

A Case study on Parent's Emotion and Reaction towards Academic Excellence of their Children Village Bhuindunguri (Burla), Sambalpur (Odisha)

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Abstract

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.

Key words: Parent's Emotion, Academic Excellence, Tribal and Non-tribal.

Introduction

Free and compulsory education up to 8th standard, there is a large gap in between the right to education act and quality education in present time. As education is a process in between the parent, teacher and environment. The role of socio-economic status and that to family involvement in children's education and their access to learning is influence through parent's positive attitude rather than school attendance and academic achievement. Parents being partners for education of their children; parents should actively support and enrich the educational processes, The Warnock Report (1978). 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 influence students' academic achievement, school attendance, Dornbusch & Ritter, (1988) and 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) and Lee, (1994). Research suggests that schools can reverse the decline in parent involvement by developing comprehensive programs of partnership, Eccles Harold, (1993) and 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. 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 Dispatch in 1854, a basis for a properly coordinated system of English education was determined. On the basis of previous researches on parent's emotion and reaction towards the academic excellence of their children within country, abroad it was found that the gender wise comparison of literacy rate of male is 80 % and that of female is 20% out of total literate in the studied villages of Mayurbhanj district, it show negative impression towards the girls education, Sahu, K.K. (2014); 70% of the tribal parents realize that they are counted as backward section of the society due to lack of poor education and the 50% of the respondents believe that education will help tribal women in nurturing their children and also contribute to the economic development, which shows positive attitude of parents towards the academic excellence of their children, Puhan, R.R. and Malla, L. (2012); the female literacy rate was found the lowest (7.5%) in Malkangiri district (KBK districts) due to the lack of parent's emotion towards the girl's education, Das (2009); the children are not get quality education due to the lack of parent's interest and the non-healthy learning environment which indirectly impact on education, Debi and Mahesh, E. (2009); parents do not have favorable attitude towards the education of girls, 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, Sinha, (2005); location of schools at a long distance create hurdles for girls also make a cause of refusal for parents to send their girls to schools, also most of the parents in the tribal locality were not interested to send their girls to co-educational institutions, Pradhan (2004), Sailabala and Mahesh, (2000); the language spoken by Kandhas act as a barrier for the education of children, Rath (1993); the educational development of the

community needs to be emphasized, so that their socioeconomic condition, culture, agriculture, Biswal, G.C. (1991); positive relation between parents and socio-economic status with children academic excellence, Kapinga (2014); in western countries parent's emotion was positive and cooperative during adolescence period which helps to excel academic achievement, Garrett and Eccles (2017); characteristic of parent's involvement as well as contextual difference from one culture to other was distinct, Roy and Garcia (2018); no difference on parent's emotion between tribal and non-tribal parent's, attitude for future plans facilities higher education of their children, Samal (2012); inadequacy of schools, single teacher schools, distance from home, lack of enthusiasm among parents, teachers along with low emoluments, incentives and qualifications affect the standard of education, Dasgupta (1963); 37% of girls in between 7-14 belonging to the lowest castes or tribes do not attend school, 18% of the total girls enrolled at school, and their dropout rate is 67%, school attendance for tribal girls is 9% below that of tribal boys, Lewis and Lockheed (2007); girls are expected to get married early, parents have to save money for dowry, parents do not want to educate girls because latter have limited labor market opportunities and earning potential, Satharand Loyd (1994); literacy of girls can produce social, economic, and personal benefits like better personal and family health, lower fertility, the readiness to participate in new economic activities, and female empowerment, Caldwell (1986);

Objective

1. To examine the attitudes of parents towards schooling and education.
2. To compare attitude of parents regarding schooling and education among tribal and non-tribal.
3. To examine the difference of opinion on attitudes of parents towards schooling and education in gender.
4. To examine the future planning and aspirations of the parents on children's education.

Method, Design and Sample

Descriptive Survey method is concerned and attempts to determine the status of phenomena under investigation which through light on educational status of children in Bhundungri village of Sambalpur district (Odisha). In the present study emotion, reaction of parents, Locality and Caste (Tribal) were considered as independent variables and development of education among children was considered as a dependent variable. The sample of the present study consisted of One hundred fifty-six family selectively chosen at random from Bhuindungri village which is comes under Burla NAC. The initial draft of the questionnaire is prepared by researcher for Parents emotion towards the academic achievement of their children to collect data/information. The final draft of the questionnaire was sent to few experts for necessary modification, based on expert judgment the questionnaire was finalized. The questionnaire was developed for collection of data was nominal scale the responses collected from Parents of Bhuidungri village on different items, where score by frequency and numbers, the frequency and numbers are collected and converted into percentage. The interview schedule consisted of 3 parts and 58 items in total.

Analysis and Interpretation

Table 1
Summary of the attitudes of parents towards schooling and education of their children

Sl. N STATEMENT	TOTAL NO. OF RESPONSES(N)	TOTAL NO. OF 'Y'	TOTAL NO. OF 'NO'	% OF 'Y'	% OF 'NO'
1. Is there any school in your village?	156	100	56	64%	35%
2. Does school open regularly?	156	90	66	57%	42%
3. Children going to school?	156	80	76	51%	48%
4. Does the teacher come school in time?	156	93	63	59%	40%
5. Is any Angawadi?	156	88	68	56%	43%

Table 1 shows that 64% of parents uplifting outlooks. None the less, 35% show negative mentality towards education of their children. 57% concur with routinely opening of schools in their area, whereas 42% differ about the customary opening of the schools. 51% children are going to class, whereas 48% doesn't go to class because of the pessimistic feeling of their parents. 59% parents concur with educator come school in time whereas 40% disagree. 56% are aware of Anganwadi, whereas 43% guardians have barely any familiarity with Anganwadi.

Table 2
Summary of tribal guardian's emotion towards children

Sl. N STATEMENT	TOTAL NO. OF RESPONSE	TOTAL NO. OF 'Y'	TOTAL NO. OF 'NO'	% OF 'Y'	% OF 'NO'
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Table 2
that
66%

S(N)					
1. Is any idea about UEE?	156	104	52	66%	33%
2. Your purpose behind educating your child?	156	90	66	57%	42%
3. Do you provide tuition to your child?	156	80	76	51%	48%
4. Is there any financial problem for education?	156	92	64	58%	41%
5. Is your family income being sufficient for the education?	156	88	68	56%	43%

revealed
around
tribal

parents aware of universalization of elementary education, whereas 33% have hardly any familiarity with it. 57% tribal parents are exceptionally cognizant in regards to their kid's future, whereas 42% are oblivious about their kid's future. 51% tribal parents give private educational supports to their kids for better future; whereas 48% are oblivious and not give any educational supports because of their poor financial conditions. 58% tribal parents have monetary issue to give quality education to their kids, whereas 41% have no monetary issue. 56% family condition does not support them for better education to their children, whereas 43% adequate to give quality training to their kids.

Table 3
Summary of Non-Tribal Guardian's emotion towards Children

In
3

Sl. N STATEMENT	TOTAL NO. OF RESPONSES(N)	TOTAL NO. OF 'Y'	TOTAL NO. OF 'NO'	% OF 'Y'	% OF 'NO'
1. Does today schooling system benefit your child?	156	83	73	53%	46%
2. Which one is best job/business according to you?	156	79	77	50%	49%
3. Future planning of your child?	156	81	75	51%	48%
4. Is today higher education more expensive?	156	84	72	53%	46%
5. Is any modification need today education system?	156	88	68	56%	43%

above
Table
non
tribal

parent's emotion towards his/her children shows around 53% accepted that today school system is more useful for their kids and around 46% are can't help contradicting today school system benefits. Half of non-tribal parents are picking job for their kids and 49% are picking business for their children. 51% non-tribal parents know about their children's need and tentative arrangement, whereas 48% are unbiased about their future plan. 53% non-tribal parents accept that today advanced education was more costly, whereas 46% get advanced education for their kids. 56% non-tribal parents accepted that there is no need of alteration of today's schooling system, whereas 43% are saying some adjustment was required in today school system.

Table 4
Summary of gender difference in attitude of parents towards education

In

S.N STATEMENT	N	TOTAL 'Y'	TOTAL 'NO'	% OF 'Y'	% OF 'NO'
1. Educated girls in your family?	156	101	55	64%	35%
2. Is you motivating your girls' children for education?	156	105	51	67%	32%
3. Can girl's education today's need?	156	99	57	63%	36%
4. Your view towards girl's education?	156	98	58	62%	37%
5. Is any barrier present in your village for girl's education?	156	89	67	57%	42%

above Table 4 Gender distinction of guardians towards schooling shows around 64% guardians have educated girls in home, whereas 35% have unskilled girl child. 67% guardians are inspired their girl child for their schooling yet 32% guardians not persuaded towards education. 63% of guardians accepted that girl's schooling was today's need, whereas 36% parents not accepted it. 62% guardians know about their girl's future, whereas 37% of guardians are uninformed. 57% of guardians accepted those today societies go about as a hindrance for girl's education, whereas 42% guardians are not accepted.

Table 5
Summary of general educational planning of parents for children

S.N STATEMENT	N	TOTAL 'Y'	TOTAL 'NO'	% OF 'Y'	% OF 'NO'
1. Future planning of your children?	156	100	56	64%	35%
2. Number of 10 th pass	156	81	75	51%	48%
3. Number of +2 pass	156	84	72	53%	46%
4. Number of Graduate	156	88	68	56%	43%
5. Higher education in any other?	156	79	77	50%	49%

Table 5 shows that 64% guardians have positive instructive anticipating their youngsters here as 35% guardians have negative preparation towards their kid's future. 51% guardians have tenth pass qualified children, where as 48% guardians have beneath tenth pas. 53% of guardians have +2 pass children whereas 46% guardians have underneath qualified children. 56% guardians have their graduates, whereas 43% guardians have graduates at their family. 50% of guardians have plan for advanced education of their children, whereas 49% guardians not intrigued towards their kids advanced education.

Table 6
Summary of sex wise distribution above the age five years in relation to the class in which they continue their education

SI NO	CLASS	NO	BOYS%	NO	GIRLS%
1	I	23	14%	17	10%
2	II	12	7.6%	20	12%
3	III	21	13%	09	5.7%
4	IV	08	5.1%	06	3.8%
5	V	07	4.4%	07	4.4%
6	VI	03	1.9%	12	7.6%
7	VII	06	3.8%	05	5.1%

Table 7
Summary of causes for what the children of five to fourteen year of age do not go to school

SI NO	Causes	No of Child	Percentage
1	To help in household work	57	36
2	To train them self in household work	13	8.3
3	No interest in study	10	6.4
4	Financial Problem	34	21
5	Health Problem	02	1.2
TOTAL		116	72.9

Major Findings

- ✓ Most of the parents have positive emotion towards the education of their children.
- ✓ Tribal parents are more aware towards their children education in compare to non-tribal parents.
- ✓ Among the tribal community most were of Tanti and SC. Category.
- ✓ Most of the tribal family was five members and less gender biasness in education.
- ✓ Despite of illiteracy most of the parents are more conscious towards their education.
- ✓ Most of child left their education at class IV (Non-formal centers were not available in his area).

- ✓ Most of parents were unaware of the availability of Managing committee for the school.
- ✓ Most of the non schools going children of five to fourteen years of age were compiled to stop education due to financial problems.
- ✓ Children were having problems due to unhygienic environment.
- ✓ Family problems create negative impact on education of tribal and non- tribal children.

Conclusion

Preparing an exceptional impact to alter the lifestyle and direct of familial people which are socially and monetarily denied in our overall population. Through education they made in both socially and financially stand in their own feet. Consequently, the issues which are dominantly associated with their informative improvement are raise by the huger place of preparing and make a couple of critical systems and plans to encourage them educationally so a strong and exquisite society can be made. Student will know the value and meaning of education and through which their own, social, monetary improvement can be possible. Education also empowers their mind for which good thought and considerations arise to them so they can all set with right decision in their life. Parents also play an exceptional work in the preparation of their children. Exactly when parents careful about preparing they will engage, spike and support their child towards so the youth can cause interest towards tutoring and never to feel unmotivated in their life. Primarily teachers are not fascinated to go in that school which is organized at genealogical locale. Through this study they furthermore make interest on familial people and make a couple of techniques to show the man easier way. All experts of education moreover understand the issues associated with genealogical preparation and track down a decent essential way to improvise their tutoring. Society similarly plays a critical task to make an exquisite country which is only possible through genuine guidance. Exactly when the genealogical society careful about the importance about preparing they convince they out of their overall population towards tutoring and when the tribal society made in the enlightening field then the headway of the nation is possible. Government similarly makes some critical course of action, systems and huge arrangement to chip away at the educating tribal people. As such globally, the tribal education is gotten to a higher level.

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