The second aspect is the father's labor market position. Fathers who are in salaried employment are expected to be more

aware of the importance of education and hence are more likely to invest in their children's education than people in dependent employment since their thrust is to feed for their families rather than providing education to their children.

4.1.2 Comparison of Attitude of Tribal and Non-Tribal Parents

To compare the attitude of tribal and the non-tribal parents, mean scores of these two groups were found out separately. The 't' test was employed to find out whether tribal differed significantly from non-tribal in their attitude towards schooling. The results indicated that there was no significant difference between tribal and non-tribal parent's attitude towards schooling. (Table 1) This indicates that similar living conditions, uniform local facilities for daily living such as housing, water, sanitation, provision for schooling etc shared by the tribal and the non-tribal in the village may be primarily responsible for this similarity in attitude towards schooling and child's education. In other words, the level of awareness among the villagers is similar owing to the common living conditions as well as in terms of distance and accessibility to urban area for market and other facilities.

Table 1: Mean Scores of Tribal and Non-Tribal Groups

Groups	N	Mean	SD	t	df	Significance
Tribal	116	66.97	7.12	0.29	143	p>.05
Non-tribal	29	66.27	7.59			

4.1.3 Gender Difference

Results also indicated that the mean difference that the attitude of the male and female respondents regarding schooling did not differ significantly (Table 2). Unlike earlier times, the females enjoy almost equal status as male in households in terms of income and decision-making. Previously, females were confined to the four walls of the house and were not aware of the value of education. Results showed that the mothers were in favour of schooling and education of their children like the fathers did.

Table 2: Mean scores of Male and Female respondents

Groups	N	Mean	SD	t	df	Significance
Male	51	67.29	7.16			
Female	94	66.58	7.24	0.57	143	P>.05

4.1.4 Parents' Perception of Children's Future Education and Related Issues

The interview data (obtained with open-ended questions) indicated that the difference between tribal and non tribal groups was found in the future planning of children's education. Data indicated that the compared to the tribal people, the non-tribal parents were more optimistic in providing their children the scope for higher studies, i.e., education beyond schooling. They were of the opinion that higher studies would enable their children to have better income and that schooling is not sufficient. In this study, the non-tribal were slightly better off than the tribal in terms of income, labor market position and living conditions, since they were migrants from Bihar and other neighboring states of Odisha and many of them were engaged in small business and contractual jobs. The tribal parents were mostly associated with agriculture and even if they thought that education is important, the cost relating to higher education was not perceived to be affordable. Hence, a majority of the tribal parents reported that they would like to see their children earning for the family after completion of schooling rather than continue their education for higher studies. It can be inferred that while tribal were mostly concerned with making their children literate, the non-tribal were optimistic about making their children educated.

The interview data also indicated that, most of the parents, who belonged to non-tribal communities, had high expectation from school authorities regarding facilities they wanted their child should avail in school, such as adequate library, adequate furniture and equipment, and if possible, laboratories and workshops with reasonable facilities for vocational training like computer application. Provision for the girl child, they opined, to learn different types of co-curricular activities such as tailoring, and painting, besides education, would go a long way in making them self-sufficient in future. The tribal parents, in comparison, were happy with the school facilities; they didn't have the vision of an ideal school for their children.

There are several social prejudices, social customs and norms which constrain access of women to education in general and higher education in particular. The age old customs and

beliefs such as i) the seclusion and veiling of women and ii) world of woman as separate from men iii) women eventually getting married and futility of investment on their education, are significant factors in the attitude of parents, especially uneducated parents, towards the education of women. The disparate levels of socio-economic development and social stratification adversely affect the position of women. Spurious development leads to poverty and the poverty and illiteracy maps usually coincide. Poverty affects the female education, as the first thing that is dropped is the investment on females. The objectives of boys and girls education differ in society. Though education of male is looked upon as an investment for the future source of income for the family, the education of female is more an obligation and is the obligation first to be ignored in case of crisis. However, in this study, evidence was not found regarding any constraints for the girl child in attending school. Irrespective of whether the child is a boy or a girl, parents wanted their children to attend schools regularly.

4.1.5 Concluding Remarks

There has been rapid expansion of education system in terms of enrolment, number of institutions, growth rate, etc since independence. The system has undergone a unique transformation from elitist to an egalitarian one (Powar, 1997). Therefore, all sections of the population have gained as a result of the enlargement of the system. However, the disparities between the disadvantaged groups (Gandhe, 1999) viz. minorities and non-disadvantaged groups have continued. Therefore, there is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. It is with this in view that the Indian constitution provides an ideal of 'Equality of opportunities'.

Efforts have been made to ensure greater access to the disadvantaged groups by making provisions for free ships, scholarships and reservation (Powar, 1997). Education Commission (Kothari Commission 1964-65), also observed and states, "One of the important social objectives of education is to equalize opportunities enabling the backward and under-privileged classes and individuals to use education as a level for the improvement of their conditions. Every society that values social justice and is anxious to improve the lot of talent must ensure equality of opportunity to all sections of society."

For improving the standard of education the state has made about 25 percent reservation in government jobs. This may motivate women and their parents to enroll them in higher education. For the minorities, particularly for Muslims, the state has instituted Urdu Scholarships for the students who study Urdu at UG and PG level. The disadvantaged groups have less literacy and schooling and so there are not many who can access higher education. The universalization of elementary education may increase enrolment in higher education in future.

CHAPTER-V

CONCLUSION AND FUTURE IMPLICATIONS

No doubt there is a change found in the literacy level as well as the perception regarding schooling and education since independence but there are some obstacles in getting such facilities by the minority communities which affects their literacy level. In this chapter, summary of the findings of the study and recommendations are presented.

5.1 Summary of the Results

5.1.1 Overall favorableness of parental attitude

Overall, the attitude of the respondents was found to be moderately favorable towards schooling and education of their children. The study throws light on the fact that growing awareness regarding literacy and education; persistent campaigns through mass media around the country and attempts at mainstreaming have significantly affected all sections of the society, including the tribal population. The value attached to schooling and education of children has substantially improved compared to earlier times when lack of literacy and negative attitude towards education were the main barriers for sending children to school in a tribal community. Previously education was considered as wastage of time and money since its outcome was perceived to be uncertain and unimportant. Presently, the importance and the outcomes of education are highly appreciated by people through persistent efforts at compulsory education and increased awareness through information and technology revolution.

The finding of moderately favorable attitude of the parents refutes the earlier findings that parental attitude and involvement is generally negative or low in minority and low socio-economic status families (Dornbusch & Ritter 1988). Socio-economic status characteristics of households, in particular parental income, wealth, education and occupation, have long been known to be major determinants of educational enrolment and achievement in both developing and developed countries (Evangelista de Carvalho Filho, 2008; Mingat, 2007; Shavit and Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966). Bogunović Blanka and Polovina 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 attitudes regarding education and attainment of their children.

5.1.2 Comparison of tribal and non tribal respondents

The results also indicated that there was no significant difference between tribal and non tribal parents so far as mean attitude score is concerned. The possible cause of similarity in attitude favorableness among tribal and non tribal groups may be the uniform local facilities for daily living such as housing, provision for schooling and so on in the village from which the data was collected. Distance and accessibility to urban area being the same for all villagers, it might have resulted in similar level of awareness and perception regarding schooling and education. This reflects the fact that it is not the community per se, but the living conditions affecting the community that shapes the perceptions and attitude of the people.

5.1.3 Gender difference

Results showed that the mothers were in as favor of schooling and education of their children as the fathers did. Previously, females were confined to the four walls of the house and were not aware of the value of education. In the present study, the result showed that the gender difference in the attitude was non-significant. At present, the females enjoy almost equal status as male in terms of income and decision-making in households of such community. As a result, mothers were found to be at par with the fathers so far as the intensity of the attitude towards child's education was concerned.

According to Srivastava (2003), the growth of higher education of women in the post-independent India has been very gradual. Policy planners and educationists have realized that without promoting education of this important section of humanity, growth and development of the society cannot take place. Further, it has been realized that social change can take place only if both men and women are educated.

In the present study, positive attitude was expressed for children's education even if a girl child was concerned. This finding is a positive sign so far as mass awareness is concerned since girl child were not normally sent to school as compared to boys. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits and Gündüz-Hogör, 2006).

5.1.4 Higher education planning

Even though it was found that no significant difference exists between tribal and non tribal parent's attitude towards children's schooling and education, the difference was remarkable in their planning with regard to providing higher education for their children. Compared to the tribal people (40%), the non-tribal parents (90%) were more optimistic in providing their children the scope for higher studies. They were of the opinion that higher studies would enable their children to have better income and that schooling is not sufficient. In this study, the non-tribal households were slightly better off than those of tribal respondents in terms of income, labour market position and living conditions, since they were migrants from Bihar and other neighboring states of Odisha and many of them were engaged in small business and contractual jobs. The tribal parents were mostly associated with agriculture and even if they thought that education is important, the cost relating to higher education was not perceived to be affordable. Hence, a majority of the tribal parents reported that they would like to see their children earning for the family after completion of schooling rather than continue their education for higher studies. Results support the finding that farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times (Bhalotra and Heady 2003; Basu, Das and Dutta, 2003).

When schools develop programs of partnership that include practices for different types of parental involvement, families respond favorably and positively. Parents' attitudes toward school are positively influenced by schools' different programs. This suggests that, if the comprehensive programs are encouraged in the schools and the parents' involvement and their opinions regarding decision making is encouraged, then more parents are effectively involved in their children's education in various ways. Most of the parents know very little about school course offerings, the consequences of special school programs for student advancement or remediation, and requirements for promotion, graduation, or post-secondary education and are, therefore, less equipped to be effectively involved in their children's learning. This is especially true for parents who have less formal education (Mavis G. Sanders, Joyce L. Epstein and Lori Connors-Tadros, 1999). 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).

In the present study, parents were also of the opinion that schools should be providing vocational education in terms of tailoring, computer applications etc. so as to facilitate self sufficiency of the students in future. If there are good quality schools at a reasonable distance from the home, the chances that children are in school increase substantially (Huisman and Smits, 2009; Buchmann and Hannum, 2001; Vasconcellos, 1997) There was evidence that parental attitude regarding education was adversely affected by lack of school's initiative in these areas. This has implications for policy decisions in the designing of school curriculum as well as increasing parental involvement in child's education.

5.2 Future Implications

The overall favourable attitude, found in the study, among the parents in the rural community towards their children's education is indicative of the success of Government endeavours towards Universal education. And this was evidenced across tribal and non-tribal population. Mass media and information technology revolution has helped in shaping the attitude of people across culture and socio-economic status of families. Encouraging girl child to attend school is again another positive sign. However, more improvement can be witnessed if schools could be successful in generating parental involvement as well as work upon their feedback on running applied courses and vocational training for students.

Better employment opportunities and income generation plans would go a long way in improving the financial status of the rural poor and thereby enhancing their favourable attitude and interest in planning higher studies of their children.

Future studies could compare a larger sample in both urban and rural areas to shed more light on the issue. The limitation of the present study by being confined to a single semi-urban area might have camouflaged the real state of affairs. Inclusion of other sections, i.e. students themselves and elderly can make the results more generalisable.

5.3 Limitations of the Study

The major limitations of the study on parental attitude towards education are that the quality of the estimates might have affected the reliability of the data. The errors arising out of lack of co-operation of the respondents, understanding of the language, exaggeration or evasion of information etc. might have affected the result. Social desirability factor might have played a role in reporting of favourable attitude among parents. There may be wide differences between education levels of the different sub groups within the rural households because of multi religious population .This has not been taken care of. Mostly the respondents did not readily give the exact information without any assistance and this had caused a problem in the research work. Moreover, the scarcity of time and resources prevented the wider coverage of locality and sample, and the results, therefore, are not highly generalisable.

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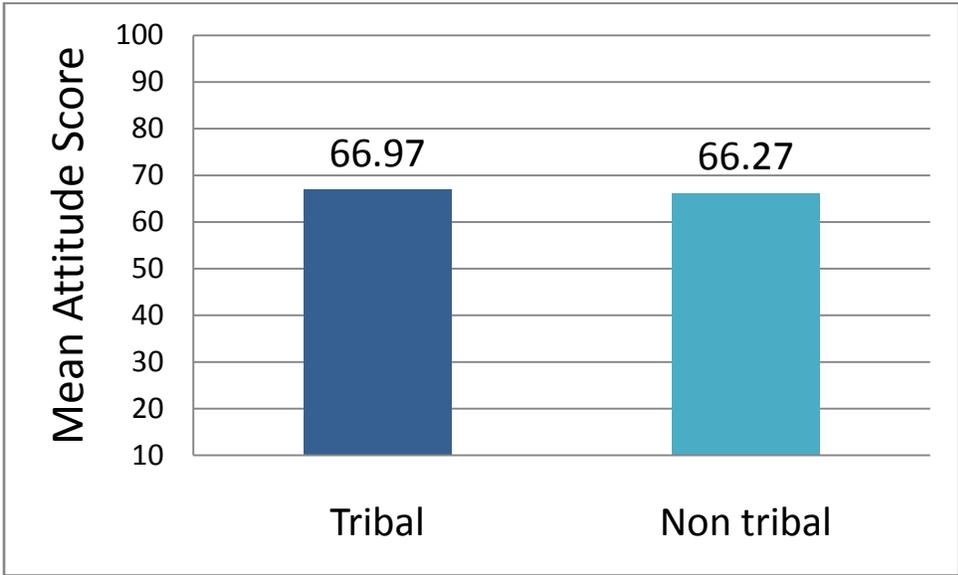
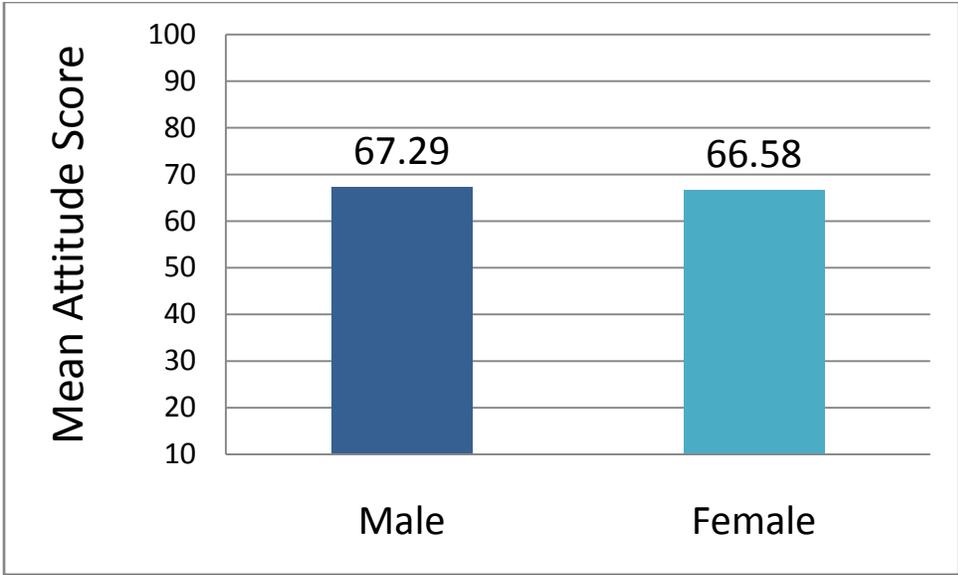
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INSTRUCTIONS

Some statements are written below. Some people may agree or disagree with the idea (thought) of every statement. Read every statement carefully and see that you agree or disagree with it. For convenience four answers are given besides every statement (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. Encircle the serial number of the answer which is most suitable in your opinion. There is no right or wrong in the statement. Read each statement carefully and answer according to your opinion. Answering of each statement is necessary.

Sl. No.	STATEMENTS	ANSWERS			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1)	A good education will help my child to get ahead in life.	4	3	2	1
2)	Education/schooling is not an indispensable part of life.	4	3	2	1
3)	Education will help my child for his all round development.	4	3	2	1
4)	Education is an obstacle in the path of income in near future.	4	3	2	1
5)	Better educational qualification will help in getting better jobs.	4	3	2	1
6)	It does not matter whether a child starts going to school early or late in life.	4	3	2	1
7)	My child learns important life skills at school.	4	3	2	1
8)	Parents should encourage their children to study well.	4	3	2	1
9)	Whatever is taught in school can easily be carried out at home.	4	3	2	1
10)	I am interested to send my child to school every day and discourage absence even for a day.	4	3	2	1
11)	Learning programmes in school will not teach my child the practical skills to solve real life problems.	4	3	2	1
12)	Schooling will make my child less productive in the sense he/she will be relevant to adopt family occupation.	4	3	2	1
13)	Education will help my child for future opportunities and challenges in life.	4	3	2	1

14) Most of the things my child learns at school are not relevant to real life.	4	3	2	1
15) It gives me satisfaction that my child is able to avail the benefit of schooling.	4	3	2	1
16) Schooling takes away valuable time from my child's life which could have otherwise been spent in earning/jobs.	4	3	2	1
17) My child likes to attend his school regularly.	4	3	2	1
18) It is very rarely that I talk to my child about his problems at school or studies.	4	3	2	1
19) It is very rare that I detain my child from school for any household work or problem.	4	3	2	1
20) I will not face any real problem in future if I did not send my child to school.	4	3	2	1
21) How my child performs in class is important to me.	4	3	2	1
22) When my child grows up to be an adult, it hardly matters if he attended school or not.	4	3	2	1
23) Schooling makes my child lazy and unresponsive to family problems.	4	3	2	1