

PROVISION OF EDUCATIONAL OPPORTUNITIES TO BOYS & GIRLS IN KHASI SOCIETY - A STUDY

Dissertation Submitted in Partial

Fulfilment of the Requirement of the Degree of Master
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CERTIFICATE

This is to certify that Miss Angeleena Kharkongor, an M.Ed student (Roll No. 8010) of the Department of Education, North – Eastern Hill University, Shillong, of the Session 2008 – 2009, has completed her dissertation entitled “Provision of Educational Opportunities to Boys & Girls in Khasi Society - A Study”, under my supervision. This is the outcome of her own investigation. The investigator deserves all the appreciation for her sincere effort.

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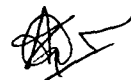
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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

Education is commonly referred as the process of learning and obtaining knowledge at school, in a form of formal education. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and home environment too. In fact, parents represent a considerable role in child's education. There are stronger evidences that cultural characteristics and parental attitudes effect the educational attainment of children at school level education. If parents adopt good and effective attitudes with children at home, children make better progress in school. Moreover, parental supportive styles and attitudes not only influence child's attainment level at school but also provide better help to students in the learning process. Furthermore, the parents must be able to supply not only the material requirements but also the psychological needs of the child. The psychological needs however vary from society to society, or from one culture to another. It depends on the social system which they have inherited whether Patriarchal, Matriarchal, Bilateral family etc.

Ralph Linton¹ states that the individual's personality is shaped by culture. What he actually means is that it is shaped by the experiences which he derives from his interaction with parents, siblings and the environment.

Hence, the parent – child relationship is so important that it shapes and moulds the character and personality of a child. The home is thus responsible for the development of human beings of a superior quality. If the home fails or mismanages this aspect, perhaps the products may be harmful to the society.

The family is the most nearly universal institution in human society. Its universality arises out of a capacity to serve the fundamental human needs of reproduction, child – protection, socialization of the young and economic function. The family is a human product, in no sense is it a product of nature.

Parental values like emphasis upon standards of excellence in achievements of children and actual parental involvement in children's performance are reported as determining focus in achievement training of children.

¹ Linton, Ralph, *The Cultural Background of Personality*, Routledge & Kegan Paul Ltd, London, 1968.

1.1 ABOUT MEGHALAYA

As suggested by literal meaning of Meghalaya in Hindi – ‘The Abode of Clouds’ , this state inaugurated as an autonomous state within Assam on April, 1970. It was declared a state of Indian Union on Jan. 21, 1972. Administratively, Meghalaya consists of seven districts namely, East Garo Hills, West Garo Hills, Jaintia Hills, East Khasi Hills, West Khasi Hills, Ri-Bhoi and South Garo Hills District. These are predominately inhabited by the Khasis, the Jaintias and the Garos. These tribal communities are the descendants of very ancient people having distinctive traits and ethnic origin. The Khasi Hills and Jaintia Hills which form the central and eastern parts of Meghalaya is an imposing plateau with rolling grassland, hills and river valleys. The southern face of this plateau is marked by deep gorges and abrupt slopes, at the foot of which, a narrow strip of plain runs along the international border with Bangladesh.²

1.2 THE KHASIS

The people of Khasi tribal community primarily dwell in the north eastern state of Meghalaya. Amongst several tribes who have built their settlements here, the Khasis who are also known as ‘Ki

² Joshi, H.G., *Meghalaya Past and Present*, Mittal Publication, New Delhi, 2004, p.1.

Khasi,' stand apart. The major concentration of the Khasi tribal community has been located in the north and eastern regions of Meghalaya constituting 50 percent of the total population of Meghalaya the Khasi tribal community resides along the foot hills of Jaintia and Khasi Mountainous ranges, the Syntengs, or the Pnars.³

The Khasi people belong to one of the earliest group of races migrating to the North East India.⁴

1.2.1 Language

The present linguistic researches show that Khasi forms a group of the Mon-Khmer language which belongs to an Austro-Asiatic type. J.R.Logan in 1850-57 has brought to light some signifying results of his research. He discovered an intimate relation between Khasis and the Mon-Khmer-Palaung dialects which prevail in Burma an Indo-China and again this group is connected with a larger family which consists of Santal, Munda and Kurku. In particular, he was able by comparing vocabularies, to discover the nearest kinsmen of the Khasis in the Palaung, a tribe inhabiting one of the Shan States. Logan further remarks that the Khasis and other Mon-Khmer tribes greatly differ in physical

³ Jupiter Infomedia Pvt. Ltd "Khasi Tribe, Meghalaya" *Khasi Tribe, Meghalaya*, 3rd Jan 2010, http://www.indianetzone.com/10/khasi_tribe.htm

⁴Bareh, Hamlet, *The History and Culture of the Khasi People*, Third Edition, Spectrum Publications. Guwahati: Delhi. 1997. p.1.

characteristics from the Munda. He speaks of Khasi as “a solitary remembrance that the Mon-Cambodian linguistic formation once extended much further towards North-West than now”.⁵

1.2.2 Family Organisation

The mother is the custodian of family rites and a family priestess, although the task of sacrifice and other religious celebrations of the house devolve upon the male inmates. She makes ready all the accessories for the religious offerings. The mother, the maternal uncle and the father are revered as the makers of the clan. The maternal uncles i.e. the mother’s brothers act as preceptors of their nephews. Children, therefore, receive guidance both from the father and the maternal uncle.⁶

1.2.3 The Position of a Man

In Khasi tradition, a man is *U Nongda* (protector) and a woman *Ka Nongri ling* (keeper of the house), the custodian of family property. In his *Kur’s* (mother’s clan) family he has the position of *U Kni* (uncle i.e. counsellor), at his wife’s house, he is the father. The mother’s claims to return all the articles he took, from her to his wife, at the time of or

⁵ Bareh, op. cit., p.15.

⁶ Ibid., p.290.

after his marriage, are not so binding although still observed by orthodox villagers. A man also takes a portion of his *Kamai Nongkhynraw* (bachelor's earnings) to his wife. In a few cases, the husband even stays with his mother until the birth of a first child, after which he assumes parental responsibility at his wife's place. But this depends on other factors like his wife's staying with her mother, the mother often helping her daughter to bring up the baby. A married man may transfer a part of his income to his mother. His wife, if she works, may also give a part of her income to her mother. If a man undertakes business with his wife's capital, he does not give this income to his mother, though he might help her on certain occasions.⁷

1.2.4 Inheritance

Mother kinship is dominant and inheritance is matrilineal. The tribe is conglomerate of clans, each tracing lineage from the ancestral mother, the founder of the clan. The mother is the custodian of family rites and property, she is succeeded by her youngest sister who becomes the keeper of the property and the organizer of the family rites in which she can improve the pattern of this residence but cannot part it off.

Thus a form of ultimogeniture survives. Her elder sisters also secure shares of inheritance in the form of landed or family property,

⁷ Bareh, op. cit., p.301.

jewelleries and ornament, vessels and other articles of household furniture and goods, but largest share (including the mother's residential house) is hers. The elder sisters generally move with their respective husbands, but the youngest daughter's husband stays in her residence, the customs being matrilocal whether temporary or permanent. In the event there is a single daughter, she will get the entire property. If there be no daughter the ancestral residence goes to the elder sister's lineage, but if the woman has become clanless, a girl is adopted and becomes integrated into the family kinship pattern, inheritance thereby being reverted in her person to the same group.

There are however exceptions as modern trends indicate. The self-acquired property of the couple, discernible from the ancestral one, may be entitled to a son or shared among the sons if there be no daughter in the house. In another case capital may have been provided by the mother to her son in case his wife is poor for establishing himself and his family. Again wealthy parents do give shares to their sons although in smaller proportions against the larger reserved for the daughter and entitling such recipients to transmit the property thus bequeathed to his wife's kinship lineage.⁸

The youngest daughter is strictly the custodian but not possessor of family property. She might dispose of some articles of property but

⁸ Joshi, op. cit., p.188.

not the ancestral residence. She performs religious household ceremonies. Yet her greater duty is to take care of her aged parents. She is in charge of the family sepulchres. In Christian families, she still exercises her moral duties and obtains the biggest portion although she has no longer real religious duties to perform. But she acts under limits since she cannot go against the decision of her maternal uncles or family council under whose advice she carries out her duties. The exercise of powers by males generally is not so vital in many cases today. Her uncles or, failing them, her elder brothers in the original customs, act as her counsellors and give instructions for the good behaviour of her children, in addition to performing their duties in bringing up their children with their respective wives. The residential house of the youngest daughter is not counted as her private or personal property, it is an ancestral property. The youngest daughter's house forms a meeting place of her kith and kin. She is bound to take care of her unmarried brothers and sisters. She is the guardian of the parentless and homeless members of her family; the mother acts as a moral force to unite the family, the spiritual head.⁹

⁹ Joshi, op. cit., pp.189-190.

1.2.5 Marriage

Elaborate marriage are preceded by betrothals in which the would-be-groom accompanied by close relations from both the mother's and father's side, proceed to the bride's house and in the presence of representatives from the would-be-bride's side, a ceremony is performed symbolized by the handing over of a ring to the bride by a groom. But cases are reported where an exchange of rings is also practiced at some place. Avuncular representatives from both sides cite mutual addresses as of reciprocal form that no clan taboo persists among the two houses which qualifies the proposed marriage to take place.

The marriage is performed at the bride's place.¹⁰

1.2.6 Traditional Systems of Education

Before the arrival of the Christian missionaries, there was no formal education among the Khasis. However, every Khasi home is an informal agency imparting moral education through folk songs, pastoral melodies, proverbs, maxims and so on. Traditions, beliefs and know-how were handed down from one generation to another by words of mouth only. Folk tales and stories centred round things and objects seen conspicuously in nature relating them to the events and experiences of

¹⁰ Joshi, op. cit., p.192.

human life. The stories are told not only for amusement but also for the purpose of giving moral lessons, advice and instructions to the children.

1.2.7 Perception of Home life

The perception of home life by Khasi boys and girls as identified in the study of Warjri showed significant results. The Khasi girls usually possess a strong sense of belongingness with the family as compared to boys. In other words, girls showed a positive tendency towards belongingness with the family while boys on the other hand are negatively thinking about it. It was also found that Khasi boys did not possess and enjoy the same status at home as girls did. Parents preferred to delegate family responsibilities to daughters than to sons¹¹.

1.3 RATIONALE FOR THE STUDY

Education could be seen as wings for the progress of the human being. It helps the individual to attain intellectual, physical and spiritual or emotional progress. The Khasis does not have any formal education before. It was during the British rule when Rev. Thomas Jones believed

¹¹ Warjri, Kynsai M., *Parent-Child Relationship in Khasi and Mizo Societies with Special Reference to its Relevance on the Adjustment and Education of Children*, An unpublished thesis submitted for the degree of Doctor of Philosophy, North-Eastern Hill University, 1987, pp. 218-231.

that the best way to achieve his mission of converting the people to Christianity was by teaching them to read the Bible and other Christian literature in their own language.

The Khasis being the long surviving matrilineal society may have different viewpoints in educating their children, it may be assumed that girls in such a society are getting more advantages than boys in every sphere of activity. Therefore, in the matter of upbringing the children, girls are placed on a different footing specially treated with affection which is not so with the boys.

As property and family responsibilities are given to the girls, differences would arise in the perception of the parents towards their sons and daughters. Due to this biasness, parents would have different attitudes towards educational requirements of sons and daughters.

Therefore the present study attempts to find out the provision of educational opportunities of the Khasi parents to their sons and daughters.

1.4 STATEMENT OF THE PROBLEM

Keeping in view the significance of the problem, it was decided to conduct a study on:

“Provision of Educational Opportunities to Boys & Girls in Khasi Society - A Study”.

1.5 DEFINITION OF THE TERMS USED

The following are the operational definitions of the terms used in this study:

- (a) *Provision* is the act of supplying something.
- (b) *Educational Opportunities* refers to favourable or good chance for education.
- (c) *Khasi Society* is an organised group or community of the Khasis.

1.6 OBJECTIVES OF THE STUDY

Stating the objectives of the study is one of the most important tasks of a researcher. Therefore, the present study is proposed to have the following specific objectives:

1. To find out the educational opportunities provided by Khasi parents towards boys and girls.
2. To find out the perceptions of Khasi boys and girls on the parental attitudes towards them.
3. To find out the difference between the perceptions of Khasi boys and girls on their parental attitudes regarding their educational needs.
4. To offer suggestions.

1.6.1 Hypothesis of the Study

H1: There is no significant difference between the perceptions of Khasi boys and girls on their parental attitudes regarding their educational needs.

1.7 LIMITATIONS OF THE STUDY

The study is limited to the fifty households in the four localities present in and around Shillong. The selected localities were the following –

- i) Fifteen households from Lawjynriew, a locality at Nongthymmai,
- ii) Fifteen households from Nongdaneng, a locality at Laitkor,
- iii) Ten households from Nonglum, a locality at Mawlai and
- iv) Ten households from Nongkseih, a locality at Laimer.

There was non-availability of a standardized tool to measure the educational opportunities provided by parents to their children. The tool had to be constructed by the investigator.

1.8 ORGANISATION OF THE STUDY

This research study consists of five chapters. A brief review of related studies is given in chapter two. The chapter three deals with Methodology followed in this research study. It consists of the research method, construction of the tool, sample selected and the procedure of data collection. Analysis and interpretation of the data are presented in the chapter four. Chapter five presents the findings, suggestions and

educational implications and chapter six gives a brief summary and conclusion of the study. Bibliography and appendices are given at the end.



CHAPTER II

REVIEW OF RELATED

LITERATURE



CHAPTER II

REVIEW OF RELATED LITERATURE

In order to grasp the present problem in depth, it is necessary to have conceptual understanding of the problem which is quite impossible without reviewing the work done by researchers and the comment given by them in the past. The review of related literature is thus, an essential component of research work as it throws light on the whole problem.

Review of related literature helps the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It also enables the researcher to define the limits of his field and brings him up-to-date on the work which others have done. It also helps the researcher to select those areas in which positive findings are very likely to result and his endeavours would add to the knowledge in a meaningful way.

It is very important to study the attitudes and interests of parents regarding the education of their children and based on this, the review and related literature on the provision of educational opportunities to boys and girls is given in this chapter. No research however has been

specifically conducted in Meghalaya on the provision of educational opportunities to boys and girls in Khasi society.

2.1 STUDIES CONDUCTED IN INDIA

Ojha, H., 1973, conducted a study on *Relation of Achievement Motivation to Parental Behaviours and Certain Socio-Economic Variables*. Some of the major findings were: 1. Mother's love, father's permissiveness, and love were positively related with n-ach¹², whereas mother's rejection and protection, paternal restriction, rejection and protection were negatively related. Maternal restriction, permissiveness and neglect, and paternal neglect were not related with n-ach. 2. Encouragement for independence by parents was associated with high n-ach in children. 3. Sons of entrepreneur fathers, boys from nuclear families and sons of younger mothers had higher n-ach than sons of bureaucrat fathers, boys from joint families, and sons of middle aged and older mothers, respectively.¹³

¹² Need for Achievement (N-Ach or n-ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was introduced by the psychologist, David McClelland.

¹³ Buch, M.B., *Fourth Survey of Research in Education*, Vol.1, Published at the Publication Department by the Secretary, National Council of Educational Research and Training, New Delhi, 1991, pp. 406-407.

Khan, M.A., 1976, conducted a study on *Effect of Parental Deprivation on Personality Adjustment (With Special Reference to Denotified Tribes of U.P.)*. The findings were: 1. There was a significant differential effect of parental deprivation on the level of adjustment. 2. Deprivation was affected by a variety of factors, viz., age at the time of separation, quality of maternal relationship during and after separation and other personality factors. Adjustment involved relating the individual most effectively to society; at the same time, society provided the means of realizing the individual's potential or perceiving, feeling, thinking and creative activity including the changing of society itself. The majority of the deprived children were emotionally well adjusted. 3. There was no significant difference in respect of levels of adjustment between the partially and fully deprived children.¹⁴

Kafiluddin, S., 1980, made a study of *Parental Discipline, Family Structure and Ordinal Position as Antecedent Factors in the Genesis of Aggression*. The major conclusions were that a person subjected to power-assertive discipline, reared in a nuclear family and being the only child or first born would be more aggressive than a person who has been disciplined by indirect methods such as love-withdrawal and induction, reared in a joint family, and being the middle or last born.¹⁵

¹⁴ Buch, op.cit., p.381.

¹⁵ Ibid., p. 379.

Pramanick, M., 1981, conducted a study on *Child Rearing Practices and Adult Model Personality*. The major findings were: 1. Hindu middle-class adult personality was characterized by a highly favourable attitude towards family, a positive, social self-esteem, least aggression, less religiosity, and authoritarianism. 2. Muslim middle-class adult personality was highlighted by the most favourable attitude towards parents, high religiosity, unfavourable attitude towards family and authority, a negative private self-esteem, lack of aggression, and authoritarianism. 3. Christian middle-class adult personality was highly aggressive and authoritarian, least religious, had a highly favourable attitude towards authority but unfavourable attitude towards parents¹⁶

The findings of **Lalitha, 1982**, in her study of *Achievement Motivation Among School Going Tribal Children in Relation to Their Perceived Parental Behaviour* were: 1. There was no significant difference in mean scores of tribal and non-tribal students in achievement motivation. 2. There were no sex differences in the mean achievement scores of boys and girls within tribal and non-tribal samples. 3. Regarding the influence of grade level on achievement motivation, the developmental trend was absent among the tribals in grades VIII, IX and X respectively. Among the non-tribals, a downward trend was shown at grade X after a steady maintenance at grades VIII

¹⁶ Buch, op.cit., pp. 416-417.

and IX. The study has its implication for policy makers who need to transform the educational system to awaken and motivate tribals towards the future, and to redeem the tribals from the prejudices that have emanated from hierarchical stratification of society.¹⁷

Kale, P.S., 1982, conducted a study of the *Development of Self-Concept at Preadolescent Level with Reference to Some Family and School Factors*. The major findings were: 1. The perceived self did not show a downward trend throughout the pre-adolescent period. It showed a significant upward trend at the end of this period. According to this, the self-concept did not remain static and showed gradual development upto the end of the preadolescent period. 2. Boys and girls did not differ significantly in self-concept development. 3. Perception of family factors as well as school factors showed significant development in concept perception of parent-child relationship. 4. Girls showed more understanding for parent-parent relationship, teacher-student relationship and at the end of the preadolescent period, parent-child.¹⁸

Khokhar, C.P., 1983, did a study on *Parenting, Sex and Economic Status as Correlates of Socio-Genic Need Satisfaction of Children*. The findings were : 1. Procurement of satisfaction and painful experience of socio-genic needs of children remained really sensitive to

¹⁷ Buch, op.cit., pp. 392-393.

¹⁸ Ibid., pp. 379-380.

parenting, parenting sex, and economic status of families. 2. The non-deviant parenting set-up of families promoted satisfaction of acceptance, cooperation, dominance and identification and dominated painful experiences of rejection in children. 3. 'Fathering' in non-deviant parenting families was found to relate to acceptance, satisfaction and differentiation experiences in children. It promoted isolation experience in children of high economic status families.¹⁹

Agarwal, K.L., 1986, conducted a study on the *Effect of Parental Encouragement Upon the Educational Development of the Students*. The main findings of the study were: 1. The high achieving group had been getting higher parental encouragement. 2. The high achieving girls got greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement. 3. The Urban boys received greater parental encouragement than the rural ones. 4. The urban girls got greater parental encouragement than the rural ones. 5. The girls in general received greater parental encouragement than the boys.²⁰

Ara, N., 1986, did *An Intercorrelational Study on Parents' Personality, Child-Rearing Attitudes and Their Children's Personality*. The major findings were: 1. A father's protective attitude generated

¹⁹ Buch, op.cit., pp. 383-384.

²⁰ Ibid., p. 332.

aggression in boys while a mother's neglecting attitude generated aggression in girls. 2. A father's permissive attitude created authoritarianism in sons and daughters. A father's loving attitude also created authoritarianism in daughters while a mother's protective attitude created authoritarianism in sons. 3. Extraverted boys had loving fathers and mothers while extraverted girls had permissive mothers. Neurotic girls had rejecting fathers. 4. A father's restrictive attitude generated anxiety in sons and daughters while a father's rejecting attitude generated anxiety only in girls.²¹

Sandhu, R., 1986, did a study on *Parental Acceptance-Rejection as Correlates of Personality Development with Reference to Rural Families*. The findings were: 1. There existed a similarity in the personality traits of mothers and children under conditions where there was mutual acceptance. However there existed a dissimilarity in the personality traits of mothers and children under condition of mutual rejection and under condition of incongruent parent-child relations. 2. There existed a significant difference in the personality of accepted children of nuclear and joint families; rejected children of nuclear and joint families; accepted children of large families and small families; rejected children of large families and small families; accepted male children and accepted female children; rejected male children and rejected female children; accepted first born and last born children;

²¹ Buch, op.cit., p. 335.

rejected first born and last born children; accepted first born and middle born children; rejected first born and middle born children; accepted middle born and last born children; and rejected middle born and last born children.²²

Warjri, Kynsai, M., 1987, in his study on *Parent-Child Relationship in Khasi and Mizo Societies with Special Reference to its Relevance on the Adjustment and Education of Children* found that the influence of the home is pervasive and often shows itself in ways that have no apparent relationship to the home situation. Thus, a study compared children whose parents were decidedly fond of them (with children) and whose parents showed lack of affection or rejection. Children in the first group more often slept soundly, kept their clothes neatly, worked well with others, were attentive and popular, liked school, the 'rejected' children smoked, sought attention, boasted were classroom nuisances, had younger companions, were emotionally unstable and antagonistic. Children of dominating parents were neat, courteous, docile, children of over indulgent parents had food fads and poor table manners, were aggressive and disobedient, lacked interest in school, but were self confident and expressed themselves well.²³

²² Buch, op.cit., pp. 425-426.

²³ Warjri, op.cit., pp. 34 – 35.

Akhter, Nasreen, did a study on *The Attitude of Parents Towards Education of Their Children: A Study Conducted in Low Literacy Areas of the Punjab*. Some of the findings show that Parents do gender discrimination about education of their children. Most of parents prefer sons on daughters. Parents mostly avoid contacting to school / teachers. Between those who contact the school/teachers mostly, contact without any call. Parents are not satisfied with help and care provided by teachers in govt. schools. Parents are mostly uneducated. They cannot guide children about studies. They send children to tuition centres. Their parents mostly not offer rewards to children on performing well in tests and exams. However, most of parents praise children on getting good marks in tests and exams. Parents demand students to help them in house hold work. Some students also do jobs for earning along the studies. Many parents are illiterate. With a little difference, more parents allow children to decide about the educational matters. Others try to impose decisions about the educational matters on children.²⁴

2.2 STUDIES CONDUCTED ABROAD

Feldman, S. Shirley and Wentzel, Kathryn R., 1990, conducted a study on *Relations Among Family Interaction Patterns, Classroom*

²⁴ Akhter, Nasreen, *Attitude of Parents towards Education of their Children: A Study Conducted In Low Literacy Areas of the Punjab*. 3 Jan 2010 [http://www.usa.edu.pk Web/Publications/PDF/](http://www.usa.edu.pk/Web/Publications/PDF/)

Self-Restraint, and Academic Achievement in Preadolescent Boys.

Correlational results showed significant relations between achievement and all parent-child interaction scores except mother-son hostility. However, regression analyses suggested that the association between father-son interactions and achievement is mediated almost entirely by sons' restraint, whereas the relationships between mother-son interactions and achievement are not. Observed mother-father hostility also appears to be an indirect predictor of sons' academic achievement by way of its association with sons' restraint. These findings are especially important in that they identify social competence in the form of behavioral self-restraint as a noncognitive mediator between the quality of family functioning and academic achievement during early adolescence²⁵.

Davison, Jean, 1993, did a study on *School Attainment and Gender: Attitudes of Kenyan and Malawian Parents Toward Educating Girls*. This paper compares the attitudes of Kenyan and Malawian rural parents to educating girls, using perceptions of gender-specific academic

²⁵ Feldman, S. Shirley and Wentzel, Kathryn R., "Relations Among Family Interaction Patterns, Classroom Self-Restraint, and Academic Achievement in Preadolescent Boys", *Journal of Educational Psychology* Vol. 82, Issue 4, American Psychological Association, December 1990, pp.813-819.

potential, educational aspirations and opinions on the gender appropriateness of primary school subjects and various careers.²⁶

Hokoda, Audrey and Fincham, Frank D., 1995, did a study on *Origin of Children's Helpless and Mastery Achievement Patterns in the Family*. Their findings are consistent with the hypothesis that mothers of mastery children may socialize their children's achievement motivation. However, because of the small sample size and other limitations, the results should be interpreted with caution. Several directions are outlined for future research on the familial origins of helpless and mastery patterns in children.²⁷

Hari, Patricia, 1998, did a study on *Parents' and Community Attitudes Towards Girls' Participation in and Access to Education and Science, Mathematics and Technology (SMT) Subjects*. Research has determined that parental attitude and support has a great deal of influence on girls' participation and level of success attained in SMT education. Parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society. In African tradition and culture, women were expected to exclusively assume the roles of mothers and wives. Women were seen

²⁶ Davison, Jean "School attainment and gender: Attitudes of Kenyan and Malawian parents toward educating girls" *International Journal of Educational Development* Vol. 13, No. 4, Elsevier Inc, Oct 1993, pp. 331-338.

²⁷ Hokoda, Audrey and Fincham, Frank D., "Origins of Children's Helpless and Mastery Achievement Patterns in the Family." *Journal of Educational Psychology* Vol. 87 No. 3, American Psychological Association, 1995, pp. 375-385.

as nurturing beings and as such were expected to be the home makers and take care of the children. They were also expected to be obedient and subservient to the men. Women were seen as less capable, physically, mentally and in all areas outside their accepted roles, than men. As a result women were seen as requiring protection, guidance, supervision and leadership from men. It was thus accepted that men would fill decision making leadership capacities in society, while women played a mainly supportive/ nurturing role. With time, socio-economic changes have resulted in an expansion of the roles that women play, out of necessity and sometimes choice. However, the perception of women and their accepted roles and perceived capabilities have remained the same, i.e. traditional. Many people therefore have difficulty accepting that there is a need to equip women with the skills and knowledge necessary, through education, to enable them to take up their new roles and function effectively in the modern world. This attitude directly and indirectly has a negative effect on girls' participation in education in general and SMT in particular in a number of ways. The information gathered from this study, specifically from discussions and interviews with parents, students, teachers and head teachers, has underlined the fact that these traditional views of women's

ideal gender roles and the perceptions of their abilities has a negative effect on parents' attitudes towards educating girls.²⁸

Cherian, V. I. and Malehase, M. C., 2000, conducted a study on *The Relationship Between Parental Control and Scholastic Achievements of Children from Single – and Two- Parent Families*. The finding of a positive relationship between parental control and scholastic achievement among children from two-parent families is similar to those of Amato (1991) and Nock (1988) among U.S children: The more control parents had over their children, the better the children's scholastic achievement was. The present finding of no relationship between the two variables for single-parent children concurs with those of Devall, Stoneman, and Brody (1986) and Mulkey, Crain, and Harrington (1992) – again, among U.S children. The findings among the present South African Black Children thus replicate the results of studies among Black and White participants from developed countries.²⁹

Leondari, Angeliki and Kiosseoglou, GriGoris, 2000, did a study on *The Relationship of Parental Attachment and Psychological*

²⁸Hari, Patricia, *Parents' and Community Attitudes Towards Girls' Participation in and Access to Education and Science, Mathematics and Technology (SMT) Subjects*, 9 February 2010. <http://www.unesco.org/education/educprog/stel/projects/girls>.

²⁹ Cherian, V. I. and Malehase, M. C., "The Relationship Between Parental Control and Scholastic Achievements of Children from Single – and Two- Parent Families" *The Journal of Social Psychology* Vol. 140 No. 5, Heldref Publication, Washington DC, USA, 2000, pp. 665-667.

Separation to the Psychological Functioning of Young Adults. Their findings support the idea that the co-occurrence of individuality and connectedness in family relations contributes to adaptive emotional functioning. They suggest that young adults benefit from secure attachment to parents with mutual trust and communication and absence of alienation. They also indicate that freedom from guilt, anxiety, or resentment of one's parents. (Conflictual independence) may be positively interrelated both with secure attachment and adaptive psychological functioning. Levels of functional, emotional, attitudinal independence did not seem to be related to adjustment.³⁰

Tracey, Diane H. and Young, John. W., 2002, did a study on *Mothers' Helping Behaviors During Children's At-Home Oral - Reading Practice: Effects of Children's Reading Ability, Children's Gender and Mothers' Educational Level.* Social constructivism has been used as a theoretical model for studies that fall under the umbrella of family literacy, with the primary link being the effect of parents' language on children's construction of literacy knowledge. Such investigation is based on the premise that children's knowledge of literacy is influenced by the way parents interact with their children

³⁰ Leondari, Angeliki and Kiosseoglou, GriGoris "The Relationship of Parental Attachment and Psychological Separation to the Psychological Functioning of young Adults" *The Journal of Social Psychology* Vol. 140 No. 4, Heldref Publication, Washington DC, USA, 2000, pp.451-464.

during literacy events. The differences in these interactions lead to children developing varying conceptions about literacy³¹.

Hussain, Shabbir, et.al., 2003, did a study on *Parents Attitude Towards the Education of Their Daughters: A Case Study of Faisalabad–Pakistan*. It was concluded that majority of the parents have a positive attitude towards daughters education. However, some administrative difficulties obstruct in acquiring education by the girls.³²

Fernandes, Sabrina, 2006, did a study on *Girls Versus Boys: Parents' Attitudes toward Children's Educational Attainment in South Asia*. A child's educational attainment is strongly influenced by characteristics of his/her parents, such as their own educational attainments, economic resources, and expectations. Attitudes and preferences regarding children's educational attainment are important determinants of parents' childrearing behavior. While much demographic research has focused on fertility preferences such as desired number of sons and daughters, less work has addressed "quality" preferences for boys and girls once they are born. In this paper she has used data from the Survey of the Status of Women and Fertility (SWAF)

³¹ Tracey, Diane H. and Young, John. W., "Mothers' Helping Behaviors During Children's At-Home Oral - Reading Practices: Effects of Children's Reading Ability, Children's Gender, and Mothers' Educational Level" *Journal of Educational Psychology* Vol. 94 No. 4, American Psychological Association, 2002, pp. 729-737.

³² Hussain, Shabbir, et. al., "Parents Attitude Towards the Education of Their Daughters: A Case Study of Faisalabad–Pakistan", *Friends Science Publishers*, 3 Jan 2010, http://www.fsublishers.org/ijab/past-issues/IJABVOL_5_NO_3/23.pdf

and multinomial logistic regression methods to examine wives' and husbands' personal attitudes toward boys' and girls' educational attainment and the joint distribution of these attitudes in three distinct settings of South Asia: Uttar Pradesh in north India, Tamil Nadu in south India, and Punjab, Pakistan. In environments where males have more job opportunities and higher wages, an attitude favoring higher levels of education for boys than to girls could reflect parental strategies regarding investments in the future. If so, parents with lower levels of economic security may express attitudes favoring more education for boys than girls, or less certainty regarding these attitudes. In South Asia, however, economics and modernization alone do not capture the full dynamic of parents' attitudes toward children's education. With South Asia's primarily agrarian and patriarchal systems, these attitudes also reflect gender roles created by family structure, including the different nature of sons' and daughters' ties to natal family. The region's patrilineal and patrilocal kinship systems generate differential standards and expectations for girls and boys. In this analysis of parents' attitudes toward boys' and girls' educational attainment, autonomy, natal family ties, and religion are all considered.³³

³³ Fernandes, Sabrina "download.aspx(application/pdf object)" *Girls Versus Boys: Parents' Attitudes Toward Children's Educational Attainment in South Asia*, 9 February 2010. <http://paa2006.princeton.edu>.

Patall, Erika A., Cooper, Harris, and Robinson, Jogianne, Civey, 2008, did a study on *Parent Involvement in Homework: A Research Synthesis*. Their findings suggest that parent involvement in homework could affect student success by having a positive impact on homework completion and by reducing student problems with homework. Yet the effect of parent involvement on achievement was negligible to nonexistent, except among the youngest students. Clearly, it is important to consider the developmental stage of the student when parents become involved in homework. Further, different forms of parent involvement in homework may have different effects. Finally, parent's skills in the subject area may be an important mediator of the effect of helping. Each of these moderating influences suggests it is time for the study of parent involvement in homework to begin testing hypothesis grounded in psychological and educational theory. The findings of this research synthesis provide some guidance for future investigations that will be both useful and illuminating of the underlying social and psychological dynamics of parent help with homework.³⁴

Sonam, Yank and Sik, Shin, Chang, 2008, did a study on *Parental Attitudes Towards Education: What Matters for Children's*

³⁴Patall, Erika A., Cooper, Harris, and Robinson, Jogianne, Civey," Parent Involvement in Homework :A Research Synthesis" *Review of Educational Research* Vol.78/10.3102/0034654308325185 American Educational Research Association, December,2008, pp.1039-1095.

Well-Being? This study concludes that behind the idea of well-being of children and fulfilling each child's potential must lie fundamental values concerning the needs, interests and welfare of children. This must be put at the heart of our policies and practices.³⁵

Senechal ,Monique and Young, Laura, 2008, did a study on *The Effect of Family Literary Interventions on Children's Acquisition of Reading From Kindergarten to Grade 3: A Meta - Analytic Review*. This review focuses on intervention studies that tested whether parent – child reading activities would enhance children's reading acquisition. Parent involvement has a positive effect on children's reading acquisition. Further analyses revealed that interventions in which parents tutored their children using specific literacy activities produced larger effects than those in which parents listened to their children read books.³⁶

Nettles, Sandra, M., Caughy, Margaret O'Brien and O'Campo, Patricia J., 2008, did a study on *School Adjustment in the Early Grades: Toward an Integrated Model of Neighborhood, Parental, and Child Processes*. Qualitative and quantitative studies have shown

³⁵ Sonam, Yank and Sik, Shin Chang , "Parental attitudes towards education: What matters for children's well-being?", *Social Care Online: Parental attitudes towards education: What matters for children's well-being?*, 3 January 2010, <http://www.scie-socialcareonline.org.uk>.

³⁶ Senechal, Monique and Young, Laura, "The Effect of Family Literary Interventions on Children's Acquisition of Reading from Kindergarten to Grade 3: A Meta - Analytic Review." *Review of Educational Research* Vol. 78 No. 4, American Educational Research Association, 2008, p. 880.

that parents at all income levels can influence children's academic achievement by careful management of resources within the home, the community and the school (Clark, 1983; Gutman & McLoyd, 2000; Gordon, Bridglall & Meroe, 2005). Parental involvement has been topic of increasing interest and is a component of local and national reform efforts (Epstein, 2001). Overall, studies of parental involvement in schools show a modest association of diverse practices achievement (Stevenson & Baker, 1987). In Englund et al.'s (2004) study, the parent's involvement with school in first grade did not predict first grade achievement, but parental involvement in third grade predicted third grade achievement.³⁷

Saracho, Olivia N., 2008, did a study on *Fathers' and Young Children's Literacy Experiences*. A family literacy program was examined to document the literacy experiences of 25 fathers and their five-year-old children. Using a case study methodology, this study examined the effects of a literacy intervention program that was designed to assist fathers to promote their children's acquisition of literacy. The results indicated that the fathers who learn literacy strategies and activities can contribute to their children's literacy

³⁷ Nettles, Sandra, Murray, Caughy, Margaret O'Brien and O'Campo, Patricia J., "School Adjustment in the Early Grades: Toward an Integrated Model of Neighborhood, Parental, and Child Processes" *Review of Educational Research* Vol. 78 No. 1, American Educational Research Association, 2008, p. 21.

development. Fathers in the literacy intervention program received the same literacy instruction, but they modified the instruction to their own personal style, the literacy strategies, interactions, materials, and activities that they learned. The trends and innovations in the literacy program were related to the teaching-learning process and their collaboration. These trends and innovations indicated that fathers can make important contributions to their children's literacy development³⁸.

Honig, Alice Sterling, 2008, conducted a study on *Supporting Men as Fathers, Caregivers, and Educators*. A review of research on fathering and research on men employed in work with young children in centers and in elementary schools emphasizes the importance of positive male engagement with young children for their optimal development. Research also reveals the complexity of studying these relationships and the barriers in families and in society that impede the implementation of positive interactions. Suggestions are given for increasing positive male participation in the home and in educational settings.³⁹

Hossain, Ziarat and Shipman, Virginia, 2009, did a study on *Mexican Immigrant Fathers' and Mothers' Engagement with School-Age*

³⁸ Saracho, Olivia N. "Experiences", *Early Child Development and Care*, Vol. 178 No.7-8, Routledge , Taylor & Francis, Inc., 325 Chestnut Street, Suite 800, Philadelphia, PA 19106, 2008, pp.837-852.

³⁹Honig, Alice Sterling "Supporting Men as Fathers, Caregivers, and Educators" *Early Child Development and Care*, Vol. 178 No. 7-8, Routledge , Taylor & Francis, Inc., 325 Chestnut Street, Suite 800, Philadelphia, PA 19106, 2008, pp.665-687.

Children. This study examined mothers' and fathers' reports of their time spent in their school-age children's care and academic work and the relationships between socioeconomic status and social support variables with fathers' time spent in children's care and academic work within two-parent Mexican immigrant families. Mother and father dyads⁴⁰ from 79 two-parent Mexican immigrant families with a second- or third-grade child residing in rural towns in southwestern United States participated in the study. Multivariate analyses of variance indicated that mothers spent significantly more time in children's basic care, care on demand, and both academic interaction at home and at school than did fathers. Hierarchical regression analyses revealed that fathers' time spent in children's care was positively related to their educational level and extra familial support and that their time spent in children's academic work, although positively influenced by their education, was negatively influenced by family size. Findings are discussed with regard to gender role differences in parental engagement with children within Mexican immigrant families and their implications for informing policy makers, educators, and parents of the importance of parental time spent in

⁴⁰ Pairs of individuals such as couples.

enriching children's development and culturally sensitive strategies for doing so.⁴¹

Wyrick, Amanda J. and Rudasill, Kathleen Moritz, 2009, conducted a study on *Parent Involvement as a Predictor of Teacher-Child Relationship Quality in Third Grade*. Research Findings: Research on teacher-child relationships is important, as the quality of this relationship is linked to numerous child outcomes in the areas of academic and social functioning. In addition, parent involvement has been identified as a significant factor in the successful development of a child. This study attempted to join these two lines of research by assessing the extent to which teacher-child relationship quality varies as a function of parent involvement. Regression analyses were conducted to examine the relation between teacher-child relationships and parent involvement while controlling for known determinants of teacher-child relationship quality (i.e., gender and income). All variables were significantly related to teacher-child relationship quality. Parent involvement was negatively related to conflict. Furthermore, more parent involvement predicted less teacher-child conflict, but only for children from low-income families. Practice or Policy: The results are

⁴¹Hossain, Ziarat and Shipman, Virginia , “ Mexican Immigrant Fathers' and Mothers' Engagement with School-Age Children”. *Hispanic Journal of Behavioral Sciences*, Vol 31 No. 4 SAGE Publications, 2009, pp. 468-491.

discussed in terms of the importance of parent involvement to children's school adjustment, with specific importance for parents of low-income children⁴².

Nichols, Sue, et. al., 2009, conducted a study on *Parents Resourcing Children's Early Development and Learning*. Parents deal with a complex web of choices when seeking and using knowledge and resources related to their young children's literacy development. Information concerning children's learning and development comes in many forms and is produced by an increasingly diverse range of players including governments, non-government organizations and commercial businesses. This study used a survey, interview and artifact collection to investigate mothers' and fathers' reported activities in seeking, accessing, producing and circulating information and resources related to children's learning and development. Differences were found relating to parent gender and level of education. Parents' resourcing activities are also shaped by their particular goals for their children.⁴³

⁴² Wyrick, Amanda J. and Rudasill, Kathleen Moritz, "Parent Involvement as a Predictor of Teacher-Child Relationship Quality in Third Grade" *Early Education and Development*, Vol. 20 No. 5, Routledge, Taylor & Francis, Inc., 325 Chestnut Street, Suite 800, Philadelphia, PA 19106, 2009, pp. 845-864.

⁴³ Nichols, Sue, et. al., "Parents Resourcing Children's Early Development and Learning" *Early Years: An International Journal of Research and Development*, Vol. 29 No. 2, Routledge, 2009, pp.147-161.

Morgan, Anne, Nutbrown, Cathy and Hannon, Peter, 2009, conducted a study on *Fathers' Involvement in Young Children's Literacy Development: Implications for Family Literacy Programmes*. Relatively few studies of family literacy programmes have investigated parents' experiences and whilst a number of such programmes have been specifically aimed at fathers, little is known about the involvement of fathers in programmes which target both mothers and fathers. This article reports fathers' involvement in a family literacy programme and their home literacy practices with their young children. The article provides a definition of family literacy and describes the context of the study, which was carried out in socio-economically disadvantaged communities in a northern English city. Fathers' participation in their children's literacy was investigated through interviews at the beginning and end of the programme (n = 85) and home visit records made by teachers throughout the programme. Quantitative and qualitative analysis of these data indicate that, while fathers' participation in the family literacy programme was not easily "visible", almost all fathers were involved to some extent in home literacy events with their children. During the programme, teachers shared information about literacy activities and the importance of children having opportunities to share literacy activities with their parents. Data indicate that fathers who were not mentioned by mothers as having been involved in their children's literacy were significantly more likely to be on a low income

than those who were reported as being engaged with their children in home literacy activities. Fathers in the study were involved in providing literacy "opportunities", showing "recognition" of their children's achievements, "interacting" with their children around literacy and being a "model" of a literacy user. Although involved in all four of these key roles, fathers tended to be less involved in providing literacy opportunities than mothers. While fathers and sons engaged in what might be described as traditionally "masculine" literacy activities, fathers were more often reported to be involved with their children in less obviously gendered home literacy activities.⁴⁴

Plunkett, Scott W., et. al., 2009, conducted a study on *Adolescents' Reports of Parental Engagement and Academic Achievement in Immigrant Families*. The purpose of this study was to add to the understanding of the effects of perceived parental engagement on adolescents' academic achievement in immigrant families. Self-report data were collected from 1,245 adolescents in immigrant families from four high schools in Los Angeles County. After controlling for parental educational attainment, parental engagement variables were indirectly related to grades through youths' academic engagement. Adolescents' perceptions of monitoring by mothers and fathers were indirectly related

⁴⁴Morgan, Anne, Nutbrown, Cathy and Hannon, Peter, "Fathers' Involvement in Young Children's Literacy Development: Implications for Family Literacy Programmes" *British Educational Research Journal*, Vol. 35 No. 2, Routledge, Apr 2009, pp.167-185.

to grades through academic engagement. Perceived educational advice by mothers was indirectly related to grades through academic engagement for non-Latinos, boys, and 2nd generation youth. Perceived mothers' schoolwork help was positively related to adolescents' academic engagement in all the models (except 2nd generation youth), yet fathers' schoolwork help was significant only for girls and 2nd generation youth.⁴⁵

Bhanot, Ruchi T. and Jovanovic, Jasna, 2009, conducted a study on *The Links between Parent Behaviors and Boys' and Girls' Science Achievement Beliefs*. This study examined whether parental involvement in children's science schoolwork (i.e., discussions about science, homework helping and encouragement of science interest) varies for boys and girls, and how these behaviors relate to children's science achievement beliefs (i.e., ability perceptions and task-value) at the end of a school year. Specifically, the findings indicated that only parents' encouragement of science interest varied by child gender; mothers' encouragement positively predicted girls' self-assessments of science ability at the end of the year, but was a negative estimator of boys' self-assessments. Additionally, mothers' discussions about science

⁴⁵Plunkett, Scott W., et. al., "Adolescents' Reports of Parental Engagement and Academic Achievement in Immigrant Families" *Journal of Youth and Adolescence*, Vol. 38 No. 2, A Multidisciplinary Research Publication, Feb 2009, pp.257-268.

showed similar findings with respect to girls' and boys' utility beliefs about science.⁴⁶

Huntsinger, Carol S. and Jose, Paul E., 2009, conducted a study on *Parental Involvement in Children's Schooling: Different Meanings in Different Cultures*. Three types of parent involvement--communicating, volunteering at school, and learning at home--were explored in two cultures within the United States. Immigrant Chinese parents and European American parents of young children reflect their different traditions in the ways they involve themselves in their child's academic life. European American parents volunteered more in schools, while Chinese American parents focused more on systematic teaching of their children at home. Chinese American parents were more critical of typical primary school report cards without ABC grades. Parents' home teaching methods showed stability over time, demonstrating that parents who used formal, structured methods at Time 1 continued to do two and four years later.⁴⁷

⁴⁶Bhanot, Ruchi T. and Jovanovic, Jasna, "The Links between Parent Behaviors and Boys' and Girls' Science Achievement Beliefs" *Applied Developmental Science*, Vol. 13 No. 1, Psychology Press, 2009, pp.42-59.

⁴⁷Huntsinger, Carol S. and Jose, Paul E., "Parental Involvement in Children's Schooling: Different Meanings in Different Cultures" *Early Childhood Research Quarterly*, Vol. 24 No. 4, Elsevier Inc, 2009, pp.398-410.

Myrberg, Eva and Rosen, Monica, 2009, conducted a study on *Direct and Indirect Effects of Parents' Education on Reading Achievement among Third Graders in Sweden*. Cultural capital in families and especially, the educational level of parents, has during the last decades been found to be the most important dimension of socio-economic influence on school performance. The results reveal that the total effect of parents' education is substantial and that almost half of this effect is mediated through other variables, i.e. the number of books at home, early literacy activities, and emergent literacy abilities at the time for school start. The article thus identifies some of the mechanisms through which parents' education exert an influence on children's literacy development. Cultural reproduction starts in the very early childhood, in informal settings where reading aloud is an important activity. The knowledge of written language that children have at the time for school-start influences further reading acquisition.⁴⁸

Hannum, E., Kong, Peggy and Zhang, Yuping, 2009, conducted a study on *Family Sources of Educational Gender Inequality in Rural China: A Critical Assessment*. They investigated the gender gap in education in rural northwest China. They complemented their main

⁴⁸ Myrberg, Eva and Rosen, Monica "Direct and Indirect Effects of Parents' Education on Reading Achievement among Third Graders in Sweden" *British Journal of Educational Psychology*, Vol. 79 No. 4, The British Psychological Society, Dec 2009, pp.695-711.

analysis with two illustrative case studies of rural families drawn from 11 months of fieldwork conducted in rural Gansu between 2003 and 2005. In 2000, most mothers expressed egalitarian views about girls' and boys' rights and abilities, in the abstract. However, the vast majority of mothers still expected to rely on sons for old-age support, and nearly one in five mothers interviewed agreed with the traditional saying, "Sending girls to school is useless since they will get married and leave home." Compared to boys, girls faced somewhat lower (though still very high) maternal educational expectations and a greater likelihood of being called on for household chores. However, there was little evidence of a gender gap in economic investments in education. Girls rivaled or outperformed boys in academic performance and engagement. Seven years later, boys had attained just about a third of a year more schooling than girls--a quite modest advantage that could not be fully explained by early parental attitudes and investments, or student performance or engagement. Fieldwork confirmed that parents of sons and daughters tended to have high aspirations for their children. Parents sometimes viewed boys as having greater aptitude, but tended to view girls as having more dedication--an attribute parents perceived as being critical for educational success. Findings suggest that at least in Gansu, rural parental educational attitudes and practices toward boys and girls are

more complicated and less uniformly negative for girls than commonly portrayed⁴⁹.

Kristjansson, Alfgeir Logi and Sigfusdottir, Inga Dora, 2009, conducted a study on *The Role of Parental Support, Parental Monitoring, and Time Spent with Parents in Adolescent Academic Achievement in Iceland: A Structural Model of Gender Differences*. This study examines the relationship between parental support, parental monitoring, and time spent with parents and academic achievement among adolescent girls and boys in Iceland, a high-income per-capita Nordic country. Structural equation models show that parental factors are all associated with academic achievement among both boys and girls. However, for both genders, these associations are mostly indirect, through school effort. The relationship between the parental factors and academic achievement is similar in strength for boys and girls. Boys however receive less parental support and are less monitored than girls⁵⁰.

⁴⁹ Hannum, E., Kong, Peggy and Zhang, Yuping "Family Sources of Educational Gender Inequality in Rural China: A Critical Assessment" *International Journal of Educational Development*, Vol. 29 No. 5, Elsevier Inc, Sep 2009 , pp.474-486.

⁵⁰ Kristjansson, Alfgeir Logi and Sigfusdottir, Inga Dora "The Role of Parental Support, Parental Monitoring, and Time Spent with Parents in Adolescent Academic Achievement in Iceland: A Structural Model of Gender Differences" *Scandinavian Journal of Educational Research*, Vol. 53 No. 5, Routledge , Taylor & Francis, Inc., 325 Chestnut Street, Suite 800, Philadelphia, PA 19106, Oct 2009, pp.481-496.

Al-Yousef, Huda, 2009, conducted a study on *They Know Nothing about University--Neither of Them Went": The Effect of Parents' Level of Education on their Involvement in their Daughters' Higher Education Choices*. This article attempts to explore how parents are involved in their daughters' decision-making around their higher education path. It draws on qualitative research that investigated the process through which young women from the UK and Saudi Arabia reached a decision about a subject or an institution for higher educational study. The paper demonstrates different forms of parents' involvement (emotional, financial, providing information) in their daughters' higher educational choices in relation to parents' prior level of education. It concludes that parents' involvement differs according to the gender of the parent. It suggests little relationship between the parents' educational background and the nature of their involvement in their daughters' educational choices. The article shows some similarities in the nature of parents' involvement in young women's decision-making process between the UK groups and the Saudi groups, though decisions were made within two different cultural contexts.⁵¹

⁵¹ Al-Yousef, Huda "They Know Nothing about University--Neither of Them Went": The Effect of Parents' Level of Education on their Involvement in their Daughters' Higher Education Choices" *Compare: A Journal of Comparative and International Education*, Vol. 39 No. 6, Routledge, Dec 2009, pp.783-798.

Rork, Kristine E. and Morris, Tracy L., 2009, conducted a study on *Influence of Parenting Factors on Childhood Social Anxiety: Direct Observation of Parental Warmth and Control*. The purpose of the present study is to determine the association of parenting behaviors and social anxiety in children. Three parental factors--including parental socialization, control, and warmth--were investigated in a sample of 31 two-parent families. Moderate associations between parental control and child anxiety symptoms were found, with no support for the association between parental warmth and child anxiety. More specifically, maternal overprotection and observed negative commands related to child social anxiety, and paternal overprotection related to child general anxiety.⁵²

⁵²Rork, Kristine E. and Morris, Tracy L. "Influence of Parenting Factors on Childhood Social Anxiety: Direct Observation of Parental Warmth and Control" *Child & Family Behavior Therapy*, Vol. 31 No.3, Routledge, 2009, pp.220-235.

Maraffi, Michelle, 2009, conducted a study on *Girls' Attitudes, Self-Expectations, And Performance in Math*. Parents play a crucial role in their daughters' math and science education. It suggests that parents talk to their daughters about the importance of math and its necessity in certain careers. In another section, the brochure encourages parents to foster positive attitudes in their daughters toward math and science. This publication would be a useful tool for teachers to use to inform parents of their ability to improve girls' attitudes and participation in math and science classes.⁵³

Harper, Scott E., 2010, conducted a study on *Exploring the Role of Filipino Fathers: Paternal Behaviors and Child Outcomes*. Using data collected from an urban Southern Visayan province during the summer of 2006, this study examines a sample of 133 Filipino fathers to consider potential relationships between father behaviors and child outcomes. Increased paternal psychological control predicts increased problematic child outcomes, with sons being more affected than daughters. Furthermore, increased authoritative fathering is associated with decreased externalizing problems of children as well as fewer internalizing problems for sons but not for daughters. Increased father involvement predicts improved sibling relationship quality for children.

⁵³ Maraffi, Michelle, "Girls' Attitudes, Self-Expectations, and Performance in Math" *Math Forum: Bibliography – Girls' Attitude Towards Math*, 9 Feb., 2010, <http://mathforum.org/~sarah/Discussion.Sessions/biblio.attitudes.html>.

Overall, findings support the idea that Filipino fathers play a valuable role in the lives of their children.⁵⁴

Conclusion: This chapter had dealt with reviewing of some of the studies on the problems which are related to provision of educational facilities to children and the effect of parental encouragement upon the educational development of the students conducted in India and abroad.

⁵⁴ Harper, Scott E. "Exploring the Role of Filipino Fathers: Paternal Behaviors and Child Outcomes" *Journal of Family Issues*, Vol. 31 No. 1, SAGE Publications, 2010, pp.66-89.

CHAPTER III

METHODOLOGY

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METHODOLOGY

This chapter presents the study's selected research methodology. As shall be seen, the methodology is influenced by the purpose of this study and the current chapter reviews the purpose of the study, discusses the data collection and data analysis procedures and the limitations of the research.

This chapter is thus concerned with the procedures and techniques employed to achieve the objectives of the present study.

3.1 RESEARCH METHOD

The present research study is the Descriptive survey of the provision of educational opportunities to boys and girls in Khasi society.

Survey studies are conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.

Survey means viewing and interpreting things rigorously and comprehensively. Started with this connotation it has undergone such a

revolution. Nowadays survey method is not a way of collecting data but also analysing the results statistically and systematically.

The function of a survey depends on the purpose for which it is required and how much of information is already known about the problem. It is a technique of investigation and it refers to direct observation of a phenomenon and collection of information through personal interview, questionnaire etc. They provide causal and meaningful explanations.

A survey permits the researchers to have direct contact with the people. Therefore his influences are based on the facts of life rather than any theory or dogma.

This method permits greater objectivity. There is no scope for personal bias as the data is not influenced by any one man's views.

Surveys in general bring to light a number of problems and propositions that would not have been made possible by pure theoretical analysis⁵⁵.

Survey studies may take different forms depending upon the scope, nature and purpose of the problem under investigation. They may be broad or narrow in scope. Some surveys encompass several countries, states or regions; or may be limited to one country, region, state, district,

⁵⁵ Cauvery, R., et al. *Research Methodology*, S. Chand and Company Ltd., New Delhi, 2008, p. 128.

tehsil, city, school system, or some other unit. Survey data may be collected from every unit of a population or from a representative sample⁵⁶.

3.2 POPULATION

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe⁵⁷.

The population is properly defined so that there is no ambiguity as to whether a given unit belongs to the population⁵⁸.

The population of the present study comprises of various households located in the four localities of Shillong - Nongthymmai, Laitkor, Mawlai and Laimer.

3.2.1 SAMPLE

After defining a population and listing all the units, a researcher selects a sample of units from the sampling frame. The process of such a

⁵⁶Koul, Lokesh, *Methodology of Educational Research*, Third Revised Edition, Vikas Publishing House Pvt Ltd, New Delhi, 2006, pp. 434-435.

⁵⁷ Ibid., p.111.

⁵⁸ Ibid., p.112.

selection is called sampling. In order to serve a useful purpose, sampling should be unbiased or representative. A good sample must be as nearly representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. The logic of the theory of sampling is the logic of induction, that is we proceed from particular, (i.e. sample) to general (i.e. population) and all the results are expressed in terms of probability⁵⁹.

For the purposes of the study and considering the circumstances of the distribution of the questionnaire, it was impossible to apply a systematic type of sampling method. Therefore, random sampling was used.

A random sampling is one chosen by a method involving an unpredictable component. Random sampling can also refer to taking a number of independent observations from the same probability distribution, without involving any real population. A probability sample is one in which each item has a known probability of being in the sample.

The sample of boys and girls from different families is drawn randomly from different localities. It consisted of fifteen boys and girls from fifteen families of Lawjynriew (Nongthymmai), fifteen boys and

⁵⁹ Koul, op.cit., p.112.

girls from fifteen families of Nongdaneng (Laitkor), ten boys and girls from ten families of Nonglum (Mawlai) and ten boys and girls from ten families of Nongkseh (Laimer).

From each selected family, one boy and one girl who are related as brother and sister studying in Class VII to XII constituted the respondents.

3.3 TOOLS

A researcher requires many data – gathering tools or technique which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information⁶⁰.

Selection of the tools is an important step in undertaking such a study because the results of the study depend upon the quality and appropriateness of the tools use. The selection of an appropriate tool depends on various factors such as the objective of the study, availability, etc.

In the present study, the investigator used questionnaire as a tool to collect the necessary data for the study.

⁶⁰ Koul, op.cit., p.126.

3.3.1 Rationale for Using the Tool

A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational, etc; topic(s) sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. Questionnaire is a popular means of collecting all kinds of data in research. It is widely used in educational research to obtain information about certain conditions and practices, and to inquire into opinion and attitudes of an individual or a group⁶¹.

Questionnaires are a useful tool to investigate:

- i) patterns, frequency, ease and success of use
- ii) user needs, expectations, perspectives, priorities and preferences
- iii) user satisfaction with collections and services
- iv) shifts in user attitudes and opinions
- v) relevance of collections and services to user needs
- vi) trends⁶².

⁶¹ Koul, op.cit., p.146.

⁶² Evalued, "An evaluation toolkit", 5May2010, <http://www.evalued.bcu.ac.uk/tutorial/4a.htm>.

3.3.2 Advantages of Questionnaires

The main advantages of questionnaires are:

- i) Questionnaires are very cost effective when compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographic areas. Written questionnaires become even more cost effective as the number of research questions increases.
- ii) Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.
- iii) Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.
- iv) Questionnaires reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent.
- v) Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his

own time-table. Unlike other research methods, the respondent is not interrupted by the research instrument.

- vi) The responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews.
- vii) They can be used for sensitive topics which users may feel uncomfortable speaking to an interviewer about.
- viii) Respondents have time to think about their answers; they are not usually required to reply immediately.

3.4 CONSTRUCTION OF THE QUESTIONNAIRE TITLED “EDUCATIONAL OPPORTUNITIES TO BOYS AND GIRLS IN KHASI SOCIETY”

For the construction of the tool, the components and the dimensions of the rating scale was selected based on reading of various relevant literatures such as Fourth Survey of Research in Education by M.B.Buch, Journal of Social Psychology, Journal of Educational Psychology, Review of Educational Research, Hispanic Journal of Behavioral Sciences, Early Years: An International Journal of Research and Development, British Educational Research Journal, Journal of Youth and Adolescence, Early Childhood Research Quarterly, Journal of Family Issues, Early Child Development and Care, British Journal of

Educational Psychology, Applied Developmental Science, International Journal of Educational Development, Scandinavian Journal of Educational Research, Compare: A Journal of Comparative and International Education, Child & Family Behavior Therapy.

The investigator also consulted Clark's Parent-Child Relation Questionnaire⁶³.

3.4.1 Validation of the Tool

The investigator requested two experts from the Department of Education, NEHU and other two experts from the Department of Cultural and Creative Studies, NEHU to validate the tool. Experts were requested to go through the tool constructed and suggest ways by which the tool could be improved by checking:-

- i) Correction of the language and the clarity of the statements.
- ii) The appropriateness of the statements in testing the components specified.
- iii) To check the relevance of each statement.
- iv) To evaluate every statement in the light of the clarity and specificity of the context.

⁶³ Tiwari, Govind, *Indian Adaptation of Clark's Parent – Child Relations Questionnaire*, Agra Psychological Research Cell, Tiwari Kothi, Belanganj, Agra-282004, 1980.

The experts for the Content Validity examined each item of the tool. As per the instructions furnished, they selected sixty items and the following suggestions were given for the improvement of the tool:-

- a. Vague statements were to be excluded.

Example: Are you satisfied with the facilities you have?

- b. Stress on need for the simple, concise and clear statements.

Example: Do you have enough time to study at home?

- c. Double negatives were to be avoided in one statement.

Example: Don't you ever feel that you are not treated as well as others in the family?

- d. Grammatical corrections were to be made.

3.4.2 Pilot Study

A pilot study was conducted by the investigator to check the validity and usability of the tool. For this study, ten students, five students from Dinet Manik Syiem Memorial School and five students from Morningstar School, Nongthymmai were given the questionnaire for answering. It was found that the students could express themselves freely. It was easier and less time was consumed to complete the questionnaire. It was easier to analyse and answers could be compared

more easily. There was a high response rate and less missing data. This indicated that there was feasibility of procedures and there was reliability and validity of instruments.

3.4.3 Preparation of the Final Draft of the Tool

Based on the suggestions given by the experts, modifications of the tool were done. The final draft had sixty items.

The questionnaire consists of subtopics such as children's sense of belongingness, aggression, attachment with parents, status and education. The questionnaire was accompanied with information details of the parents and children for analysis purpose.

3.4.4 Method of Scoring

The replies to the specific question fell into three categories, namely, always, sometimes and never. In scoring the responses, the replies furnished were carefully examined and scaled them as two points for "always", one point for "sometimes" and zero for "never" for positive items and it was in the reverse order in respect of certain negative questions for which two points were given to "never", one point to "sometimes" and zero point to "always". This scheme resulted in a dimension wise total score for each respondent.

3.5 PROCEDURE OF DATA COLLECTION

This study conducted a survey of students, in their respective homes. The questionnaire was distributed amongst boys and girls from each family in the selected locality.

The investigator visited personally the selected households in order to collect the information and using the questionnaires prepared by the investigator.

The investigator sought the permission from the headmen of the various localities to undertake the study. Selecting school going boys and girls from ten or fifteen families from each locality was a very challenging job as the investigator had no knowledge which family could provide the needs of the investigator. Locating a family which had brothers and sisters that could be used for data collection was very difficult. Some clues were provided by the headmen regarding the families with brothers and sisters while the investigator managed to collect the sample mainly through the help of the participants, that is the brothers and sisters.

The investigator distributed the questionnaires to the participants directly with a request to give their free and frank responses. Before the commencement of the task, the participants were first assured that the responses will be kept confidential and that personal identifying

information will not be revealed at all, except as part of the study's results.

The participants are made to answer the questionnaires without the any supervision of the parents except a brief explanation from the investigator at the beginning. A twenty to thirty minute's time was given to the participants to answer all the sixty questions.

The total time taken for the collection of data was one month.

Finally, the questionnaires were collected by the investigator for analysis.

3.6 DELIMITATION OF THE STUDY

The study is limited to a hundred students of fifty households out of which fifteen households is taken from Lawjynriew, a locality at Nongthymmai, fifteen households from Nongdaneng, a locality at Laitkor, ten households from Nonglum, a locality at Mawlai and ten households from Nongkse, a locality at Laimer.

There was non-availability of a standardized tool to measure the educational opportunities provided by parents to their children. The tool had to be constructed by the investigator.

3.7 ANALYSIS OF DATA

In the case of boys and girls, their responses were given in scores and appropriate statistical methods were used.

Descriptive statistics such as percentage, mean, standard deviation and graphical representation were used. Inferential statistics such as t-test were used to find the significant difference between the means of scores of perception of boys and girls in the educational opportunities provided by their parents.

The data collected was analysed using Microsoft Excel.

The analysis and the interpretation of the tabulated data have been presented in chapter four.

CHAPTER IV

ANALYSIS AND

INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data are the creative aspect of research. The first is a matter of reorganising the material that is already available which depends upon the skill of the researcher and interpretation requires either statistical analysis or qualitative classifications. Analysis of data comes prior to interpretation. But the two operations are mixed up and hence cannot be regarded as two separate operations⁶⁴.

One of the aims of Science is to interpret a multiplicity of natural phenomena in terms of a few fundamentals principles. Statistics is one of the fundamental tools of scientific interpretation of a mass of 'effect' to group the cause.

Statistical data describe group behaviour or group characteristics abstracted from a number of individual observations which combined to make generalization possible. Research consists of systematic

⁶⁴ Cauvery, R., et al. *Research Methodology*, S. Chand and Company Ltd., New Delhi, 2008, p. 196.

observation and description of properties of objects or events for the purpose of discovering relationship between variables. The ultimate purpose is to develop generalization that may be used to explain phenomena and to predict future occurrence.

So, any undertaken research work may yield useful and reliable results and interpretation in a proper way by employing appropriate measures of statistics, because the use of statistics gives a sort of mark for acceptance of research evidence. The analysis of data, collected by employing suitable instruments was carried out with the help of applying necessary statistical formulae and on the basis of certain predetermined criteria the findings were meaningfully interpreted.

In the present chapter the various statistical techniques were applied for analysing the data collected from the students by administering the questionnaire, the obtained findings as well as their possible interpretation.

Analysis and interpretation of data were based on the objectives of the study. The following objectives of the present study formulated by the investigator are as follows:

I. The first objective was to find out the educational opportunities provided by Khasi parents towards boys and girls based on :

- The provision of time to study by the parents.
- The provision of text books to boys and girls by the parents.
- The provision of school uniforms by the parents.
- Sending boys and girls to a good and expensive school by the parents.
- Providing pocket money to boys and girls by the parents.
- Sending boys and girls to tuitions.

II. The second objective was to find out the perception of Khasi boys and girls on the parental attitudes towards them with regards to the following domains:

- Attachment
- Sense of belongingness
- Aggression
- Status

III. The third objective was to find out the difference between perception of Khasi boys and girls on their parental attitudes regarding their educational needs based on provision of educational opportunities by their parents.

4.1 ANALYSIS AND INTERPRETATION OF OBJECTIVE

ONE

The first objective was to find out the educational opportunities provided by Khasi parents towards boys and girls based on :

- The provision of time to study by the parents.
- The provision of text books to boys and girls by the parents.
- The provision of school uniforms by the parents.

- Sending boys and girls to a good and expensive school by the parents.
- Providing pocket money to boys and girls by the parents.
- Sending boys and girls to tuitions.

The analysis of this objective has been done by using descriptive statistics, viz.: Percentage and Graphical representation of the data.

4.1.1 The educational opportunities provided by Khasi parents towards boys and girls with regard to the provision of time for studying.

The Khasi boys and girls were asked regarding the educational opportunities provided by Khasi parents towards them with regard to the provision of time to study. The responses have been shown in table 4.1 and figure 4.1.

TABLE 4.1**Percentage of Khasi boys and girls on time for studying**

Children	Number (N)	Percentage (%)
Boys	50	77
Girls	50	88

Interpretation

The above table showed that 77 percent of Khasi boys agreed that their parents provided them with time for studying while 88 percent of Khasi girls agreed to it. This showed that the girls were given more time to study than the boys. It might be due to the fact that daughters when they grow up, they are the equal earning members of the family or more so the future of the Khasi family lies on the daughter so the parents preferred giving more time and educating daughters in the family.

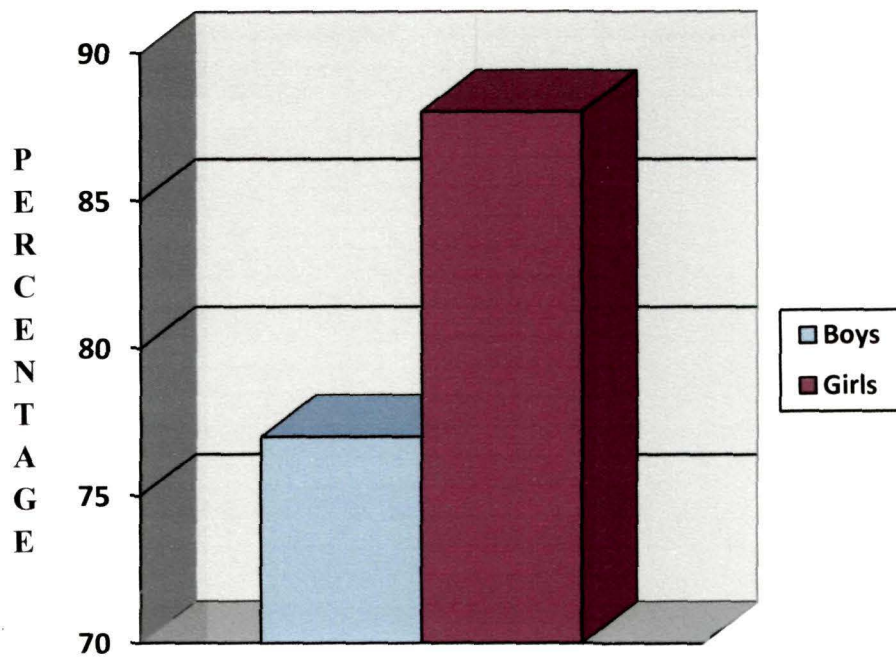


Figure 4.1: Percentage of Khasi boys and girls on time for studying

4.1.2 The educational opportunities provided by Khasi parents towards boys and girls with regard to the provision of text books.

The Khasi boys and girls were asked regarding the educational opportunities provided by Khasi parents towards them with respect to the provision of text books. The responses have been shown in table 4.2 and figure 4.2.

TABLE 4.2

**Percentage of Khasi boys and girls on provision of text books by
their parents**

Children	Number (N)	Percentage (%)
Boys	50	97
Girls	50	98

Interpretation

Table 4.2 showed that 97 percent of boys stated that their parents provided text books while 98 percent of girls agreed to it. This indicated that the Khasi parents gave preference to the girls in providing school textbooks than to the boys. This also showed that it was not considered necessary to provide text books to the boys as they were needed more in various fields of errands by their parents than going to school.

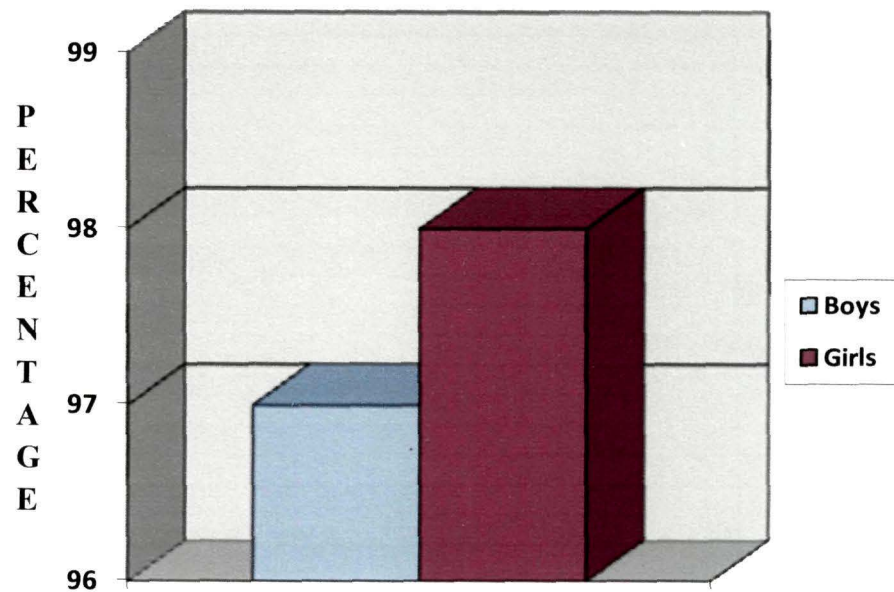


Figure 4.2: Percentage of Khasi boys and girls on provision of text books by their parents

4.1.3 The educational opportunities provided by Khasi parents towards boys and girls with regard to the provision of school uniforms

The Khasi boys and girls were asked about the educational opportunities provided by Khasi parents towards them with regard to the provision of school uniforms. The responses have been shown in table 4.3 and figure 4.3.

TABLE 4.3

**Percentage of Khasi boys and girls on provision of school uniforms
by their parents**

Children	Number (N)	Percentage (%)
Boys	50	41
Girls	50	63

Interpretation

Table 4.3 indicated that 41 percent of Khasi boys stated that uniforms were provided by their parents as compared to 63 percent of girls. This showed that the Khasi parents provided the girls with proper uniforms than to the boys. This indicated that the Khasi parents made sure that the girls were provided with full uniform so that they could be serious with going to schools and the boys on the other hand were not given attention by their parents in this area indicating that the parents were not serious about their schooling.

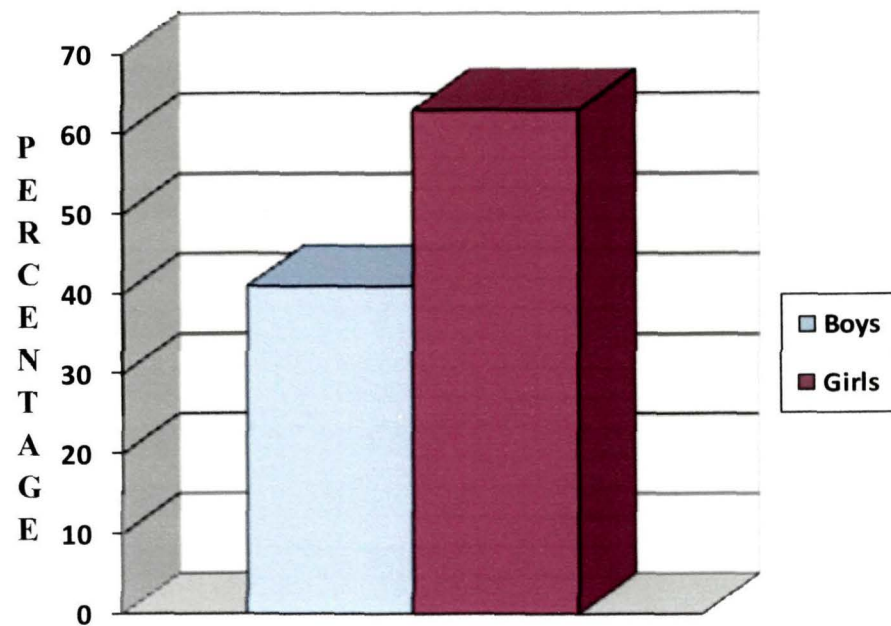


Figure 4.3: Percentage of Khasi boys and girls on provision of school uniforms by their parents

4.1.4 The educational opportunities provided by Khasi parents towards boys and girls with regard to sending them to good and expensive schools

The Khasi boys and girls were asked to specify the educational opportunities provided by Khasi parents towards them with regard to sending them to good and expensive schools. The responses have been shown in table 4.4 and figure 4.4.

TABLE 4.4

Percentage of Khasi boys and girls on sending them to good and expensive schools

Children	Number (N)	Percentage (%)
Boys	50	72
Girls	50	72

Interpretation

From table 4.4, it was seen that 72 percent of Khasi boys and girls agreed that their parents sent them to good and expensive schools. This showed that the Khasi parents would like to provide good education to both the boy and the girl in the family. This could be due to changing social ideology and the change could be due to education and wide exposure through various media.

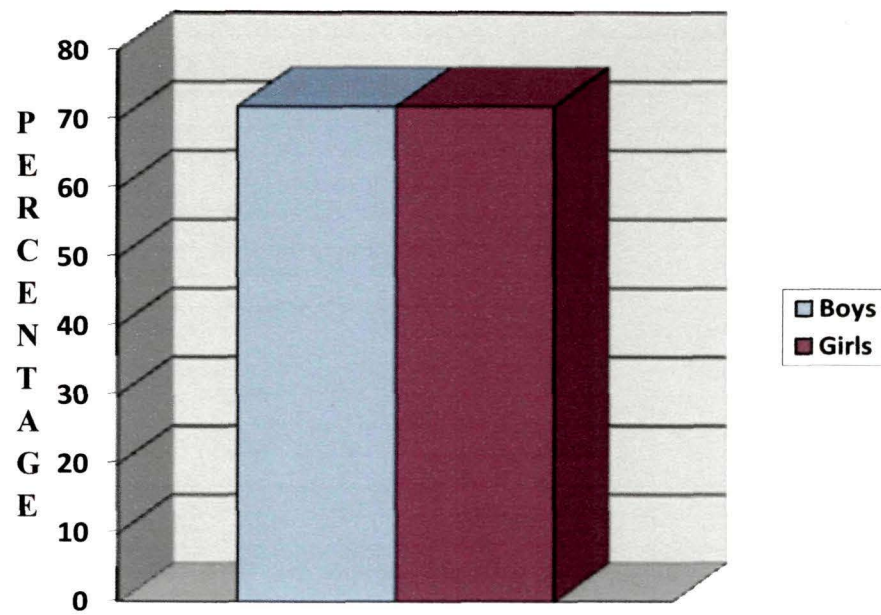


Figure 4.4: Percentage of Khasi boys and girls on sending them to good and expensive schools

4.1.5 The educational opportunities provided by Khasi parents towards boys and girls with regard to providing them with pocket money

The Khasi boys and girls were asked regarding the educational opportunities provided by Khasi parents towards them with respect to providing them with pocket money. The responses have been shown in table 4.5 and figure 4.5.

TABLE 4.5

**Percentage of Khasi boys and girls on provision of pocket money by
their parents**

Children	Number (N)	Percentage (%)
Boys	50	57
Girls	50	57

Interpretation

With regard to the provision of pocket money, table 4.5 clearly indicated that the parents of the Khasi family gave enough pocket money to both the boys and girls as stated by 57 percent of boys and girls. This revealed that the Khasi parents do not show distinction between boys and girls in terms of providing them with pocket money.

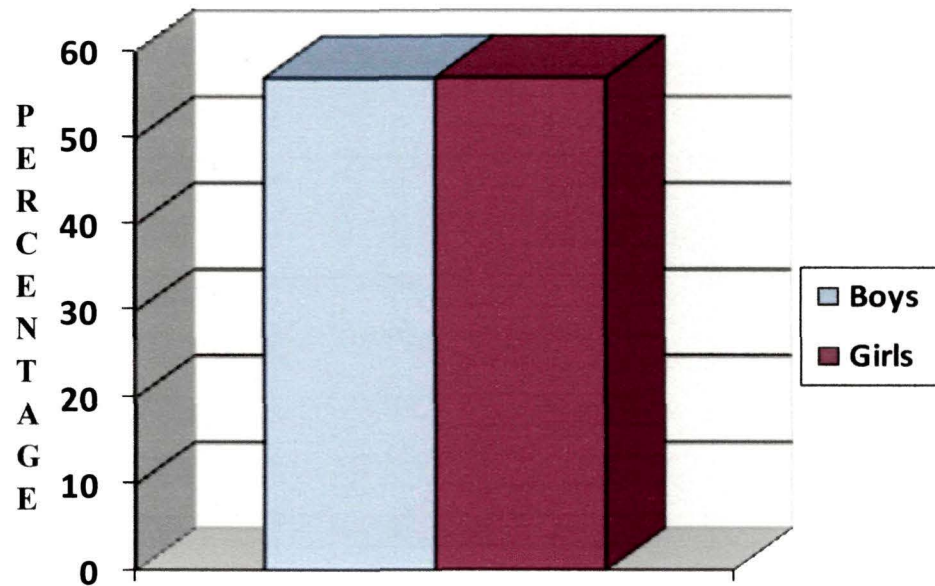


Figure 4.5: Percentage of Khasi boys and girls on provision of pocket money by their parents

4.1.6 The educational opportunities provided by Khasi parents towards boys and girls with regard to sending them to tuitions

The Khasi boys and girls were asked to specify regarding the educational opportunities provided by Khasi parents towards them with regard to sending them to tuitions. The responses have been shown in table 4.6 and figure 4.6.

TABLE 4.6**Percentage of Khasi boys and girls on sending them to tuitions**

Children	Number (N)	Percentage (%)
Boys	50	70
Girls	50	74

Interpretation

Table 4.6 showed that 70 percent of the boys as compared to that of 74 percent of the girls specified that they were sent for tuitions. This indicated that the girls perceived that they were given little higher opportunity to take tuitions than the boys. The parents were being perceived that they gave a little more attention to the girls' education than to the boys'.

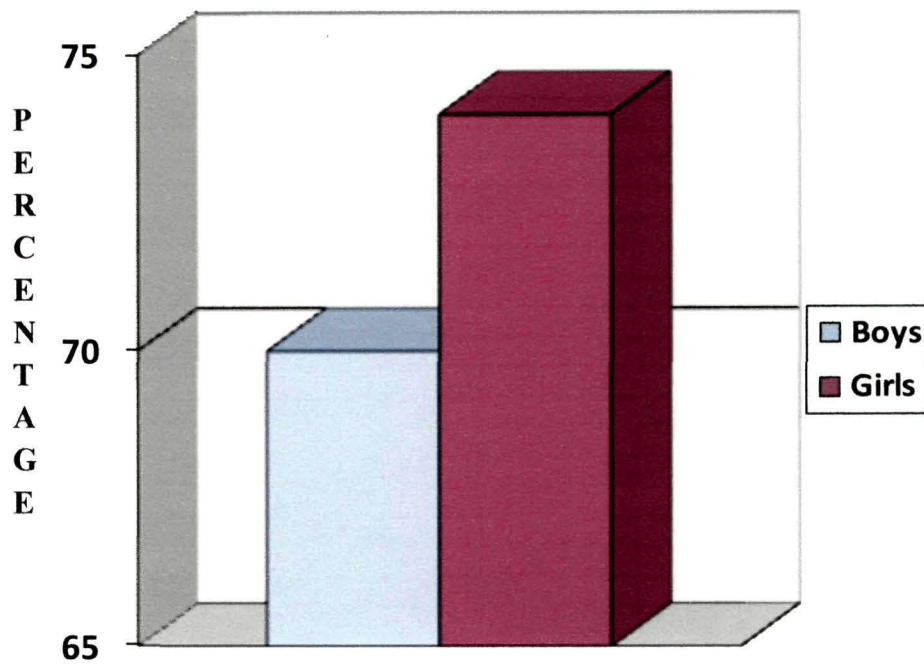


Figure 4.6: Percentage of Khasi boys and girls on sending them to tuitions

4.2 ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective was to find out the perception of Khasi boys and girls on the parental attitudes towards them with regards to the following domains:

- Attachment
- Sense of belongingness
- Aggression
- Status

The analysis of this objective has been done by using descriptive statistics, viz.: Mean (M), Standard Deviation (SD) and Graphical representation of the data.

4.2.1 Perceived parental attachment by Khasi boys and girls.

The Khasi boys and girls were asked to state their perceptions of parental attitudes towards them with regard to attachment. The responses have been shown in table 4.7 and figure 4.7.

TABLE 4.7

The Number (N), Mean (M) and Standard Deviation (SD) of the means of scores of Khasi boys and girls on parental attachment

Children	Number (N)	Mean (M)	Standard Deviation (SD)
Boys	50	17.16	4.391
Girls	50	17.8	3.130

Interpretation

Table 4.7 showed that the means of scores of boys was 17.16 on attachment as compared to 17.8 of girls. This indicated that the girls perceived that they were little more attached to their parents as compared to the boys. This showed that the girls felt more close to their parents than the boys. The reason could be that the girls were more homely and spent more time with their parents.

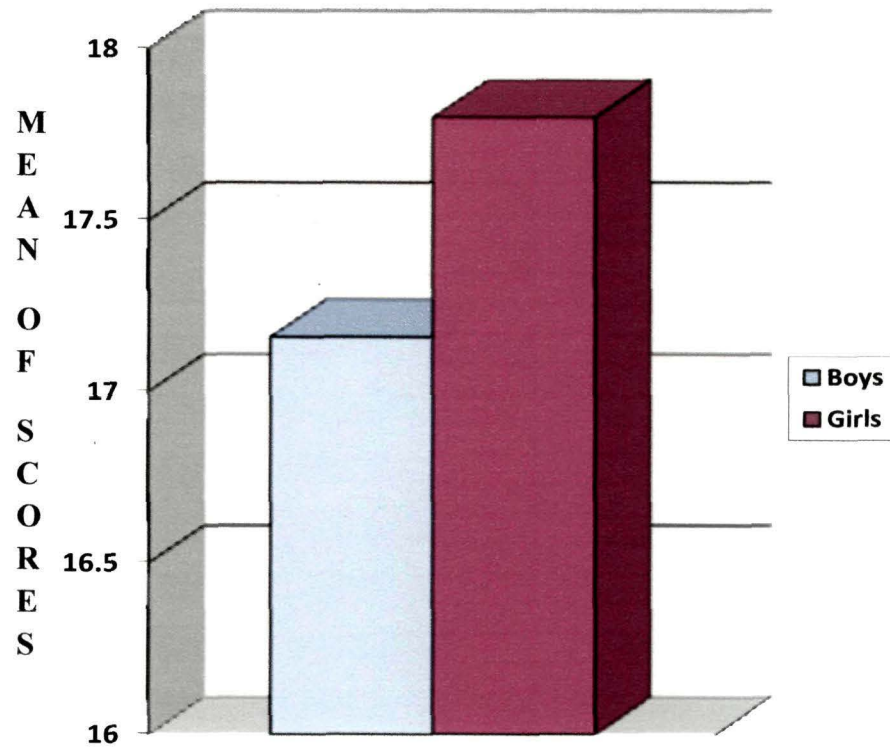


Figure 4.7: The means of scores of Khasi boys and girls on parental attachment

4.2.2 The perception of Khasi boys and girls on the sense of belongingness

The Khasi boys and girls were asked to specify what they perceived regarding the parental attitudes towards them with regard to sense of belongingness. The responses have been shown in table 4.8 and figure 4.8.

TABLE 4.8

The Number (N), Mean (M) and Standard Deviation (SD) of the means of scores of Khasi boys and girls on sense of belongingness

Children	Number (N)	Mean (M)	Standard Deviation (SD)
Boys	50	16.88	3.198
Girls	50	17.62	2.863

Interpretation

Table 4.8 showed that the means of scores of Khasi boys was 16.88 on sense of belongingness and the means of scores of Khasi girls was 17.62. This revealed that the Khasi girls have higher sense of belongingness than the boys in the family. This could be due to the cultural set up in the Khasi society as the girls, especially the youngest daughter, have to stay in the parent's house with her husband after marriage while the boys on the other hand have to leave their parent's place to stay with their wives.

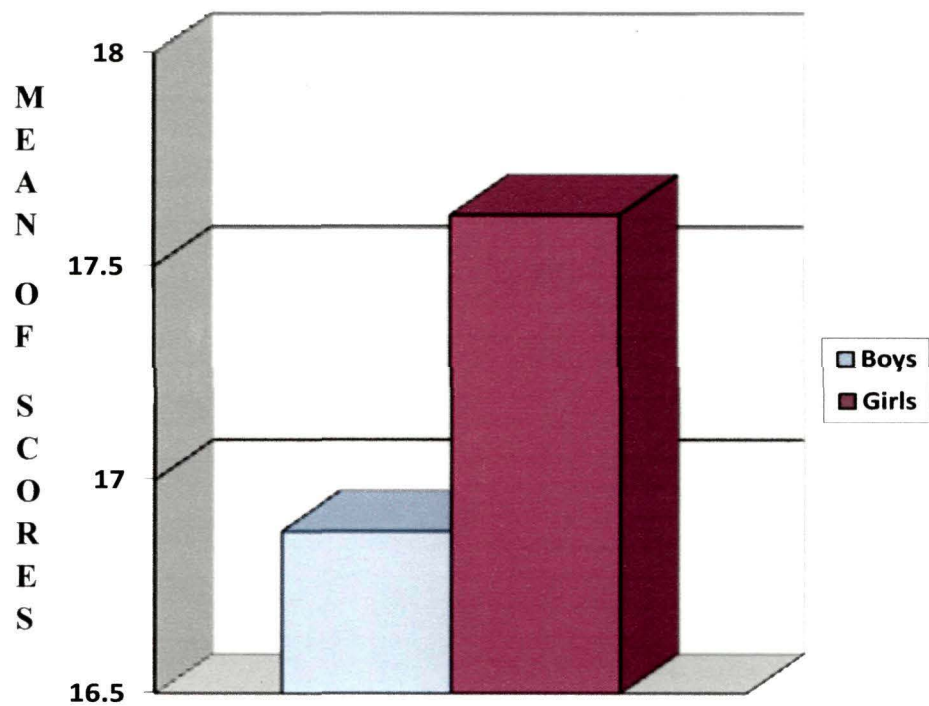


Figure 4.8: The means of scores of Khasi boys and girls on sense of belongingness

4.2.3 The perception of Khasi boys and girls on parental aggression

The Khasi boys and girls were asked to state what they perceived regarding parental aggression towards them. The responses have been shown in table 4.9 and figure 4.9.

TABLE 4.9

**The Number (N), Mean (M) and Standard Deviation (SD) of means
of scores of Khasi boys and girls on parental aggression**

Children	Number (N)	Mean (M)	Standard Deviation (SD)
Boys	50	14.06	3.119
Girls	50	14.68	2.839

Interpretation

The table 4.9 indicated that the means of scores for boys was 14.06 on parental aggression and that of the girls was 14.68. This showed that the Khasi girls perceived their parents to be a little more aggressive to them as compared to the boys because the girl bears the name of the family in the Khasi society and that the girls have to take care of the parents.

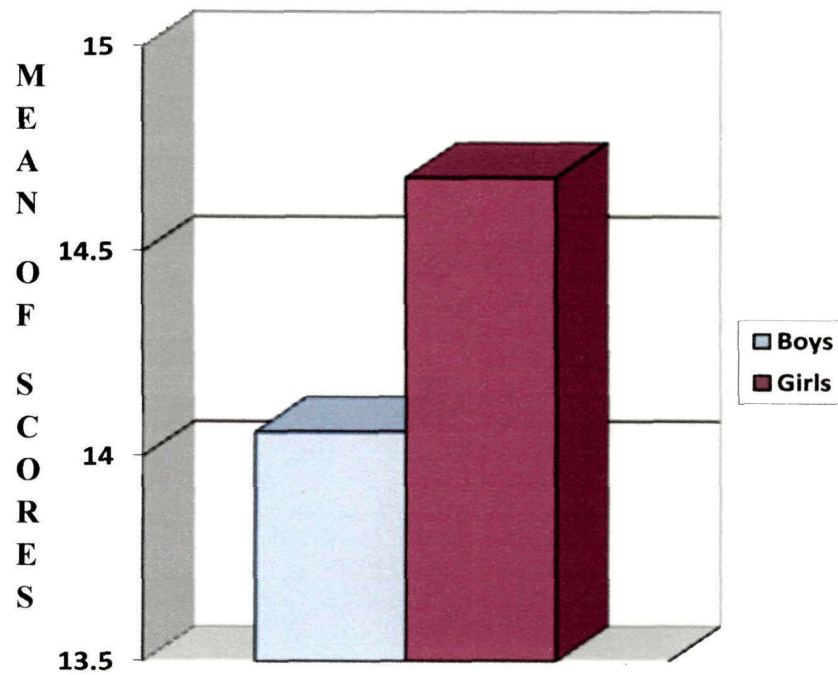


Figure 4.9: The means of scores of Khasi boys and girls on parental aggression

4.2.4 The perception of Khasi boys and girls on their status

The Khasi boys and girls were asked to specify what they perceived regarding the parental attitudes towards them with regard to status. The responses have been shown in table 4.10 and figure 4.10.

TABLE 4.10

**The Number (N), Mean (M) and Standard Deviation (SD) of means
of scores of Khasi boys and girls on their status in the family**

Children	Number (N)	Mean (M)	Standard Deviation (SD)
Boys	50	17.96	3.642
Girls	50	18.52	3.170

Interpretation

Table 4.10 showed that the means of scores of boys was 17.96 on their status in the family as compared to means of scores of girls which was 18.52. This indicated that the girls perceived that they were provided better status in the family as compared to the boys. This could be due to the belief in the Khasi society that the girls have more responsibilities than the boys in the family.

The analysis of this objective has been done by using descriptive statistics, viz.: Mean (M), Standard Deviation (SD) and inferential statistics namely t-test. A null hypothesis was formulated for this objective.

4.3.1 Hypothesis

In order to find out the significant difference between the perception of Khasi boys and girls on their parental attitudes regarding their educational needs, a null hypothesis was formulated as follows:

H1: There is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs.

In order to find out significant difference, the data has been analyzed and interpreted using inferential statistics namely 't' test. The value of 't' was set to 1.96 for the level of significance at 0.05 level with $df = 48$ and at 2.58 for level of significance at 0.01 with $df = 48$

The analysis and interpretation of the data related to this hypothesis was done with the help of t-test, Mean and Standard Deviation and is presented in table 4.11 and figure 4.11.

TABLE: 4.11

The Number (N), Mean (M), Standard Deviation (SD) and t-value of means of scores of Khasi boys and girls on their perceptions towards parental attitude regarding the educational needs

Children	Number	Mean	Standard deviation	t value	Significance
Boys	50	15.54	2.682	- 2.58	Not significant at .05 level
Girls	50	16.84	2.333		

From the table 4.11 and graph 4.11, it was observed that the 't' value is not significant at 0.05 level with $df = 48$. In the light of this result it could be interpreted that there is no significant difference between the means of scores of the Khasi boys and girls on their perceptions towards parental attitude regarding their educational needs. This shows that even in matrilineal society of Khasi, the boys and girls are given equal treatment. The old tradition of favouring only the daughters seems to be diminishing in the Khasi family.

Therefore the null hypothesis titled, “There is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs” is retained.

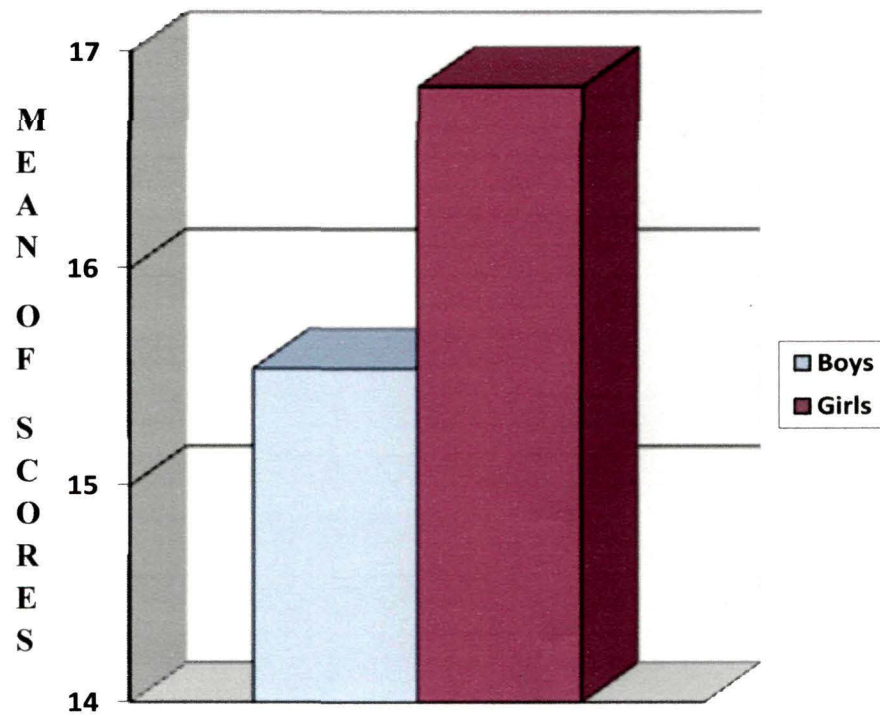


Figure 4.11: The means of scores of Khasi boys and girls on their perceptions towards parental attitude regarding the educational needs

The findings, suggestions and educational implications have been presented in the next chapter- Chapter five.

CHAPTER V

FINDINGS, SUGGESTIONS

AND EDUCATIONAL

IMPLICATIONS

CHAPTER V

FINDINGS, SUGGESTIONS & EDUCATIONAL IMPLICATIONS

5.0 INTRODUCTION

Education is commonly referred as the process of learning and obtaining knowledge at school, in a form of formal education. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and home environment too. In fact, parents represent a considerable role in child's education. There are stronger evidences that cultural characteristics and parental attitudes effect the educational attainment of children at school level education. If parents adopt good and effective attitudes with children at home, children make better progress in school. Moreover, parental supportive styles and attitudes not only influence child's attainment level at school but also provide better help to students in the learning process. Furthermore, the parents must be able to supply not only the material requirements but also the psychological needs of the child. The psychological needs however vary from society to society, or from one culture to another. It depends on the

social system which they have inherited whether Patriarchal, Matriarchal, Bilateral family etc.

The parent – child relationship is so important that it shapes and moulds the character and personality of a child. The home is thus responsible for the development of human beings of a superior quality. If the home fails or mismanages this aspect, perhaps the products may be harmful to the society.

5.1 ABOUT MEGHALAYA

As suggested by literal meaning of Meghalaya in Hindi – ‘The Abode of Clouds’ , this state inaugurated as an autonomous state within Assam on 2 April, 1970. It was declared a state of Indian Union on Jan. 21, 1972. Administratively, Meghalaya consists of seven districts namely, East Garo Hills, West Garo Hills, Jaintia Hills, East Khasi Hills, West Khasi Hills, Ri-Bhoi and South Garo Hills District. These are predominately inhabited by the Khasis, the Jaintias and the Garos.

5.2 THE KHASIS

The people of Khasi tribal community primarily dwell in the north eastern state of Meghalaya. Amongst several tribes who have built their settlements here, the Khasis who are also known as ‘Ki Khasi,’

stand apart. The major concentration of the Khasi tribal community has been located in the north and eastern regions of Meghalaya constituting 50 percent of the total population of Meghalaya the Khasi tribal community resides along the foot hills of Jaintia and Khasi Mountainous ranges, the Syntengs, or the Pnars.

5.2.1 Language

The present linguistic researches show that Khasi forms a group of the Mon-Khmer language which belongs to an Austro-Asiatic type. J.R.Logan in 1850-57 has brought to light some signifying results of his research. He discovered an intimate relation between Khasis and the Mon-Khmer-Palaung dialects which prevail in Burma an Indo-China and again this group is connected with a larger family which consists of Santal, Munda and Kurku.

5.2.2 Family Organisation

The mother is the custodian of family rites and a family priestess, although the task of sacrifice and other religious celebrations of the house devolve upon the male inmates. She makes ready all the accessories for the religious offerings. The mother, the maternal uncle and the father are revered as the makers of the clan. The maternal uncles

i.e. the mother's brothers act as preceptors of their nephews. Children, therefore, receive guidance both from the father and the maternal uncle.

5.2.3 The Position of a Man

In Khasi tradition, a man is *U Nongda* (protector) and a woman *Ka Nongri ling* (keeper of the house), the custodian of family property. In his *Kur's* (mother's clan) family he has the position of *U Kni* (uncle i.e. counsellor), at his wife's house, he is the father. The mother's claims to return all the articles he took, from her to his wife, at the time of or after his marriage, are not so binding although still observed by orthodox villagers. A man also takes a portion of his *Kamai Nongkhynraw* (bachelor's earnings) to his wife.

5.2.4 Inheritance

Mother kinship is dominant and inheritance is matrilineal. The tribe is conglomerate of clans, each tracing lineage from the ancestral mother, the founder of the clan. The mother is the custodian of family rites and property, she is succeeded by her youngest sister who becomes the keeper of the property and the organizer of the family rites in which she can improve the pattern of this residence but cannot part it off.

The youngest daughter is strictly the custodian but not possessor of family property. She might dispose of some articles of property but not the ancestral residence. She performs religious household ceremonies. Yet her greater duty is to take care of her aged parents.

5.2.5 Marriage

Elaborate marriage are preceded by betrothals in which the would-be-groom accompanied by close relations from both the mother's and father's side, proceed to the bride's house and in the presence of representatives from the would-be-bride's side, a ceremony is performed symbolized by the handing over of a ring to the bride by a groom. But cases are reported where an exchange of rings is also practiced at some place. Avuncular representatives from both sides cite mutual addresses as of reciprocal form that no clan taboo persists among the two houses which qualifies the proposed marriage to take place.

The marriage is performed at the bride's place.

5.2.6 Traditional Systems of Education

Before the arrival of the Christian missionaries, there was no formal education among the Khasis. However, every Khasi home is an

informal agency imparting moral education through folk songs, pastoral melodies, proverbs, maxims and so on. Traditions, beliefs and know-how were handed down from one generation to another by words of mouth only.

5.2.7 Perception of Home life

The perception of home life by Khasi boys and girls as identified in the study of Warjri (1987) showed significant results. The Khasi girls usually possess a strong sense of belongingness with the family as compared to boys. In other words, girls showed a positive tendency towards belongingness with the family while boys on the other hand are negatively thinking about it. It was also found that Khasi boys did not possess and enjoy the same status at home as girls did. Parents preferred to delegate family responsibilities to daughters than to sons⁶⁵.

5.3 NEED OF THE STUDY

Education could be seen as wings for the progress of the human being. It helps the individual to attain intellectual, physical and spiritual

⁶⁵ Warjri, Kynsai M., *Parent-Child Relationship in Khasi and Mizo Societies with Special Reference to its Relevance on the Adjustment and Education of Children*, An unpublished thesis submitted for the degree of Doctor of Philosophy, North-Eastern Hill University, 1987, pp. 218-231.

or emotional progress. The Khasis does not have any formal education before. It was during the British rule when Rev. Thomas Jones believed that the best way to achieve his mission of converting the people to Christianity was by teaching them to read the Bible and other Christian literature in their own language.

The Khasis being the long surviving matrilineal society may have different viewpoints in educating their children, it may be assumed that girls in such a society are getting more advantages than boys in every sphere of activity. Therefore, in the matter of upbringing the children, girls are placed on a different footing specially treated with affection which is not so with the boys.

As property and family responsibilities are given to the girls, differences would arise in the perception of the parents towards their sons and daughters. Due to this biasness, parents would have different attitudes towards educational requirements of sons and daughters.

Therefore the present study attempts to find out the provision of educational opportunities of the Khasi parents to their sons and daughters.

5.4 STATEMENT OF THE PROBLEM

“Provision of Educational Opportunities to Boys & Girls in Khasi
Society - A Study”

5.5 OBJECTIVES OF THE STUDY

The objectives of the present study were:

5. To find out the educational opportunities provided by Khasi parents towards boys and girls.
6. To find out the perceptions of Khasi boys and girls on the parental attitudes towards them.
7. To find out the difference between the perceptions of Khasi boys and girls on their parental attitudes regarding their educational needs.
8. To offer suggestions.

5.5.1 HYPOTHESIS

H1: There is no significant difference between the perceptions of Khasi boys and girls on their parental attitudes regarding their educational needs.

5.6 METHDODOLOGY

The present research study is the Descriptive survey of the provision of educational opportunities to boys and girls in Khasi society.

5.7 TOOLS USED IN THE STUDY

In the present study, the investigator used questionnaire as a tool to collect the necessary data for the study.

5.8 POPULATION

The population of the present study comprises of various households located in the four localities of Shillong - Nongthymmai, Laitkor, Mawlai and Laimer.



5.8.1 SAMPLE

For the purposes of the study and considering the circumstances of the distribution of the questionnaire, it was impossible to apply a systematic type of sampling method. Therefore, random sampling was used.

The sample of boys and girls from different families was drawn randomly from different localities. It consisted of fifteen families from Lawjynriew (Nongthymmai), fifteen families from Nongdaneng

(Laitkor), ten families from Nonglum (Mawlai) and ten families from Nongkseh (Laimer).

From each selected family, one boy and one girl who were related as brother and sister studying in Class VII to XII constituted the respondents.

5.9 PROCEDURE OF DATA COLLECTION

This study conducted a survey of students, in their respective homes. The questionnaire was distributed amongst boys and girls from each family in the selected locality.

The investigator personally to the selected households in order to collect the information and using the questionnaires prepared by the investigator.

The investigator sought the permission from the headmen of the various localities to undertake the study. Selecting ten or fifteen families from each locality was a very challenging job as the investigator had no knowledge which family could provide the needs of the investigator. Locating a family which had brothers and sisters that could be used for data collection was very difficult. Some clues were provided by the headmen regarding the families with brothers and sisters while the

investigator managed to collect the sample mainly through the help of the participants, that is the brothers and sisters.

The investigator distributed the questionnaires to the participants directly with a request to give their free and frank responses. Before the commencement of the task, the participants were first assured that the responses will be kept confidential and that personal identifying information will not be revealed at all, except as part of the study's results.

The participants are made to answer the questionnaires without the any supervision of the parents except a brief explanation from the investigator at the beginning. A twenty to thirty minute's time was given to the participants to answer all the sixty questions.

The total time taken for the collection of data was one month. Finally, the questionnaires were collected by the investigator for analysis.

5.10 STATISTICAL PROCEDURE USED

In the case of boys and girls, their responses were given in scores. Appropriate statistical methods were used.

Descriptive statistics such as percentage, mean, standard deviation and graphical representation were used.

Inferential statistics such as t-test were used to find the significant difference between the means of scores of perception of boys and girls in the educational opportunities provided by their parents.

5.11 MAJOR FINDINGS OF THE STUDY

The major findings of the study were:

- i) 77 percent of the Khasi boys stated that they were provided with time for studying as compared to 88 percent of the Khasi girls.

This finding revealed that the Khasi family provided the girls with more time to study than to the boys. This might be due to the family setup in the Khasi society whereby the girls were given more opportunities to study.

- ii) 97 percent of Khasi boys stated that they were provided with text books by the parents as compared to 98 percent of the Khasi girls.

This finding revealed that the Khasi parents showed a little more preference to the girls in terms of education.

- iii) 41 percent of Khasi boys agreed that they were provided with uniforms by the parents as compared to 63 percent of the Khasi girls.

This finding showed that the Khasi parents favoured the girls more in terms of education.

- iv) 72 percent of the Khasi boys and girls agreed that they were sent to good and expensive schools by their parents.

This finding revealed that the Khasi parents provided equal opportunity to both boys and girls in sending them to good and expensive schools.

- v) 57 percent of Khasi boys and girls agreed that they were provided with enough pocket money by their parents.

This finding showed that the Khasi parents gave equal pocket money to both boys and girls.

- vi) 70 percent of the Khasi boys agreed that they were sent to tuitions by their parents as compared to 74 percent of the Khasi girls.

This finding implied that the Khasi parents provided a little higher opportunity to the girls for taking tuitions as compared to the boys.

- vii) The means of scores of the Khasi boys was 17.16 and 17.8 of the Khasi girls on attachment with parents.

This finding revealed that the Khasi girls perceived that they were a little more attached to their parents as compared to the boys.

viii) The means of scores of the Khasi boys was 16.88 and 17.62 for the Khasi girls on sense of belongingness.

This finding signified that the Khasi girls perceived that they had a higher sense of belongingness as compared to the boys.

ix) The means of scores of the Khasi boys was 14.06 and that of the Khasi girls was 14.68 on parental aggression.

This finding showed that the Khasi girls perceived that their parents were a little more aggressive to them than to the boys.

This might be because the parents of the Khasi family do not want their daughters to forget their responsibilities.

x) The means of scores of the Khasi boys was 17.96 as compared to 18.52 for the Khasi girls on their status in the family.

This finding implied that the Khasi girls perceived to have more status at home than the boys since Khasi society is a matrilineal society where girls are given more importance.

- xi) There is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs.

5.12 SUGGESTIONS

The investigator provided the following suggestions based on her study:

- i) For the betterment of the society and for the good of both boys and girls, the Khasi parents should provide equal time to study to both boys and girls so that they can excel in their studies.
- ii) The Khasi parents should try to provide the required school textbooks equally to both the boys and the girls.
- iii) The Khasi parents should provide the necessary school uniforms to both the boys and girls so that both can attend school regularly and become literate.
- iv) Both boys and girls should be allowed to take tuitions and the parents should not try to create any biasness towards their children.
- v) The Khasi parents should not try to ignore the boys in their family because they might end up getting frustrated and might

end up sharing their feelings, ideas, thoughts and emotions with the wrong people.

- vi) The Khasi parents should try to make sure that the boys feel that they belong at home and that they should also feel comfortable otherwise they might end up sleeping out most of the time.
- vii) The boys should also be given equal responsibilities at home as the girls so that they can feel that they are needed and that they are wanted at home. Important family matters should also be consulted with them.

5.13 EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are the educational implications of the study:

- i) This study would help the Khasi parents to change their attitude towards the education of their children.
- ii) It would encourage the Khasi parents to provide equal educational opportunity to both their sons and daughters.
- iii) It would help the Khasi parents to understand the importance of education.
- iv) It would bring about the change in the attitude of the parents towards boys with regard to education.

5.14 SUGGESTIONS FOR FURTHER RESEARCH

- i) A study can be conducted to enhance learning in boys.
- ii) Various studies can also be conducted to motivate the boys and girls to pursue higher studies.
- iii) A study can be conducted on the impact of home environment on the education of both the boys and girls.
- iv) A study on the effect of attitude of parents and the achievement of boys and girls in school & colleges can be conducted.

CHAPTER VI

SUMMARY AND

CONCLUSION

CHAPTER VI

SUMMARY AND CONCLUSION

The present study is entitled “Provision of Educational Opportunities to Boys & Girls in Khasi Society - A Study”. It has been divided into five chapters. A summary of the study is given below.

6.1 SUMMARY OF CHAPTER I

The introduction of the present study and the brief description of Meghalaya and the Khasi community is given.

The literal meaning of Meghalaya in Hindi – ‘The Abode of Clouds’, this state inaugurated as an autonomous state within Assam on 2 April, 1970. It was declared a state of Indian Union on Jan. 21, 1972. Administratively, Meghalaya consists of seven districts namely, East Garo Hills, West Garo Hills, Jaintia Hills, East Khasi Hills, West Khasi Hills, Ri-Bhoi and South Garo Hills District. These are predominately inhabited by the Khasis, the Jaintias and the Garos.

The people of Khasi tribal community primarily dwell in the north eastern state of Meghalaya. Amongst several tribes who have built their settlements here, the Khasis who are also known as ‘Ki Khasi,’ stand apart. The major concentration of the Khasi tribal community has

been located in the north and eastern regions of Meghalaya constituting 50 percent of the total population of Meghalaya the Khasi tribal community resides along the foot hills of Jaintia and Khasi Mountainous ranges, the Syntengs, or the Pnars.

The present linguistic researches show that Khasi forms a group of the Mon-Khmer language which belongs to an Austro-Asiatic type. J.R.Logan in 1850-57 has brought to light some signifying results of his research. He discovered an intimate relation between Khasis and the Mon-Khmer-Palaung dialects which prevail in Burma an Indo-China and again this group is connected with a larger family which consists of Santal, Munda and Kurku.

The mother in the Khasi society is the custodian of family rites and a family priestess, although the task of sacrifice and other religious celebrations of the house devolve upon the male inmates.

In Khasi tradition, a man is *U Nongda* (protector) and a woman *Ka Nongri Iing* (keeper of the house), the custodian of family property. In his *Kur's* (mother's clan) family he has the position of *U Kni* (uncle i.e. counsellor), at his wife's house, he is the father.

Mother kinship is dominant and inheritance is matrilineal. The tribe is conglomerate of clans, each tracing lineage from the ancestral mother, the founder of the clan. The mother is the custodian of family rites and property, she is succeeded by her youngest sister who becomes

the keeper of the properly and the organizer of the family rites in which she can improve the pattern of this residence but cannot part it off.

Before the arrival of the Christian missionaries, there was no formal education among the Khasis. However, every Khasi home is an informal agency imparting moral education through folk songs, pastoral melodies, proverbs, maxims and so on. Traditions, beliefs and know-how were handed down from one generation to another by words of mouth only.

The perception of home life by Khasi boys and girls as identified in the study of Warjri (1987) showed significant results. The Khasi girls usually possess a strong sense of belongingness with the family as compared to boys. In other words, girls showed a positive tendency towards belongingness with the family while boys on the other hand are negatively thinking about it. It was also found that Khasi boys did not possess and enjoy the same status at home as girls did. Parents preferred to delegate family responsibilities to daughters than to sons.

This chapter also deals with the need of the study, statement of the problem, definitions of the terms used, objectives of the study, hypothesis of the study, limitations of the study and organisation of the study.

The Khasis being the long surviving matrilineal society may have different viewpoints in educating their children, it may be assumed that

girls in such a society are getting more advantages than boys in every sphere of activity. Therefore, in the matter of upbringing the children, girls are placed on a different footing specially treated with affection which is not so with the boys.

As property and family responsibilities are given to the girls, differences would arise in the perception of the parents towards their sons and daughters. Due to this biasness, parents would have different attitudes towards educational requirements of sons and daughters.

Therefore the present study was to find out the provision of educational opportunities of the Khasi parents to their sons and daughters.

The main objectives of the present study are as follows:

1. To find out the educational opportunities provided by Khasi parents towards boys and girls.
2. To find out the perceptions of Khasi boys and girls on the parental attitudes towards them.
3. To find out the difference between the perceptions of Khasi boys and girls on their parental attitudes regarding their educational needs.
4. To offer suggestions.

6.2 SUMMARY OF CHAPTER II

The Chapter II contains the review of literature related to the study. It deals with various researches conducted in India and abroad. Some of the findings of the research conducted by Agarwal, K.L., 1986, that high achieving girls got greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement, the girls in general received greater parental encouragement than the boys. Ara, N., 1986, and Warjri, Kynsai, M., 1987, found out that mother's neglecting attitude generated aggression in girls and children of over indulgent parents were aggressive, disobedient and lacked interest in school. Hari, Patricia, 1998, and Hussain, Shabbir, et. al., 2003, found that the parental attitude and support has a great deal of influence on girls' participation and levels of success attained in education and majority of the parents have a positive attitude towards daughters' education.

6.3 SUMMARY OF CHAPTER III

This chapter gives a description of the methodology for the present study. This includes the method used, the population, the sample, the tools, rationale for using the tool, construction of the questionnaire, validation of the tool, preparation of the final draft of the

tool, method of scoring, pilot study, the procedure of data collection, delimitation of the study and a short description of the analysis of data.

The investigator has chosen the Descriptive survey for conducting this study.

The population of the present study comprises of various households located in the four localities of Shillong - Nongthymmai, Laitkor, Mawlai and Laimer. Random sampling was used to select the representative sample from the population. The sample of boys and girls from different families is drawn randomly from different localities. It consisted of fifteen boys and girls from fifteen families of Lawjynriew (Nongthymmai), fifteen boys and girls from fifteen families of Nongdaneng (Laitkor), ten boys and girls from ten families of Nonglum (Mawlai) and ten boys and girls from ten families of Nongkseh (Laimer). From each selected family, one boy and one girl who are related as brother and sister studying in Class VII to XII constituted the respondents.

The total time taken for the collection of data was one month.

For analysing the data, Descriptive statistics (such as percentage, mean, standard deviation and graphical representation) and Inferential statistics (such as t-test) were used to find the significant difference between the means of scores of perception of boys and girls in the educational opportunities provided by their parents.

6.4 SUMMARY OF CHAPTER IV

This chapter deals with analysis and interpretation of data based on the objectives of the study. The first objective was to find out the educational opportunities provided by Khasi parents towards boys and girls based on the provision of time to study by the parents, the provision of text books to boys and girls by the parents, the provision of school uniforms by the parents, sending boys and girls to a good and expensive school by the parents, providing pocket money to boys and girls by the parents and sending boys and girls to tuitions. The data collected were analysed using the percentage.

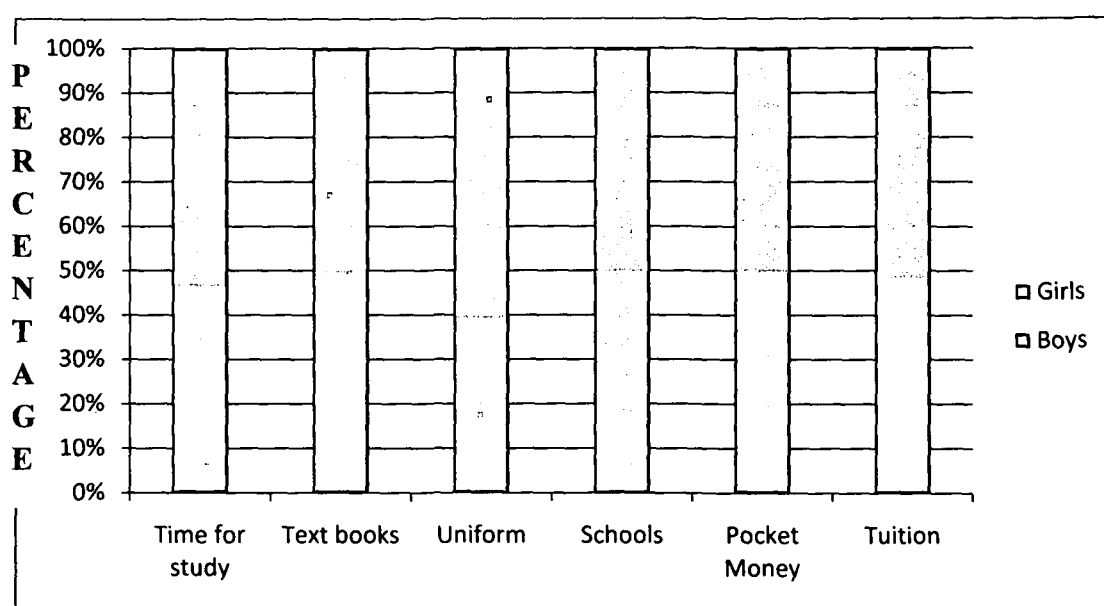


Figure 6.1: The percentage of Khasi boys and girls on the educational opportunities provided by their parents

It has been found that 77 percent of Khasi boys and 88 percent of Khasi girls stated that they get time for studying, which revealed that the girls are provided with more time to study than to the boys. The 97 percent of boys and 98 percent of girls stated that they were provided with text books by the parents which showed that the Khasi parents give a little more preference to the girls in terms of education. 41 percent of boys and 63 percent of girls agreed that they were provided with uniforms by the parents which showed that the Khasi parents favoured the girls more in terms of education. 72 percent of the Khasi boys and girls agreed that they were sent to good and expensive schools by their parents and 57 percent of the Khasi boys and girls stated that they were

provided with enough pocket money by their parents. 70 percent of Khasi boys and 74 percent of Khasi girls stated that they were sent to tuitions by their parents which implied that the Khasi parents provided a little higher opportunity to the girls for taking tuitions as compared to the boys.

The second objective was to find out the perception of Khasi boys and girls on the parental attitudes towards them with regards to the following domains: attachment, sense of belongingness, aggression, status and education. The data collected were analysed by using the mean and standard deviation. The findings of the objective were the means of scores of boys was 17.16 and 17.8 of girls on attachment with parents. This finding revealed that the Khasi girls perceived that they were a little more attached to their parents as compared to the boys. The means of scores of boys was 16.88 and 17.62 for girls on sense of belongingness. This finding signified that the Khasi girls perceived that they had a higher sense of belongingness as compared to the boys. The means of scores of boys was 14.06 and that of the girls was 14.68 on parental aggression. This finding showed that the Khasi girls perceived that their parents were a little more aggressive to them than to the boys. This might be because the parents of the Khasi family do not want their daughters to forget their responsibilities. The means of scores of boys was 17.96 as compared to 18.52 for the girls on their status in the family. This finding implied that the Khasi girls perceived to have more

status at home than the boys since Khasi society is a matrilineal society where girls are given more importance.

The third objective was to find out the difference between perception of Khasi boys and girls on their parental attitudes regarding their educational needs based on provision of educational opportunities to boys and girls by the parents. The significant difference were found out using the 't-test'. The study found out that there is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs.

6.5 SUMMARY OF CHAPTER V

This chapter includes the findings, suggestions and educational implications.

The major findings of the study were:

- i) 77 percent of Khasi boys and 88 percent of Khasi girls agreed that they get time for studying.
- ii) 97 percent of Khasi boys and 98 percent of Khasi girls agreed that they were provided with text books by the parents.

- iii) 41 percent of Khasi boys and 63 percent of Khasi girls stated that they were provided with uniforms by the parents.
- iv) 72 percent of Khasi boys and girls agreed that they were sent to good and expensive schools by their parents.
- v) 57 percent of Khasi boys and girls agreed that they were provided with enough pocket money by their parents.
- vi) 70 percent of Khasi boys agreed that they were sent to tuitions by their parents as compared to 74 percent of girls.
- vii) The means of scores of boys was 17.16 and 17.8 for girls on attachment with parents.
- viii) The means of scores of boys was 16.88 and 17.62 for girls on sense of belongingness.
- ix) The means of scores of boys was 14.06 and that of the girls was 14.68 on parental aggression.

- x) The means of scores of boys was 17.96 as compared to 18.52 for the girls on their status in the family.
- xi) There is no significant difference between the Khasi boys and girls on their perceptions towards parental attitudes regarding their educational needs.

The investigator provided the following suggestions based on her study:

- i) For the betterment of the society and for the good of both boys and girls, the Khasi parents should provide equal time to study to both boys and girls so that they can excel in their studies.
- ii) The Khasi parents should try to provide the required school textbooks equally to both the boys and the girls.
- iii) The Khasi parents should provide the necessary school uniforms to both the boys and girls so that both can attend the school regularly & become literate.
- iv) Both the boys and the girls should also be allowed to take tuitions and the parents should not try to create any biasness towards their children.
- v) The Khasi parents should not try to ignore the boys in their family because they might end up getting frustrated and might

end up sharing their feelings, ideas, thoughts and emotions with the wrong people.

- vi) The Khasi parents should try to make sure that the boys feel that they belong at home and that they should also feel comfortable otherwise they might end up sleeping out most of the time.
- vii) The boys should also be given equal responsibilities at home as the girls so that they can feel that they are needed and that they are wanted at home. Important family matters should also be consulted with them.

The following are the educational implications of the study:

- i) This study would help the Khasi parents to change their attitude towards the education of their children.
- ii) It would encourage the Khasi parents to provide equal educational opportunity to both their sons and daughters.
- iii) It would help the Khasi parents to understand the importance of education.
- iv) It would bring about the change in the attitude of the parents towards boys with regard to education.

The investigator also provided suggestions for further research.

These are as follows:

- i) A study can be conducted to enhance learning in boys.
- ii) Various studies can also be conducted to motivate the boys and girls to pursue higher studies.
- iii) A study can be conducted impact of home environment on the education of both the boys and girls.
- iv) A study on the effect of attitude of parents and the achievement of boys and girls in school & colleges can be conducted.

6.6 CONCLUSION

According to this study, there were some areas where the Khasi parents provide equal opportunities to both boys and girls such as in the provision of pocket money and in sending them to good and expensive schools while other areas such as provision of text books and uniforms and sending them to tuitions, the girls were given more opportunities. From the study of Warjri, K. M., 1987, it was found that parental affection was much higher for the Khasi girls than for the Khasi boys. Fernandes, Sabrina, 2006, found that a child's educational attainment is

strongly influenced by characteristics of his/her parents such as their own educational attainments, economic resources and expectations. Therefore the educational achievement of the children both boys and girls relies also on the equal expectation of parents.

The study showed that there is no significant difference between Khasi boys and girls on their perceptions of parental attitudes regarding their educational needs. The change in perception may be due to exposure through different media and education provided to them. The equal educational opportunities and facilities to both the Khasi boys and girls will surely bring growth and development of these school going children and help them to be educated and developed personality who can equally contribute to the society. Family being the first school for children, their parents' attitude towards their education plays a pivotal role in the development of their personality. Equal educational opportunities will diminish the biasness which existed in the old traditional families of the Khasis.

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APPENDIX - I
QUESTIONNAIRE
“EDUCATIONAL OPPORTUNITIES TO BOYS AND GIRLS IN
KHASI SOCIETY”
(For Children)

Details of the Children:-

Name : _____
 Age : _____ Male/Female: _____
 School/College: _____ Class : _____
 Address : _____

Details of your parents/guardian:-

Father's name : _____
 Education/Qualification: _____
 Occupation : _____

Mother's name : _____
 Education/Qualification: _____
 Occupation : _____

Instructions: In most of the following questions you are asked to tell how your parents treated you. We understand that you do not want to say anything bad about them. On the other hand, we ask you to try to be as honest and truthful as possible. If it is necessary for you to say something rather uncomplimentary about your parents in order to be truthful, please try to do this. In other words, try to be realistic as well as fair.

Don't think too long over each question, try to point down the first answer that comes to your mind. We are just interested in your opinion, not the facts. You must not leave any question unanswered.

In answering the questions please put a tick (✓) in any of the column against each question which you think would describe you best. Your answers will be kept confidential and used for research purposes only.

Always Sometimes Never

1. Do you have the feeling that you () () ()
were your parent's favourite?
2. Do you ever feel one with your () () ()
family?
3. Do parents have a bad temper with () () ()
you?
4. Do you feel equal with your brother () () ()
/ sister at home?
5. Are you satisfied with the study () () ()
facilities you have?
6. How often do you get tenderness () () ()
and affection from your parents?
7. Do you feel neglected at home? () () ()
8. Do parents use unwanted words to () () ()
scold you as 'idiot' / 'stupid'?

Always Sometimes Never

9. Do you have the same rights as () () ()
others at home?
10. Do you have enough time to study () () ()
at home?
11. Could you say that you were close () () ()
to your parents?
12. Do parents give you the () () ()
responsibility to manage the
household affairs during their
absence?
13. How often were you afraid of your () () ()
parents?
14. Do you ever feel that you are not () () ()
treated as well as others in the
family?
15. Do parents provide you with all the () () ()
school / college text books
necessary?

Always Sometimes Never

16. Do parents speak well of you? () () ()
17. Do you feel that nobody loves you? () () ()
18. Do you think that your parents were () () ()
too domineering (forceful) with
you?
19. Do you feel that your parents love () () ()
your brothers / sisters more than
you?
20. Do parents provide you with costly () () ()
uniform / dresses?
21. Do you regard parents as your close () () ()
friends?
22. Do you prefer to stay outside the () () ()
home more than staying with your
parents?

- | | Always | Sometimes | Never |
|--|--------|-----------|-------|
| 23. How often were your parents cruel to you? | () | () | () |
| 24. Do you feel that you have a higher status than anybody at home? | () | () | () |
| 25. Do parents provide you with shoes for going to school / college? | () | () | () |
| 26. Do you feel that you are disliked by parents? | () | () | () |
| 27. Do you feel that parents trust you more? | () | () | () |
| 28. Do parents find fault with you? | () | () | () |
| 29. Do parents send you to a good expensive English medium school? | () | () | () |
| 30. Do parents treat you in a friendly way? | () | () | () |

- | | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 31. Do parents give you responsibility in important matters in the family? | () | () | () |
| 32. Do parents suppress you? | () | () | () |
| 33. Do parents help you in pursuing higher studies / education? | () | () | () |
| 34. Do you feel that parents sacrifice too much for you? | () | () | () |
| 35. Do parents give you too many family responsibilities? | () | () | () |
| 36. Do parents slap / spank at you without any reason? | () | () | () |
| 37. Do you think parents want you to drop school / college for domestic work or other jobs? | () | () | () |
| 38. Do your parents give you a chance to act big? | () | () | () |

- | | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 39. Do you have the feeling of running away from home? | () | () | () |
| 40. Do parents try to control you all the time? | () | () | () |
| 41. Do you feel free to discuss your school / college problems with your parents? | () | () | () |
| 42. Do parents give you lots of domestic works at home? | () | () | () |
| 43. Do you ever feel life interesting at home? | () | () | () |
| 44. Do you feel that parents treat you badly? | () | () | () |
| 45. Do you get enough pocket money for going to school / college? | () | () | () |
| 46. Do you share your views with your parents? | () | () | () |

- | | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 47. Do you feel isolated at home? | () | () | () |
| 48. Do parents scold you if you fail? | () | () | () |
| 49. Do you feel ignored by your parents? | () | () | () |
| 50. Do you get all the encouragement from your parents regarding your future educational plan? | () | () | () |
| 51. Do parents send you for tuitions? | () | () | () |
| 52. Do parents condemn you as not fit for schooling? | () | () | () |
| 53. Do you get a word of praise from your parents when you do well in school / college? | () | () | () |
| 54. Do you get the feeling that you are given all the support for your education by your parents? | () | () | () |

Always Sometimes Never

55. Do parents encourage you inspite () () ()
your failures?

56. Do parents readily solve any of your () () ()
educational problems?

57. Do parents condemn you as not () () ()
being able to perform well as other
children?

58. Do parents care about your () () ()
education?

59. Do parents spend sometimes to help () () ()
you in your studies?

60. Do parents always check your daily () () ()
school works?

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