



PARENTS PERCEPTION ON SCHOOL EDUCATION - A STUDY IN VISAKHAPATNAM DISTRICT OF ANDHRA PRADESH

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Abstract

The main objective of this paper is to assess the parents perception about Amma Vodi and Nadu-Nedu programmes for quality of school education in Andhra Pradesh. Even today, many poor parents admit their wards to the government schools as they do not have any other option. They want this to change and the government has enabled mothers to support the education of their children financially. There is a wider gap between teacher – pupil ratio at the various stages of school education. There is also discrimination in providing basic facilities in Tribal and Non-Tribal areas. More number of the respondent students belonging to females accounted for 161 (53.67%) and males 139 (46.33%) in the study area. that a large number of students discontinue schooling at secondary level in both the sample mandals. About 96 per cent of them considered Amravodi scheme is very helpful in preventing dropouts and the amount received under this scheme was being used for betterment of their children. About 97 per cent of parents were aware about the implementation of Nadu-Nedu programme. The perception of parents about the implementation of English language in schools reveal that more than 90 per cent of parents had given positive response in all the five aspects. There is need to provide English and computer labs to the schools in rural areas.

Keywords : Parents, School, Students, Amravodi, Nadu Nedu, Education,

Introduction

India is the second largest populous country and has the largest young population in the world. Since, post independence in India, there is rapid growth of education, both public and private education. The country has more than 1.4 million schools with over 227 million students enrolled. However, there is still a lot of potential for further development in the education system. The central government of India appointed various education committees for have formulated educational policies.

The government aims to make sure that the reforms are to provide English medium and quality education to poor students, make rest of the country look towards Andhra Pradesh by bringing back the glory of government schools. Even today, many poor parents admit their wards to the government schools as they do not have any other option. They want this to change and the government has enabled mothers to support the education of their children financially. Not just poor students, these reforms are introduced with the aim of making all parents, including government and private employees, admit their wards to government

schools if they want quality education. The government aimed to increase the literacy rate to 100 per cent and Gross Enrolment Ratio (GER) in higher education to 70 per cent. "The government has spent over Rs.53,000 crore on education in the State in the past three years and it has been the government's priority. In addition to the government's efforts to provide free education, teachers are most critical for giving quality education that shapes the lives of students (The Hindu, 2022)

There were various programmes implementing on school education by the Government of Andhra Pradesh. the programmes like Ammavodi, Mana Badi Nadu Nedu, Jagananna Vidya Deevena, Jagananna Vidya Kanuka and Jagananna Vasathi Deevena. The schools and children in rural areas particularly in Tribal and Non-Tribal areas have different standards. The student's standards also are dependent of their parent's occupation, social status, level of education, income, standard of living, status of employment, (Tribal and Non-Tribal), and other specific socio-economic characteristics. The Indian economy over the years has shown a strange trajectory of high economic growth with inadequate or poor infrastructure facilities at the school education. There is a wider gap between teacher – pupil ratio at the various stages of school education. There is also discrimination in providing basic facilities in Tribal and Non-Tribal areas.

The studies have identified different problems faced by schools as well as children due to lack of infrastructure facilities, deciduous implementation of government policies and programmes pertaining to schools particularly in rural areas, lack of awareness, non- availability of basic amenities, health issues, lack of hygienic facilities, local leaders do not pay much attention towards the development of schools, lack of proper teaching staff. The studies are Geeta Gandhi Kingdon (2007); Zakir Husain (2010); Colin Bangay (2016); Subroto Dey (2019); Subba Reddy P.V (2020); Naveen Choudhary (2021) and Subba Rao G.V.R (2022).

Objectives

The Specific Objectives of the Paper are

- To analyse the socio-economic features of Tribal and Non-Tribal schools in Visakhapatnam.
- To assess parents perception about Nadu-Nedu and Ammavodi schemes among Tribal and Non-Tribal schools in the study area.
- To ascertain the parent's acceptance to the change in medium of instructions in the tribal and non tribal schools;

Methodology

The study chose two sample mandals in Visakhapatnam district 'viz' Payakaraopeta and Araku Valley, the former represents Non-Tribal mandal and the later one Tribal mandal. The study proposes to analyse the differential impact and to identify the factors responsible for success vis-à-vis failure of providing quality education in two sample areas in Visakhapatnam district. For in-depth research, the study selected Payakaraopeta and Araku Valley mandals. In Payakaraopeta mandal four villages were selected taking one school from each of these selected village and from Araku Valley mandal five villages were taken where one school from each of the selected village was taken for intensive study. From each school 30 per cent of school children were covered under the study. A sample of 150 students were selected from each of the sample mandals. All the students were classified into primary and upper primary so that the sample covered from these classes are uniform. The study collected data from a total of 300 sample students and their parents from all the schools and from each of the two sample mandals in Visakhapatnam district. The reference date is 31st march 2022 and all the information relates to the financial year 2021-2022.

Findings of the Study

The important aspects covered in the schedule and interviews were knowledge about schools, medium of instruction, importance of English language, infrastructure facilities provided in the school under Nadu-Nedu (then and now), and parents perception relating to Ammavodi, etc., were discussed here.

Gender - wise Distribution of Students

Information was collected from the respondent students, gender- wise, in the study area and these

details are presented in table 1. Regarding the gender of the respondent students, majority of them were female in both the sample mandals. Between the two samples, female respondent students was more at 83(55.33%) in Payakaraopeta compared with Araku valley 78 (52%). This means that the male respondent

students are lower 67 (44.67%) in case of Payakaraopeta when compared to Araku Valley (48%). Of the total, more number of the respondent students belonging to females accounted for 161 (53.67%) and males 139 (46.33%) in the study area.

Table 1
Gender- wise Distribution of Respondent Students

Gender	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Boy	72	48.00	67	44.67	139	46.33
Girl	78	52.00	83	55.33	161	53.67
Total	150	100.00	150	100.00	300	100.00

Source: Field Survey

Class- wise Distribution of Students

Table 2 gives the data on distribution of respondent students by class in the study area. In Payakaraopeta mandal, half of the sample respondent students studying upper primary 75(50%) next in order to secondary level education 42 (28%) and primary level 33 (22%) while those corresponding figures in Araku Valley were 79 (52.67%), 0 (0.0%) and 71 (47.33%) respectively. Overall a higher number of respondent students were studying upper primary 154 (51.33%) followed by primary level 104 (34.67%) and 42 (14%) are studying secondary level

education in the study area. This indicates that a large number of students discontinue schooling at secondary level in both the sample mandals. However it's startling to know that in the sample mandal Araku Valley not even a single student continued education at secondary level. One reason ascertained in the interviews was there are no secondary level schools within reach in this mandal and as majority of the students were girls, parents were not interested in sending them to a distance for education, which they feel is of not much importance in a girl's life

Table 2
Class-wise Distribution of Respondent Students

Class	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Primary	71	47.33	33	22.00	104	34.67
Upper Primary	79	52.67	75	50.00	154	51.33
Secondary	0	0.00	42	28.00	42	14.00
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

Age of the Respondent Students

Table 3 shows the distribution of age of respondent students in both the sample mandals in the study area. Across the two sample mandals, the number of respondent students were increasing along with age and reaches its highest (25.33%) at the age 13 years in Araku valley mandal while it reaches the highest (20.67%) at the age of 12 in Payakaraopeta mandal. Another observation from the table is the age distribution of students in both

the sample mandals. In the Payakaraopeta mandal, one can observe a smooth distribution of students by age, in the Araku Valley mandal it's not so. Across the study area, majority of the respondent students belongs to the age group of twelve years 64(21.33%) followed by thirteen years 55 (18.33%), ten years 42 (14%), nine years 41 (13.67%), eleven years 40 (13.33%), fourteen years 27 (9%), below eight years 24 (8%) and fifteen years 7 (2.33%) in the study area.

Table 3
Age of the Respondent Students

Age in Years	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Below 8	16	10.67	8	5.33	24	8.00
9	29	19.33	12	8.00	41	13.67
10	20	13.33	22	14.67	42	14.00
11	14	9.33	26	17.33	40	13.33
12	33	22.00	31	20.67	64	21.33
13	38	25.33	17	11.33	55	18.33
14	0	0.00	27	18.00	27	9.00
15	0	0.00	7	4.67	7	2.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

Parents Perception of Ammavodi Scheme

Table 4 provides the data on perception of parents about Ammavodi scheme in the two sample mandals. This aspects consists of six items like awareness of the scheme, getting the money under the scheme, how it's being credited, children's uniform etc, if this scheme helps in reducing school drop outs, and if this amount is being used for the student/child's betterment. Cent per cent

of the parents expressed their satisfaction about four of the six aspects, such as awareness of Ammavodi scheme, benefiting under this scheme, amount credited directly to their accounts and their children receiving uniform, books, shoes and bags at a free of cost in both the samples. About 96 per cent of them considered this scheme is very helpful in preventing dropouts and the amount received under this scheme was being used for betterment of their children.

Table 4
Parents Opinion about Ammavodi Scheme on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Do you know Ammavodi Scheme	150	100.00	150	100.00	300	100.00
If yes, are you Getting money under Ammavodi Scheme	150	100.00	150	100.00	300	100.00
Is the amount directly credited to your account?	150	100.00	150	100.00	300	100.00
Child is getting uniform, books, shoes and bag for free of cost at school	150	100.00	150	100.00	300	100.00
Is the scheme helpful to prevent child dropout?	145	96.67	142	94.67	287	95.67
Do you use the amount for betterment of the child?	147	98.00	140	93.33	287	95.67

Source: As ex ante

Parent's Opinion about Nadu-Nedu programme

Table 5 gives the data on parent's perception about Nadu-Nedu programme in sample mandals. This aspect consists of eight items. There were no

vide variations about the implementation of Nadu-Nedu programme in the two sample mandals. Overall, about 97 per cent of parents were aware about the implementation of Nadu-Nedu

programme, their perception regarding school building appears a modern look (95%), provided modern furniture (90%), clean and modern toilet facilities (84%), clean and protected drinking water facility (75%), greenery and clean environment (75%), constructing compound wall (73%) and only

8 per cent of them expressed their satisfaction relating to modern English and computer labs. There is a need to establish computer labs for children in public schools in rural areas.

Table 5
Parent Opinion about Nadu-Nedu programme on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Do you know about Nadu-Nedu programme?	142	94.67	148	98.67	290	96.67
If yes, have you aware about the following changes?						
School building appears a modern look	140	93.33	145	96.67	285	95.00
Constructed compound wall	105	70.00	113	75.33	218	72.67
Clean and modern toilet facilities	122	81.33	129	86.00	251	83.67
Provide clean and protected drinking water facility	117	78.00	109	72.67	226	75.33
Provided modern English and Computer labs	10	6.67	15	10.00	25	8.33
Provided modern furniture (Tables, Benches, Blackboard)	131	87.33	138	92.00	269	89.67
Greenery and clean environment	110	73.33	116	77.33	226	75.33

Source: As ex ante

Parent's Opinion about English Language

Table 6 presents the data on perception of parents about the introduction of English language in schools. About 97 per cent in Araku valley and 100 per cent in Payakaraopeta parents were aware about the introduction of English language (as a medium of instruction) in schools and they also agree to adopt the same medium in the schools. As many as 140 (93.33%) and 145 (96.67%) of the parents respectively in Araku valley and Payakaraopeta positively reacted on the language said it lead to more respect for their children in the

society while 90 per cent and 94.67 per cent respectively of them reported that it helps improve children personality development / knowledge. The language also helps them survive in the competitive world, this opinion was accounted for 94 per cent in Araku valley and 98.67 per cent in Payakaraopeta. The analysis on the perception of parents about the implementation of English language in schools reveal that more than 90 per cent of parents had given positive response in all the five aspects 'viz' awareness and agree to adopt English medium, highest respect in the society, improve personality development / knowledge and the language also helps them to survive in the competitive world.

Table 6
Parent Opinion about English Language on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Do you think that English language to be taught in school	146	97.33	150	100.00	296	98.67
Are you welcome to introduce English medium in public schools?	146	97.33	150	100.00	296	98.67
English language will give more respect to your Child	140	93.33	145	96.67	285	95.00
It will improve Child's personality / knowledge	135	90.00	142	94.67	277	92.33
It will give more understanding about things	132	88.00	147	98.00	279	93.00
Do you think, it helps to survive in this competitive world to get proper livelihood means	141	94.00	148	98.67	289	96.33

Source: As ex ante

Conclusion

To sum up, in the study area, girl students outweigh boy students by 53.67% to 46.33%, more than fifty per cent of the students are in upper primary, 3/4th of the students responded with the preference for government schools. According to the parents' perception, Ammavodi scheme was one of the best which will help in reducing dropout rate among the students and they also knew the infrastructure facilities available in the schools in the study area. More than 90 per cent of parents supported the introduction of English as a medium of instruction. Almost all the parents had encouraged girl child education and above 90 per cent of them reported the timings and regularity of the teachers but their participation in parent teacher meeting was lower in the study area. The study suggests that there is need to provide sufficient English and Computer labs in schools. Medium of instruction is not as a serious concern here the teachers role is important to laid strong foundation at the primary level in order to improve the standards of the students who are studying in Government schools in rural areas particularly interior tribal areas.

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