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Research Paper

Perception of Tribal Parents towards Schooling and Education of their Children

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Key Words - Perception, Tribal Parents, Schooling, Education etc.

Abstract

In order to the effective inclusion of tribal student in education, the parents' attitude is required. The purpose of this study was to determine the perception of parents towards schooling and education. A self-developed attitude scale as used to collect the data. The sample consisted of 190 tribal parents of Mayurbhanj and Keonjhar district of Odisha. Results provided evidence that urban and female parents have positive perception towards schooling and education for their children.

Introduction

Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child (Sharma, 2012). 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 important in the child education. Therefore, the family shapes the social integration of the child more than a formal school. Korth (1981) states that parents should be recognized as the major teacher of their children and the professional should be considered consultants to parents. Tait (1972) revealed that the parents' psychological well-being facilitated for 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. Family involvement practices at home and at school have been found to influence secondary school students' academic achievement and school attendance (Gupta, 2012)

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.

Objectives of the study

1. To study the significant difference in attitude between urban and rural tribal parents towards schooling and education of their children.
2. To study the significant difference between in attitude between male and female parents towards schooling and education of their children.

Hypotheses of the Study

1. There exist no significant difference in perception attitude between urban and rural tribal parents towards schooling and education.
2. There exist no significant difference in perception between male and female tribal parents towards schooling and education.

Methodology

In the present study descriptive survey method has been used by the investigator. The population of the study includes all the parents of Mayurbhanj district of Odisha. The sample for the study consisted of residents of Ranibhol Panchayat and Baripada block of Mayurbhanj district. This village consists of three namely Laxmiposi, Chancharangamathia, Jamudiha. The data were 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.

Tools Used

The data was collected through a questionnaire consisting of 23 statements, all pertaining to schooling and education of children. 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. By using Likert formula, the investigator gets the reliability co-efficient(r) for whole parental attitude scale is found to be 0.67 which also indicates a fairly high index of intrinsic reliability of this scale.

Analysis and interpretation

TABLE-1

Significance of difference between tribal and non-tribal parents' attitude towards schooling and education

GROUPS	N	MEAN	SD	t-value	Df	Significance
TRIBAL	103	66.97	7.12	0.2	143	0>5
NONTRIBAL	87	66.27	7.59			ns

It reveals that from the Table no-1 the mean scores of tribal and non tribal parents attitude towards education and schooling are 66.97 and 66.27 with SDs 7.12 and 7.59 respectively. The t-ratio come out from the above two groups is 0.2, which is not significant at both the level of significance. That means there is no significant difference between tribal and non tribal parents attitude towards education and schooling of their children. Thus the hypothesis-1 there exist no significant difference between tribal and non tribal parents towards education and schooling of their children is accepted.

TABLE-4.2

Significance of difference between male and female tribal parents' attitude towards schooling and education

GROUPS	N	MEAN	SD	t-value	Df	Significance
MALE	51	67.29	7.16	0.57	143	p>0.5
FEMALE	94	66.58	7.24			Ns

It reveals that from the Table no-2 the mean scores of male and non female parents attitude towards education and schooling are 67.29 and 66.58 with SDs 7.16 and 7.24 respectively. The t-ratio come out from the above two groups is 0.57, which is not significant at both the level of significance. That means there is no significant difference between male and female parents attitude towards education and schooling of their children. Thus the hypothesis-2 there exist no significant difference between male and female parents towards education and schooling of their children is accepted.

Discussion and Conclusion

There has been rapid expansion of education system in terms of enrolment, number of institutions, growth rate etc. since independence. 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 of the country. 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.

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