



# A STUDY ON ATTITUDE OF PARENTS TOWARDS PRE-SCHOOL EDUCATION

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**Abstract:** *The attitude of parents towards preschool education determines access to, as well as retention and the quality of experiences that a child receives at the preschool level. Researchers have shown that positive attitude of parents towards preschool education is positively related to the enrollment of students, attainment and retention of children at the preschool level. The present study is conducted to find out the attitude of parents towards preschool education. The study is carried on a sample of 100 parents, and 'Parental Attitude scale towards Pre-school Education' developed by S. Venkatesan was used for collecting data. The majority of the parents of preschool children were found to have 'Average' attitude towards preschool education with no significant difference with regards to their educational qualification and the number of their children.*

**Index Terms –** Attitude, Parents, Pre-school Education

## I. INTRODUCTION

The foundation of a child's formal education is laid at the pre-school level. When the National Policy for Children (1974) declared that children are the country's most valuable resource and that it is the country's responsibility to care for and nurture them, preschool education began to receive more attention. Early childhood education and care (henceforth ECEC) is recognized as one of the most important interventions in human life (Evans et al., 2000; UNICEF, 2017 as cited in Ghosh & Steinberg, 2022), and attending preschool is particularly beneficial for children from the disadvantaged section of society and the developing world (Blau and Currie, 2006; Heckman, 2000 as cited in Ghosh & Steinberg, 2022).

The majority of theoretical perspectives on child development recognize the crucial role that parental traits play in defining, forming, and influencing the entire course of the child's education. Researchers contend that people's expectations for success and subjective values pertaining to an educational domain work together to influence choices regarding achievement. For instance, parents are more willing to enroll their kids in preschool if they believe it would improve their performance later on in formal education. In addition, subjective values are broken down into cost, utility, intrinsic, and attainment values.

## Rationale of the study:

The importance of early childhood development is well understood, and parents' contributions in this area are unquestionably recognized. However, there is a paucity of research on how parents might affect access to early childhood development programs from developing nations like India. This empirically grounded study explores the attitude of parents from Mizoram towards preschool education to provide reliable knowledge as well as to fill in the gap of research in the particular area.

## Objectives of the study:

1. To find out the attitude of parents towards pre-school education.
2. To compare the attitude of parents towards pre-school education in relation to their gender.
3. To compare the attitude of parents towards pre-school education in relation to their educational qualification.
4. To compare the attitude of parents towards pre-school education in relation to number of their children.

**Hypotheses:**

1. There is no significant difference in the attitude of parents towards pre-school education with respect to gender.
2. There is no significant difference in the attitude of graduate and under-graduate parents towards pre-school education.
3. There is no significant difference in the attitude of parents having only one and more than one children towards pre-school education.

**Methodology:**

The study is descriptive in nature, so a descriptive survey method is used.

**Population and Sample:**

The population of the study comprised of parents of pre-school going children in Aizawl, Mizoram. A sample of 100 parents (50 male, 50 female) was collected for the study.

**Tool Used:**

The tool used for data collection is 'Parental Attitude scale towards Pre-school Education' developed by S. Venkatesan, Ph.D. Reader, Department of Clinical Psychology, All India Institute of Speech & Hearing, Mysore. Published by Vedant Publications.

**Findings of the study:***1. Objective no.1: To find out the attitude of parents towards pre-school education*

The finding in relation to objective no.1 is that majority of the parents (i.e, 97%) were found to have 'Average' attitude towards teacher-education, while 3% of the parents have 'Favourable' attitude towards pre-school education. However, no parents were found to possess 'Highly Favourable', 'Unfavourable' and 'Highly Unfavourable' attitude towards pre-school education.

Sl. No	Attitudinal Valence	No. of Parents	Percentage
1	Highly favourable	0	0
2	Favourable	3	3%
3	Average	97	97%
4	Unfavourable	0	0
5	Highly Unfavourable	0	0

*2. Objective no.2: To compare the attitude of parents towards pre-school education in relation to their gender.*

The finding in relation to objective no.2 is that there is no significant difference in the attitude of the mother and the father of the pre-school going children towards pre-school education. This finding is derived from the t-value for the comparison of the mean scores of the mother and the father which is found to be 0.78, which is not significant. Therefore, the null hypothesis is accepted.

Gender of parents	No. of sample	Mean	Standard Deviation	t-value	Significance level
Mother	50	80.58	7.25	0.78	Not Significant
Father	50	81.72	7.46		

*3. Objective no.3: To compare the attitude of parents towards pre-school education in relation to their educational qualification.*

The finding in relation to objective no.3 is that the parents of the pre-school going children do not differ significantly in their attitude towards pre-school education in relation to their educational qualification. This finding is derived from the t-value for the comparison of the mean scores of the graduate parents and undergraduate parents which is found to be 1.16, which is not significant. Hence, the null hypothesis is accepted.

Educational Qualification of parents	Number of Sample	Mean	Standard Deviation	t-value	Significance level
Graduate	40	82.23	9.44	1.16	Not Significant
Under graduate	60	80.33	5.19		

4. *Objective no.4: To compare the attitude of parents towards pre-school education in relation to number of their children*

The finding in relation to objective no.4 is that there exist no significant different in the attitude of the parents towards pre-school education in relation to the number of their children. The t-value for the comparison of the attitude of the parents having one child and that having more than one child is found to be 0.27, which is not significant. Hence, the null hypothesis is accepted.

Number of children	No. of sample	Mean	Standard Deviation	t-value	Significant level
One child	14	81.53	9.01	0.27	Not Significant
More than One child	86	81.08	7.07		

### Major findings of the study:

The following are the major findings of the study

1. Majority of the parents (97%) have 'Average' attitude towards pre-school education, while 3% of the parents have 'Favourable' attitude towards pre-school education.
2. There is no significant difference in the attitude of the parents towards pre-school education in relation to their gender.
3. There is no significant difference in the attitude of graduate parents and undergraduate parents towards pre-school education.
4. There is no significant difference in the attitude of the parents towards pre-school education in relation to the number of their children.

### Conclusion

The study on parental attitude towards preschool education is an attempt to highlight the favourableness attitude of the parents as well as compare their attitude with regards to gender, educational qualification and number of children. It is found that majority of the parents have an average attitude towards preschool education with no significant difference based on gender, educational qualification or number of children.

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