CHAPTER - VI

SUMMARY
Primary education is the basis and foundation of all education. It is the foundation on which all human traits are built. Since education is directly related with the development of a country, the slogan of all the political parties in a poor country like ours should have been “Agyanta hatao” instead of “Garibi hatao” as “Garibi hatao” is never possible without “Agyanta hatao.” According to International Commission on Education, the aim of education is to transform a person into a complete man. It results in a perfect integration of physical, emotional, intellectual and spiritual capabilities of a person. Such a person forms the building block of a prosperous society and peaceful world. But our education system has failed to meet the aspirations of emerging society. According to Sri Sathya Sai Baba, “The education system of a country is the bank on which the nation draws a cheque whenever it requires strong, reliable and skilled workers. If it goes bankrupt, as ours has very nearly gone today, it is a national disaster.” The overall academic standards have been deteriorating mainly because of highly politicised and bureaucratised system of management and also due to shortage of funds.

Punjab, which boasts of so much progress, has a literacy rate of only fifty eight per cent against the national average of fifty two and the highest percentage - 90- of Kerala; one-fifth children in the 6-11 age group are dropouts; which means the dropout rate is twenty percent; it jumps to forty eight per cent in the 6-14 years age group - the highest in the country (Tribune, 12 November'98). The state is in the process of creating three new universities.
based on single disciplines at Jalandhar, Faridkot and Damdama Sahib but the state must, first of all, attend to needs of school education, starting from primary and even pre-primary education as our elementary and also secondary school education is virtually languishing for want of funds and the necessary administrative measures.

6.1 STATEMENT OF THE PROBLEM

The problem under investigation in this study may be stated as:

"PROBLEMS OF PRIMARY EDUCATION AS PERCEIVED BY PARENTS IN RELATION TO THEIR ATTITUDE TOWARDS PRIMARY EDUCATION."

6.2 OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view:

1. To find out the differences in the perception of parents, of Public and Government Primary school children, with regard to the problems of primary school education of their children.

2. To find out the differences in the perception of parents having children of different sexes in the primary school with regard to the problems of primary school education of their children.

3. To find out the differences in the perception of parents with different levels of income with regard to the problems of primary school education of their children.
To find out the differences in the perception of parents with different educational level with regard to the problems of primary school education of their children.

To find out the attitude of the parents towards education with regard to, the type of school their children are attending (i.e., Public/Government), sex of their wards, their income and educational level.

To find out the relationship between parents’ attitude towards education and their perception of problems of primary school education.

6.3 HYPOTHESES OF THE STUDY

The hypotheses of the study were as follows:

1. Parents of Public and Government primary school children will perceive the problems of primary school education differently.

2. Parents having children of different sexes in the primary school will perceive the problems of primary school education differently.

3. Parents with different levels of income will perceive the problems of primary school education differently.

4. Parents with different educational level will perceive the problems of primary school education differently.

5. Parents of Public and Government Primary school children, parents having children of different sexes in the primary school, parents with...
different income and educational levels will differ, in their attitude towards education.

6. There will be a positive significant relationship between the parents’ attitude towards education and their perception of the problems of primary school education.

6.4 SAMPLING

The sample was drawn from Ropar district of Panjab for the present study. Four affiliated Public primary schools and four Government primary schools were selected randomly and from these schools a total sample of four hundred parents was drawn randomly. This sample consisted of two hundred parents of Public school children and two hundred parents of Government primary school children.

In case of Public school children, almost all the parents were literate and they filled the questionnaire themselves but in case of Government school children, most of their parents were illiterate and were not in a position to fill the questionnaire themselves, the investigator read out the statements to them one by one and noted down their responses herself.

6.5 TOOLS

The following tools were used to collect the data:

1. Questionnaire, to find out the problems of primary school education as perceived by parents.
The questionnaire used to study the problems of primary school education as perceived by parents in Iran by Farajollahi (1991), was adopted in the present study after making some changes and modifications on the basis of interviews and discussions, with primary school principals, teachers and parents of primary school children, along with the study of related literature.

The questionnaire contained fifty eight statements and was translated in Punjabi language. The test-retest reliability was found to be 0.80.

The second part of this questionnaire contained a ‘Personal Information Data form,’ to collect information regarding monthly income of parents, their educational level and number of male and female children studying in primary school.

2. Rundquist and Sletto (1936) test, to measure the attitude of parents towards education.

This original scale could not be used as such, in the present investigation. Some changes and modifications were made in the statements and the scale was reduced from 22-item scale to 21 item scale so as to suit the requirements of the population under study. It was also translated in Punjabi.

6.6 STATISTICAL TECHNIQUES

Each problem in the questionnaire perceived by the respondent parents was analysed separately and each category of problems was also analysed separately. A comparison was then made among different variables i.e.,
between parents of Public and Government primary school children, between parents having children of different sexes, parents with different income levels and parents with different educational levels and significance of difference was calculated using s chi-square of non parametric statistics.

Means of the attitude scores were calculated and analysis of variance was used to find out the difference in attitude towards education of parents of Public and Government primary school children, parents having children of different sexes in primary school, parents with different income and educational levels.

Product-moment correlation was used to calculate inter correlation of variables, i.e., parents of Public and Government school children, parents having children of different sexes in primary school, income of parents, education of parents, their attitude towards education and total number of problems perceived by them.

6.7 FINDINGS AND CONCLUSIONS

Major findings and conclusions of the study were -

1. Problems of primary school education perceived by more than fifty per cent of parents, according to their rank order were: examination system concentrates on memory only; teaching methods traditional; no canteen facility in the school; audio-visual aids are not used in the teaching process; students are not taken for picnics; writing material is expensive;
students need tuitions; students are afraid of their teachers; no day­
boarding facility in the school; guidance and counseling facility is not 
available; sports material is not provided in the school; there is no 
library in the school; providing school uniform is beyond reach; lot of 
physical punishment is given in the school; co-curricular activities are 
not held in the school; parent-teacher meetings are not organised; 
teacher-student ratio is more than 1:25; text books are expensive and no 
competitions are organised in the school.

2. The rank-order of four categories of problems of primary education was:
   (1) Socio-economic, Motivational and Recreational activities, (2) 
   Physical facilities, (3) Teaching staff, Administrative aspects and 
   Examination system, and (4) Materials and Methods of Instruction.

3. Parents of Public and Government Primary school children perceived 
problems of Primary school education differently. Parents of Public 
school children perceived total twenty problems out of fifty eight and 
the maximum number of problems perceived by them were in the 
problem area, ‘Teaching staff, Administrative aspects and Examination 
system,’ whereas, parents of Government school children perceived total 
twenty seven problems and they perceived maximum number of 
problems in the problem area, ‘Socio-economic, Motivational and 
Recreational activities.’

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4. Sex of the ward had negligible influence on the perception of parents’ regarding problems of primary school education.

5. Parents with different income levels perceived problems of primary school education differently. Those having high income level, perceived fifteen problems and maximum number of problems perceived by them as significant were in the problem area, ‘Teaching staff, Administrative aspects and Examination system’, whereas low income parents perceived almost twice the number of problems as significant i.e. thirty one, and had comparatively more problems in the area of ‘Physical Facilities’ in the primary schools.

6. Educational level of the parents also had almost similar influence on the parents’ perception of problems. Parents having high educational level perceived twenty one problems as significant. They perceived maximum number of problems in the area ‘Teaching staff, Administrative aspects of the and Examination system’ as significant. Low literate parents perceived thirty problems as significant. They perceived maximum number of problems in the area of ‘Physical facilities’ in the schools, as significant.

7. Parents of Public school children with high income level and high educational level perceived maximum number of problems in the area of ‘Teaching staff, Administrative aspects and Examination system’ followed by ‘Socio-economic, Motivational and Recreational activities’
in the existing primary school education whereas parents of Government primary school children, low income and low literate parents (illiterate and primary education) had the maximum number of problems in the area of ‘Physical facilities’ followed by ‘Socio-economic, Motivational and Recreational activities.’

8. Parents of Public school children belonging to high income and high educational level wanted good quality of primary school education whereas parents of Government school children, belonging to low income and low educational level wanted the basic facilities in the schools as these were lacking in most of the Government primary schools.

9. Among the parents of Government and Public Primary School children, there was significant difference in the attitude towards education.

10. Attitude towards education of parents having children of different sexes in the primary school did not differ significantly.

11. Income of parents had significant relationship with their attitude towards education.

12. Education of parents also had significant relationship with their attitude towards education.

13. Attitude of parents towards education did not influence their perception of total number of problems in primary schools.
The first hypothesis that, “Parents of Public and Government Primary school children will perceive the problems of primary school education differently”, was retained as eighty one per cent of statements were perceived significantly different by the two groups of parents. The correlation between the total number of problems perceived by them and the type of school their wards were attending i.e. Public or Government school, was .569 which was significant.

The second hypothesis that “Parents having children of different sexes in the primary school will perceive the problems of primary school education differently”, was rejected as the sex of the ward had negligible influence on the parents’ perception of problems of primary school education.

The third hypothesis that, “Parents with different levels of income will perceive the problems of primary school education differently”, was retained as on seventy nine per cent of statements, the high and low income parents differed significantly. The correlation between the total number of problems perceived by them and their income was -.444 which showed that income of the parents had inverse correlation with the total number of problems perceived by them.

The fourth hypothesis that, “Parents with different educational level will perceive the problems of primary school education differently” was also retained. In this case, the high and low literate groups of parents differed significantly on eighty eight per cent of statements. The correlation between the
total number of problems perceived and education of parents was -.513 which also showed inverse correlation between education of respondent parents and total number of problems perceived by them.

The fifth hypothesis that, “Parents of Public and Government primary school children, parents having children of different sexes in the primary schools, parents with different income and educational levels will differ in their attitude towards primary education” was partially accepted.

The sixth hypothesis in the present study that, “There will be a positive significant correlation between the parents’ attitude towards education and their perception of the problems of the primary school education” was rejected as no significant correlation was found between perception of total number of problems and attitude towards education.

6.8 SUGGESTIONS FOR ACTION

Suggestions evolved through findings of the study and also through observation, interviews/discussions during the conduct of research are:-

1. Some drastic and immediate steps with regard to enrollment in primary school should be taken and parents should be motivated to send their children to schools.

2. Although the primary schools are widespread in Punjab, the infrastructural facilities, specially in rural Government primary schools are much below satisfactory. The basic facilities, like furniture, adequate
hygienic and sanitation facilities, curricular and co-curricular activities, teaching aids, etc. are not available in the schools. Adequate infrastructure must be provided so as to counteract the low pace of growth of literacy.

3. Teachers should be motivated to do their job and they should interact with their students. Physical punishment in the schools should be strictly banned. In rural primary schools, those teachers will do a better job who have rural background, and who are close to the surroundings of the schools and the children whom they have to teach.

4. The primary school syllabus should be simplified and it should be need-based so as to sustain the interest of the children.

5. New teaching methods should be adopted instead of traditional methods for primary classes; and audio-visual aids should be used to make education more attractive so that every child would like to have it.

6.9 RECOMMENDATIONS FOR FUTURE RESEARCH

1. This study was conducted to identify the problems of primary school education as perceived by parents. A similar study may be conducted to identify the problems of primary school education from different angles i.e., teachers, administrators and students.
2. A similar study may be conducted in other parts of Punjab. This may help to validate the present findings and provide a base for more generalized conclusions.

3. Punjab is considered a prosperous state as compared to other states of our country, a similar study may be conducted in other states to have a comparative look.