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RESEARCH ARTICLE

PARENTS AND GRANDPARENTS PERCEPTION ABOUT ELEMENTARY SCHOOL EDUCATION IN LADAKH (LEH BLOCK)

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ABSTRACT

The present study the perception of parents and Grandparents about schooling of young children in the following areas: Physical infrastructure, Administrative set up, Teaching material, and teaching method were assessed. Analysis of the perception will indicate the generation gap if any between. The study was conducted in leh block with a sample size consisting of 100 parents and 100 grandparents. Random sample technique was used to select the sample. Interview schedule was used to elicit information from the respondents. The results of the study reveals that majority of parents were (literate minimum matriculate) they think that there is a still need to upgrade the education system of children at elementary level. While on the other hand majority of grandparents were illiterate and minimum percent of them attended school during there childhood, they were less aware about the importance of school infrastructure, administrative setup, curricular activities, teaching aid and teaching method and school curriculum in child's life. All these leads to inability in finding any loopholes in the education system of there grandchildren and feel satisfied with that. However the differences were found in there perception about the schooling of young children which may be due to generation gap.

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INTRODUCTION

Education is universally acknowledged as one of the key inputs contributing to progress of national development. For development of human resources, investment in education sector is essential in order to empower people with appropriate knowledge, skills, values and attitudes to enhance their quality of life, improve their productivity and to enable them to participate more willfully in the developmental process. In the present context of global economy, access to basic education is considered as human right. Education can be acquired by many ways at various stages of life, but the main education which boosts up an individual's moral character and career is elementary education. Elementary education is the base for a strong society and whole country. The quality of early childhood education has a profound effect upon the intellectual, social, and emotional development of the child. Therefore a good quality elementary education sets the right foundation for child's further development. Californian researchers, Lees and Tinsley (2000) examined how mother's beliefs and emotional affect is reflected in their health teaching behaviors, influencing children's behavior. Forty children aged between four and seven-years and their mothers from middle-class families participated in the study. The study makes a useful contribution to knowledge in showing that the effects of parental socialization of health and safety behaviors in the early years extend into the school years, and

even after children have grown up and left home. There are many ways in which young children's learning, behavior, view points are influenced by family members and school personals. When families are involved in their children education, children may experience greater success (Mecdel and Reynolds, 1999). Research suggests that family involvement in education can boost young children academic success (Frendrich 1999). University of Virginia researchers (Pianta, *et al.*, 1997) examined the relation between measures of child-parent and child-teacher relationships in the preschool years, and how children's relationship with their parents and with teachers contributed to children's outcomes at school. Parent's positive experience with early childhood programmes could help to prepare their children for a good future. Parents and Grandparents involvement has proven to reap results and especially parents have the most crucial and immediate effect on their children education. Research has found that children perform better academically when their parents are involved (Coleman, 1991; Comer, 1988; Goodlad, 1984; Henderson, 1988; Levin, 1989). They do agree that parental involvement makes sense (Chavkin and Williams, 1988; Kearns and Doyle, 1988; Rich, 1988).

Ladakh, or La-Dags, the land of passes, lies on the northern tip of India's frontiers with Pakistan and China. Ladakh is divided into two main regions Leh and Kargil. The altitude varies between 9000 to 14,000 feet above sea level with an extremely cold and dry climate. The temperature ranges from +35°C in summer and -35°C in winter month. In Ladakh

schools are well distributed through out Ladakh, but 75% of them provide only Primary education. The percentage of children attending school is good (65%) but absenteeism of both student and teacher remain high. Before 1993, Urdu medium was used till sixth standard and the medium was shifted to English after 6th standard. According to the 2001 census, the overall literacy through out Ladakh was 62% (72% for males and 50% for females) compare to 30%-35% in 80's. Taking an over view about the role of parents and grandparents in developing child education. It may be concluded that the family plays an important role in early child education. As there is always relationship community characteristic and child development, a parents with a very good perception directly or indirectly effect the childhood education. Keeping the above points into consideration a survey has been conducted in leh block, to study perception of parents and grandparents about the schooling of there young children and also to know about the generation gap if any between them.

METHODOLOGY

The sample of the study was taken from Leh district of J&K state. The sample of the study consist of 100 parents and 100 grandparents whose children and grandchildren were studying in elementary school of Leh district. Random sampling technique was used to select the sample. In order to collect the required information the interview schedule was prepared by the investigator herself with the help of her guide to judge the viewpoints and perception of parents and grandparents and also to judge the difference in their ideas. The data after being collected are systematically, tabulated and percentages were dawn.

1. Perception about the location of the school

Majority (49%) of the respondent view that the location of the school should be away from city the reason being risk factors like pollution, traffic problem and more chances of distraction. 44% of the respondents (52 parents, 36) grand parents believe that the location of the school must be quiet, calm and peaceful whether it is in city or in village, in which majority was among parents having good qualification. Where as 14% of grandparents view that it is best if the school is located in the village, as in village the child have a good and peaceful atmosphere for study and saved from all sorts of pollution, risk factors and diversion of attention. In this way differences were found in perception between parents and grandparents which may be because of difference between past and present environment (society) which ultimately shows generation gap.

2. Perception about the role of administrative

From the total number of respondent, majority (46 %) of respondent said that administration plays an important role in proper functioning of the school. The administration is responsible for the implementation of activities especially in the elementary level. 19% of respondent believe that administration helps in planning, organizing and monitoring the activity of school. Whereas 17% of respondent think that administration is responsible to enforce effective role and proper discipline in the school and the remaining 15% of grandparents had no idea about the role of administration in

the school which may be due to the lack of awareness about the administrative setup of present school system. Thus it is clear from the table No 2 that parents and grandparents did not holds unanimous view regarding administrative set up and its role in the school. Grandparents had less awareness about the role of administration because during their time they did not have good administrative set up and there was hardly one teacher available in the school further the school was controlled by the head of the village mostly uneducated.

3. Perception about role of teaching method

Analysis of the above data in the table shows that the majority (44%) of the respondent were in favor of play way method for teaching as child learns much through play at early childhood. 24% of respondent adopt child centered method and teach them according to the child interest so that child can express their say completely. 21% of respondent views activity method as best because they believe that the child can learn more through practical work and the remaining 11% respondent were in favor of translation method of reading for clarity as translate in their own language with example is necessary at this level. The difference found between parents and grandparents was that majority of parents were almost aware about the latest teaching aids and methods used at an elementary level whereas grand parents had less awareness about the latest techniques of teaching. They were only aware about basic aids like black board, chalk, charts and most of the grandparents said that revision should be done at home whatever has been taught in the class, because they were not capable to teach them new or in advance.

4. Perception about Loop holes in administration

The data reveals that 23% of respondent believe that loopholes in administrative are due to weak administration set up like irresponsible staff, inexperienced teachers and improper organization. Where as 25% of respondent view that there is dearth of permanent teachers in the school and this makes the child's study confused and ineffective. 18% think that there is lack of co-operation between administrative and faculty members where as another 18% view that the availability of the teaching aids is very less due to which the children could not get opportunity in doing practical work. Remaining 15% of respondent did not find any kind of loopholes in administration setup as in which grandparents are in more percentage as they feel that all the facilities were available for children in the school.

5. Perception about role of extra curriculum activities

Both parents and grandparents almost hold similar view regarding the importance of curricular activities for child. Both believe that curricular activities are important for overall development of the child. As curriculum helps the child to develop, physically, mentally, socially and emotionally and different activities in curriculum enhance to refresh his/her mind. They opinioned that extra curriculum helps a child to take school as a very enjoyable place where he will also learn to keep himself fit and therefore, curriculum and education must go hand in hand. The only difference among the ideas of two generations is that the grandparents believed that the

Table1. Perception about Location of school

Responses	Parents					Grand Parents					All Total
	Male		Female		Total	Male		Female		Total	
	n	%	n	%	%	n	%	n	%	%	
Quite and calm	28	56	24	48	52	24	48	12	24	36	44%
Away from city	22	44	26	52	48	20	40	30	60	50	49%
Village	-	-	-	-	-	06	12	08	16	14	07%
Total	50	100	50	100	100	50	100	50	100	100	100%

Table 2. Perception about Administrative set up

Responses	Parents					Grandparents					All total
	Male		Female		Total	Male		Female		Total	
	n	%	n	%	%	n	%	n	%	%	
Helps in functioning of school	26	52	36	72	62	20	40	10	20	30	46
Help in monitoring plan of school	10	20	08	16	18	12	24	08	16	20	19
No significant role	-	-	02	04	02	02	04	02	04	04	03
Responsible for enforcing effective role	14	28	04	08	18	04	12	10	20	16	17
No idea	-	-	-	-	-	10	20	20	40	30	15
Total	50	100	50	100	100	50	100	50	100	100	100

Table 3. Teaching method used

Responses	Parents					Grandparents					Over all total
	Male		female		total	Male		female		total	
	n	%	n	%	%	n	%	n	%	%	
Play way	24	48	16	32	50	20	40	18	36	38	44
Child centered	12	24	04	08	16	16	32	16	32	32	24
Activity based	14	28	04	08	18	10	20	14	28	24	21
Translation method	-	-	16	32	16	-	-	02	04	06	11
Total	50	100	50	100	100	50	100	50	100	100	100%

Table 4. Perception about Loop holes in administration

Responses	Parents					Grandparents					All total
	male		female		total	male		female		total	
	n	%	n	%	%	n	%	n	%	%	
Week administration	14	28	08	16	22	14	28	10	20	24	23
Lack of cooperation between staff	16	32	12	24	28	08	16	-	-	08	18
Lack of teaching aids	08	16	14	28	22	10	20	04	08	14	18
Lack of permanent teacher	08	16	12	24	20	10	20	20	40	30	25
None	04	08	04	08	08	10	20	20	40	30	15
Total	50	100	50	100	100	50	100	50	100	100	100

Table 5. Perception about Role of extra curriculum

Responses	Parents					Grandparents					All total
	male		female		total	male		female		total	
	n	%	n	%	%	n	%	n	%	%	
Over all development	34	68	40	80	74	44	88	40	80	84	79
Bring out hidden talents	04	08	06	12	10	06	12	-	-	06	09
Child learn much through curriculum	12	24	04	08	16	-	-	10	20	10	13
Total	50	100	50	100	100	50	100	50	100	100	100

curricular activities for girls and boys should be different which suits their physique but parents did not feel necessary to have curricular activities on the basis of sex. They believed that girls can take part in all activities as boys.

SUMMARY AND CONCLUSION

The present study was under taken on the topic "Parents and Grandparents perception about elementary school education at Leh block" with an objective to study the perception of parents and grandparents about elementary school education and also to know the generation gap between them if any. Sample of the study consisted of 200 people. Random sample technique was used to select the sample. Interview schedule was used to elicit information from the respondents.

The results of the study reveal that both parents and grand parents had positive perception towards education of the children. However the little difference in their perception towards education couldn't be denied. The reason being likely be due to the generation gap. It is found that majority of parents are holding a good knowledge about the school infrastructure, administrative set up, teaching method and aid and the role of curriculum in the child's life because it was found that most of the parents are educated (minimum primary pass). While as on the other hand majority of grandparents are not holding good knowledge about the schooling of young children, which may be due to lack of awareness about the schooling system as most of grandparents were found illiterate for this reason it becomes difficult for them to find loopholes in the schooling system of their grand children. But it is

grandparents who make the child appreciate the values of traditional and provide a platform for moral and religious values.

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