



Attitude towards education of male & female children of educated and uneducated parents.

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Abstract

Parents are the decision makers regarding their children's education; parental attitude and motivation in favor of education for their children's often act as a driving force which can overcome economic and other constraints. They are the most important part in their children's life. They are the motivator, support in child's life. The perspective of parents towards their children differs severely when they are educated or uneducated as it affects their children's overall development. Parent's attitude towards their own life and their level of success in education can influence attitude of their children towards their own life, personality, attitude, optimism, career orientation, emotional stability, family support. So, it was of interest to study children's perspective and state of mind of educated and uneducated parents. Tools used for the study was attitude towards education (Self structured Questionnaire) by Prof. A.V.S.Madnawat & Dr.Hema Kumari Mehar. The study revealed that there will be a significant difference between attitude towards education of male & female children of educated and uneducated parents.

**keywords – attitude towards education, educated parents, uneducated parents, childrens, male &female*

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Introduction

The future of the nation is in the hands of the youth and that future is determined by the training and education they receive today. The youth is the building block of our nation and their overall development should be our utmost priority. Society is also a cluster of different people, to deal with each we need knowledge of the system as well as our rights and duties which is only taught to us through different mediums of education. This helps us become a member of the society we live in and participate actively in the changes and development required in the society of every child's development. All this can lead to a better nation ahead. Youth need to be independent and earn their livelihood. So, in order to be independent, they should be knowledgeable and have sense of right and wrong. Moral education should be the base. Thus, education can be defined as the process of receiving or giving systematic instruction, especially at a school or university, it is the theory and practice of teaching, A body of knowledge acquired while being educated, Information about or training in a particular subject, an enlightening experience, the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something.

Attitude towards education is an evaluation of an attitude, ranging from extremely negative to extremely positive. Most contemporary perspectives on attitude towards education also permit that people can also be conflicted or ambivalent toward education by simultaneously holding both positive and negative attitudes toward

education. This has led to some discussion of whether individual can hold multiple attitudes toward the same object.

Attitude towards education can be as a positive or negative evaluation. Attitude may influence the attention to education, the use of categories for encoding information and the interpretation, judgment and recall of attitude-relevant information. These influences tend to be more powerful for strong attitudes towards education which are easily accessible and based an elaborate knowledge structure. Attitudes may guide attention and encoding automatically, even if the individual is pursuing unrelated goals.

Factors affecting attitude towards education

Psychological

The attitude towards education of a person is determined by psychological factors like ideas, values, beliefs, thoughts, etc. These play a complex role in determining a person's attitude towards education.

Family

Family exhibits a significant role in the initial stage of attitude towards education. Initially, a person develops certain attitudes from his parents, brothers, sister, siblings and elders in the family. There is a high degree of relationship between parent and children in attitudes found in them.

Society

Society also plays an important role in formatting the attitude towards of an individual. The culture, the tradition, the language, etc., influence a person's attitudes towards education. Society, tradition, and the culture teach individuals what is and what is not acceptable.

Economic

A person's attitude towards education also depends on issues such as economic condition of his/her family's salary, status, work as such, etc.

Review of literature

Gorman (1998) conducted a study to investigate the impact of social class on parents, attitude towards their children's education. The results suggest that attitude of parents towards higher education have the potential to influence their children's attitude towards education.

Yang & Shin (2008) utilized semi-structured in-depth interviews with 34 participants to explore the potential influence of parental attitudes towards education on their children's daily life and their development in Korea. The findings suggest that the desire of the parents for the educational success of their children is profound and it has a huge impact on their actual behavior towards their children.

Biglin & Wilson (1972) conducted research investigation in American context to investigate parental attitudes towards specific aspects of the school program including the teachers, the curriculum, school policies, the control of schools, and rankings of the various types of educational systems on the reservations. Testing the significance of the differences in attitudes of parents as a function of race, educational level, and social class membership was also a major aim of the study. A 97-item attitude instrument was used to collect responses from 520 parents stratified on the basis of race, with 13% of the sample being non-Indian and 87% Indian. The result indicated that majority of the parents evidenced tremendous support for public education on the reservation and believes that it is the key to a better life for their children. It was also revealed in the study that there are many

significant differences among the parents in their attitudes towards school as a function of race, educational level, and social class membership.

Recently a research study was conducted by Puhan & Malla (2012) in Indian context to study the attitude of tribal parents to the education of their daughters by sampling tribal people from Keonjhar district of Odisha. They posed the research questions: (a) How do tribal parents define the significance of girls' education in Keonjhar district? (b) What type of role they wish to contribute for their daughters' education? (c) What type of role they are now contributing for their daughters' education? (d) What could be possible measures to enhance tribal parents' role for their daughters' education? A total number of 300 tribal parents and 50 literacy workers constituted the sample for the study. Data were collected through descriptive survey method with the help of questionnaires, interview schedule and focus group discussions. The study revealed that majority of parents have favourable attitude toward the education of their daughter. The result of the study showed that 70% of the tribal parents realize that they are counted as backward session of the society due to lack of proper education. Almost half of the respondents held that education will help tribal women in giving proper care to their children and also contribute to the economic development of the family.

The results of the study conducted by Sinha (2005) shows that 97 % of the tribal girls and their parents do not have favourable attitude towards the education of girls. The descriptive study was conducted by interviewing a random sample of tribal girls between the age 11 -14 years, their parents and teachers from various tribal villages of Orissa. The study revealed that lack of family support and prevailing negative attitude of parents towards the education of girls are the major constraints of education of girls in the tribal society.

Operational definition : Attitude towards Education

Attitude is defined as a constant way of thinking, sensing or feeling about someone or something. Attitude towards education means constant thinking towards knowledge you are gaining regarding education.

Objectives :

1. To study attitude towards education of children of educated and uneducated parents.
2. To study attitude towards education of male and female children

Hypothesis

1. There will be a significant difference between attitude of children of educated and uneducated parents.
2. There will be a significant difference between attitude of male and female children.
3. There will be significant main and interactive effects of parents' education (educated and uneducated) and sex (male and female) on attitude.

Sample :

A purposive sample of 400 male and female students was selected. It comprises 100 male children of educated parents, 100 male children of uneducated parents, 100 female children of educated parents and 100 female children of uneducated parents. Their age range of 10-16 years. The Sample is collected from Maharaja's college and Maharani's college of Jaipur City.

Word "Uneducated" defined as having or showing a poor level of education, not having been educated to a good standard, lacking in education or the knowledge gained from books. Word "Education" defined as the process of receiving or giving systematic instruction, especially at a school or university.

Tools used in the study : Attitude Towards Education Scale (Madnawat , A. V. S. and Mehar, H.) Attitude towards education scale was measured using a survey schedule developed by the researcher to be relevant in the present study. The 22 statements relating to individual attitude towards education were framed in the present interview schedule. 10 Positively worded and 12 negatively worded. The response to each statement is to be given by putting a tick mark in the cell of Strongly Agree or of Strongly Disagree. Scoring key provided and for each mark visible through the scoring key for correct/desired response give one (01) score. Among present respondents, the attitude towards education scale was internally consistence ($\alpha = .79$). The score range is from 0-20, with lower scores indicating lower level of attitude towards education and higher scores indicating higher level of attitude towards education.

Independent Variables

1. Sex of Children
2. Education Status of Parents

Dependent Variables

1. Attitude towards education

Procedure

After selecting the sample, the data was collected personally by the researcher by administering the selected tools on the sample in a group setting. Prior to administration of research instruments, heads and teachers of the colleges of concerned class were contacted and their co-operation in the task of data collection was solicited. Subjects were also taken into confidence by explaining the purpose of the study and procedure of recording the responses on response sheet. Subjects were asked to record their responses according to the procedure as laid down in the manual of the respective test. They were urged for giving objective responses without any discussion with their classmates. If any of the subjects experienced any type of problem, immediate clarification was provided to him/her. Hence, the data was collected with great care and sense of responsibility.

Research Design

A 2 X 2 factorial design was used in the present research.

		Parents Education	
		Educated	Uneducated
Students (400)	Male (200)	Attitude towards Education	
	Female (200)		

Statistical Analysis

Descriptive Statistics (Mean and Standard Deviation) of all the groups were computed through SPSS-21 software. For analysis and interpretation of the obtained data 'Analysis of Variance', Two way Anova will be used, (2x2 factorial design involving two levels of gender i.e., male and female, two levels of education status i.e., educated and uneducated) was used by the researcher. The obtained values of 'F' ratios were interpreted by comparing them with the 'F' Table values at 0.05 and 0.01 levels of significance. Further, 't' values were also computed and compared with the 't' Table values at 0.05 and 0.01 levels of significance.

RESULTS AND DISCUSSION

Table : Demography of the subjects

Residence of Subjects	
Total N	400
Particular	Percentage
Male	50
Female	50
Children whose parents are educated	50
Children whose parents are uneducated	50
Mean Age	
19.6 years	

As shown in table, overall 400 children have participated in the current study. Apart from those, half were male and other half were female. Mean age of respondents was 19.6 years. On the part of the education status of their parents, half of the respondents were those whose parents were educated and other half was those whose parents were uneducated.

Hypothesis 1:

There will be a significant difference between attitude towards education among children of educated and uneducated parents.

Table 1.1 : Comparison of means between attitude towards education among children of educated and uneducated parents.

Category	N	Mean	SD	t	p
Children of Educated Parents	100	15.23	1.91	3.05	0.01
Children of Uneducated Parents	100	17.12	2.1		

Mean value among children of educated and uneducated parents for attitude towards education is 15.23 and 17.12 respectively. SD for attitude is 1.91 and 2.1 respectively for children of educated and uneducated parents. A significant mean difference was found between children of educated and uneducated parents for attitude. t value is 3.05, that is significant at .01 level. It clearly shows that there is a significant difference between attitude towards education among children of educated and uneducated parents.

Thus, the hypothesis that there will be a significant difference between attitude towards education among children of educated and uneducated parents is accepted here.

Hypothesis 2. There will be a significant difference between attitude towards education of male and female children.

Table 2.1: Comparison of means between attitude towards education of male and female children.

Category	N	Mean	SD	t	p
Male Children	100	16.13	1.95	4.35	0.01
Female Children	100	18.72	2.11		

Mean value of male and female children for attitude is 16.13 and 18.72 respectively. SD for attitude is 1.95 and 2.11 respectively for male and female children. A significant mean difference was found between male and female children for attitude. t value is 4.35, that is significant at .01 level. It clearly shows that there is a significant difference between attitude towards education of male and female children.

Thus, the hypothesis that there will be a significant difference between attitude towards education of male and female children is accepted here.

Hypothesis 3. There will be significant main and interactive effects of parents' education (educated and uneducated) and sex (male and female) on attitude towards education.

Table 3.1: Two-way interaction (2X2) among sex (male, female) and parents' education (educated, uneducated) on attitude towards education.

Source of Variation	Sum of Square	df	Mean of Square	F	p
Main Effects	248.44	2	82.81	37.31	.01
2 Way Interaction	136.64	1	13.64	6.28	.01

Above table shows that the F ratio calculated for main effect among sex (male and female) and parents education (educated and uneducated) is 37.31, that is significantly drawn at .01 level. Two-way interaction among sex and parent's education is also significant at .01 level with F ratio of 6.28. Thus both main effect and interaction effect are significant so that sex and parents education creates a significant variance on attitude towards education.

Main Findings/Conclusion

1. The hypothesis that there will be a significant difference between attitude of children of educated and uneducated parents is accepted here.
2. The hypothesis that there will be a significant difference between attitude of male and female children is accepted here.
3. The hypothesis that there will be significant main and interactive effects of parents' education (educated and uneducated) and sex (male and female) on attitude is accepted here.

Limitations

1. Study was limited to only one city.
2. Study was also limited to the college students of a particular age group.

Suggestions

1. More cities should be added to see the differences in demographics.
2. Variety of Institutes and colleges can also be included to see the comparison.
3. Various age groups can be included to get the clear view of age on certain variables.
4. A comparison of urban and rural participants can be included to see the difference in responses on the basis of residential status of the participants.
5. Education wise break-up can also be done to see the effect of education on certain variables.

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