

Knowledge, attitude, and perception of parents toward their children's education and extra curriculum

Anu Ishwarya¹, R. Gayatri Devi^{2*}, A. Jyothipriya²

ABSTRACT

Introduction: Humans are the most complex organisms on Earth. Every one of us is unique. We may have different views and opinions on different aspects of life. It may range from complete positivity to complete negativity. The aim of this study focuses on the preferences of the parents, impacts of taking extracurricular classes on the children and to provide a statistical report on the mindset of the parents. **Materials and Methods:** The questionnaire is used to record the responses of the participants. Survey planet is used for the questionnaire preparation. The sample for the study comprised 50 parents residing in the locality of Chennai. **Results:** In the present study, most of the parents, i.e., 90% of the parents preferred both education and extracurriculum. 10% of the parents preferred only education whereas no parents preferred only extracurriculum. This shows that most of the parents of this generation are giving equal importance to education and extracurriculum. **Conclusions:** A good positive attitude of parents toward their children is very important in making them the good citizens of the future world. From our study, it is evident that parents show a positive attitude toward their children's education as well as the children's extracurriculum. They give equal importance to both education and extracurriculum.

KEY WORDS: Attitude, Children, Education, Extra curriculum, Parents

INTRODUCTION

Humans are the most complex organisms on Earth. Every one of us is unique. We may have different views and opinions on different aspects of life. It may range from complete positivity to complete negativity. It is fully based on how we perceive things. Since, perception leads to an attitude. Perception is how we perceive and interpret the given stimulus. Whereas, Attitude is the reaction after perceiving the stimulus. For example, when I perceive my work to be so pleasant and cheerful, I will work better, thereby exhibiting positive attitude. In the contrary, when I perceive my work to be dull and boring, I will take long breaks and often absent myself, thereby exhibiting a negative attitude. Attitudes are the general elements of man's nature.^[1] Analyzing the perception and the attitude of parents becomes more important because they are the people who are going to influence their children.

Parental attitude is a measure or index of parental involvement.^[2] Turnbull has explained the multiple roles of parents in their children's life as a parent to be a parent, a teacher, an advocate, and a child's educational decision maker.^[3,4] They are the people who play an important role in shaping their child's future. They act as the socializing agents of their children. Parent's positive attitude toward their children's education is important in determining the achievements of their children.^[2] Education is the greatest thing that a parent could give his/her child. Education is the imperishable riches in the world. A good education is very important for the propagation of – knowledge, improvement of technology, and a better social harmony.^[5] It gives us an opportunity to make a decent livelihood and to express our views and opinions.

On the other hand, the cocurricular or the extra curricular activities essentially take place outside a typical pen and pencil classroom experience.^[6] They play an integral role in developing the diversity and flexibility of curriculum in the education worldwide.^[7] It gives the children an opportunity to develop particular skills and explore

Access this article online

Website: jprsolutions.info

ISSN: 0975-7619

¹Department of Physiology, Saveetha Dental College, Saveetha Institute of Medical and Technical Science, Saveetha University, Chennai, Tamil Nadu, India, ²Department of Physiology, Saveetha Dental College, Saveetha Institute of Medical and Technical Science, Saveetha University, Chennai, Tamil Nadu, India

*Corresponding author: R. Gayatri Devi, Department of Physiology, Saveetha Dental College, Saveetha Institute of Technical and Medical Science, Saveetha University, 162, Poonamallee High Road, Chennai – 600 077, Tamil Nadu, India. E-mail: gayatri.physio88@gmail.com

Received on: 14-11-2018; Revised on: 09-12-2018; Accepted on: 16-01-2019

their non-academic talents. Here, the attitude and the perception of the parents come into action. They play a very important role in moulding and balancing the life of their children. Hence, the aim of this study focuses on the preferences of the parents, impacts of taking extracurricular classes on the children and to provide a statistical report on the mindset of the parents.

MATERIALS AND METHODS

The questionnaire is used to record the responses of the participants. Survey planet is used for the questionnaire preparation. The sample for the study comprised 50 parents residing in the locality of Chennai. The questionnaire comprised 16 questions, out of which 15 questions are multiple choice questions and 1 question is an open-ended one.

RESULTS

In the present study, most of the parents, i.e., 90% of the parents preferred both education and extracurriculum. 10% of the parents preferred only education whereas no parents preferred only extracurriculum. This shows that most of the parents of this generation are giving equal importance to education and extracurriculum.

DISCUSSION

In the present study, most of the parents, i.e., 90% of the parents preferred both education and extracurriculum. 10% of the parents preferred only education whereas no parents preferred only extracurriculum. This shows that most of the parents of this generation are giving equal importance to education and extracurriculum [Figure 1]. From Figure 2, we could see that 77% of the parents allow their children take part in extracurricular classes, whereas 23% of the people are not allowing their children take any extracurricular classes. Then, the parents were asked about the reason for not allowing their children to take any extracurricular classes. The majority of the parents, i.e., 42% of them said that they wanted their children to concentrate more on studies rather than extracurriculum. 17% of the parents considered extracurriculum to be expensive. 16% claimed that there were no proper extracurricular classes available in their locality. 9% responded that the children had no time for extracurriculum, as they had to go to tuition classes. 16% opted the “other” option. Hence, the main reason for parents not allowing their children in extracurriculum is because they considered education to be more important than extracurriculum [Figure 3]. Among the children who take extracurricular classes, most of them are interested in music, dance, and sports followed by drawing and crafts. Majority of the children take these extracurricular classes at the weekend. This helps them in managing their studies equally. 98% of the children feel relaxed after

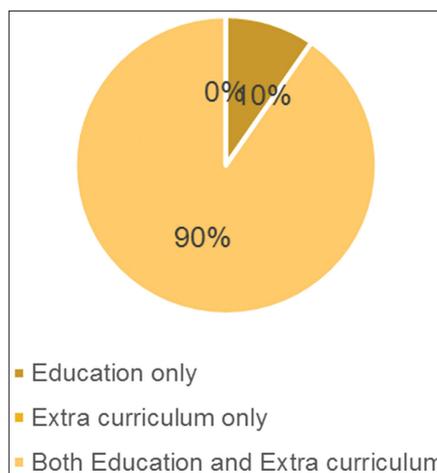


Figure 1: Preferences of parents

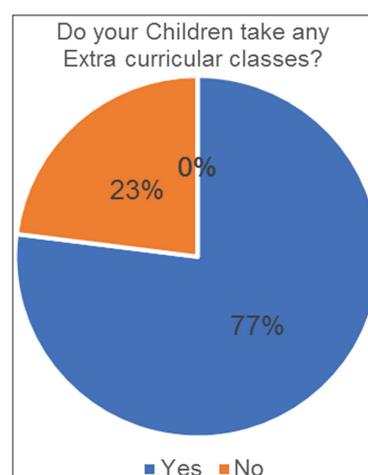


Figure 2: Percentage of children attending extra curricular classes

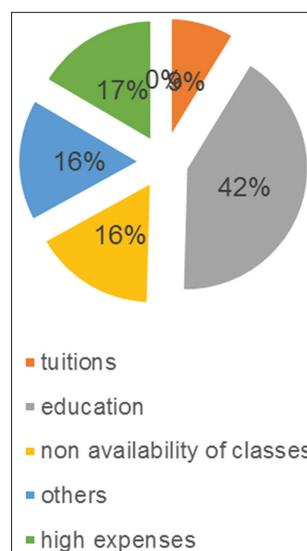


Figure 3: Reasons for not attending extracurricular classes

attending their extracurricular classes. Moreover, most of them are regular to their school and enjoy normal sleep and healthy life. When the parents were asked

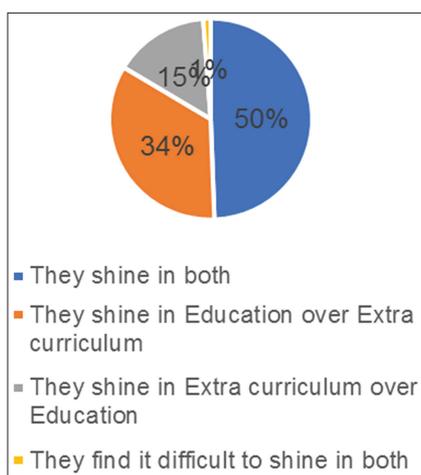


Figure 4: Overall performance of children

about the overall performance of their children, 50% of them said that their children shine in both education and extracurriculum, 34% said that they shine more in education, 15% said that they shine more in extracurriculum over education, and only 1% said that their children find it difficult to shine in both [Figure 4].

Similar studies were done by other researchers from different regions of the world. Few studies were found the role of parents only and few other studies were found the task of teachers. There were different views and ideas put forward by various researchers. Some of them are listed here. Shah has found that educated parents concentrated more on children's education than less educated or not educated parents.^[8] Breen and Goldthorpe in their study found that children whose mother is working are significantly less in school.^[9] Conger *et al.* found that socioeconomic status and parent education would predict the child's behavior.^[10] Ganguly has found that good family situations and positive parental attitude have increased child's academic achievement, while negative parental attitude had caused adverse effects on child's academic achievement.^[11] Bala found that parents of age group of 41–50 years showed a better attitude on the schooling of children than parents of lesser age group.^[12] Gardia, Alok and Kaur has said that all the parents of their sample showed positive attitude toward their child's schooling.^[13] Roxie Lam has found that parents of Hong Kong have showed a positive attitude toward their children's extracurriculum.^[14] In accordance with our study, the children of Hong Kong are also interested more in taking sports, music, and dance classes. Joseph *et al.*, Larson and Verma, and Mahoney *et al.* have found that children's extracurriculum plays a major role in children's academic achievement and social adjustment.^[15-17] Italian studies done by Macro *et al.*; Luca and Ria showed that children's participation in sports had enhanced their motivational orientation.^[18,19]

Children are the pillars of the future nation. However, parents are the pillars of children. A good positive attitude of parents toward their children is very important in making them the good citizens of the future world. From our study, it is evident that parents show a positive attitude toward their children's education as well as the children's extracurriculum. They give equal importance to both education and extracurriculum.

REFERENCES

1. Dhiman RK. Attitude of parents towards schooling of their children. *Ind J Edu Stud* 2015;2:30-38.
2. Samal R. Parents attitude towards Schooling and Education of Children. MA Thesis; 2012.
3. Samal R. Parents Attitude towards Schooling and Education of Their Children. Rourkela: National Institute of Technology; 2012.
4. Turnbull M. *Systematic Instruction of the Moderately and Severly Handicapped*. 2nd ed. New Jersey: Merrill Prentice Hall, Englewood Cliffs; 1983.
5. Available from: <https://www.studyread.com/importance-of-education>. [Last accessed on: 2019 Feb 5].
6. Available from: <http://www.pis.edu.in/cca>. [Last accessed on: 2018 Mar].
7. Lipscomb S. Secondary school extracurricular involvement and academic achievement: A fixed effects approach. *Econ Edu Rev* 2007;26:463-72.
8. Shah HP. A Study of Parental Attitude towards Secondary Education in Kaira District. Ph. D. Thesis Surat: Sardar Patel University; 1976.
9. Breen R, Goldthorpe JH. Explaining educational differentials: Towards a formal rational action theory. *Ration Soc* 1997;9:275-305.
10. Conger RD, Wallace LE, Sun Y, Simons RL, McLoyd VC, Brody GH, *et al.* Economic pressure in African American families: A replication and extension of the family stress model. *Dev Psychol* 2002;38:179-93.
11. Ganguly S. Parent academic involvement as related to school behaviour, achievement and aspirations. *Demogr Abstr Internet* 2004;32:6.
12. Bala M. Parents Attitude towards Schooling and Education of their Children. Rourkela: National Institute of Technology; 2013.
13. Gardia A, Kaur N. A study of a parental attitude towards schooling. *Int J Basic Adv Res* 2014;3:8-23.
14. Lam R. Liberal Study Independent Enquiry Study Report; 2019.
15. Jacquelynne SE, Barber BL, Stone M, Hunt J. Extracurricular activities and adolescent development. *J Soc Issues* 2003;59:865-89.
16. Larson RW, Verma S. How children and adolescents spend time across the world: Work, play, and developmental opportunities. *Psychol Bull* 1999;125:701-36.
17. Joseph LM, Larson RW, Eccles JS, Lord H. Organised activities as development contexts for children and adolescents. In: Mahoney JL, Larson RW, Eccles JS, editors. *Organized Activities as Contexts For Development: Extracurricular Activities, After-School and Community Programs*. New York: Routledge; 2005. p. 3-22.
18. Macro G, Alice S, Ombretta R. Sports activities, education and life skills in adolescence. *Psicol Edu Forma* 2006;8:335-52.
19. Luca P, Ria M. Physical and sports activity in adolescents and biopsychosocial health. *Psicol Salute* 2001;3:9-20.

Source of support: Nil; Conflict of interest: None Declared