

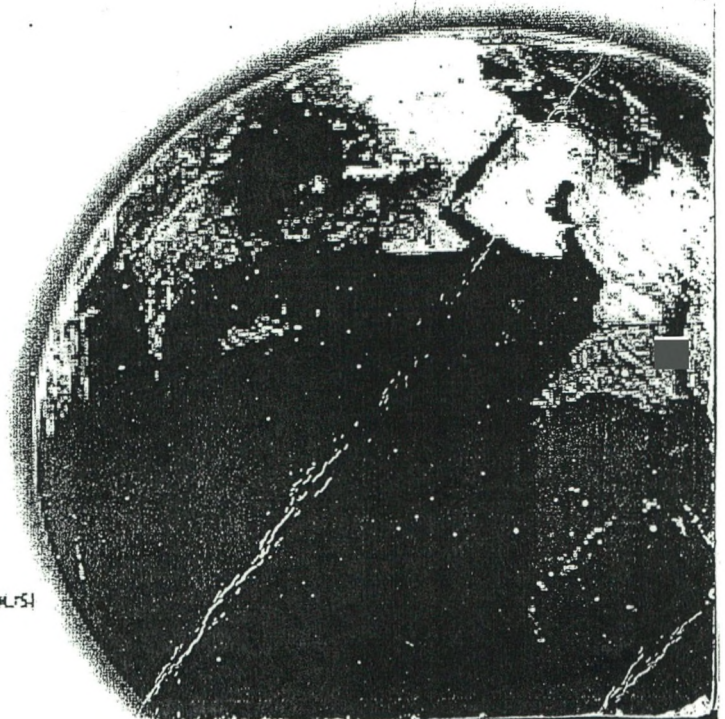
# FIRST INTERNATIONAL CONFERENCE ON & Global Issues & Challenges in Business Scenario

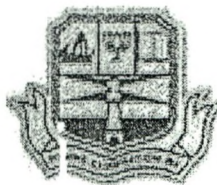
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DEPARTMENT OF COMMERCE

QLIAID-E-NILLATHI GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS)  
ANNA SALAI, CHENNAI-600 002, TAMILNADU, INDIA





FIRST INTERNATIONAL CONFERENCE ON  
GLOBAL ISSUES & CHALLENGES IN  
BUSINESS SCENARIO

14 & 15<sup>th</sup> March 2012

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# EDUCATIONAL NEEDS OF SCHOOL GOING CHILDREN

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## INTRODUCTION

Education is merely the delivery of knowledge, skills and information from teachers to students, is inadequate to capture what is really important about being and becoming educated. Education is a process of cognitive cartography, mapping your experiences and finding a variety of reliable routes to optimal states when you find yourself in non-optimal states.

Everywhere there is pressure for children to learn more in school. The new economy demands that young people leave school with strong abilities to read, write, calculate and apply disciplined thought to the solution of problems. Citizenship in every society requires an understanding of the history, government and tradition of not only that society but of many others as well. More and more the pursuit of individual happiness must begin with an educated view of a complex and rapidly changing world. As schools have been pressed to be more effective and more productive, out-of-school influences on academic learning have escalated in importance.

Families with high expectations for their children's school performance also provide consistent guidance and support for schooling. They are aware of their children's progress and interested in the academic route their children are plotting. A strong work ethic contributes to success in school. Also important is a family attitude that accomplishments result from effort rather than innate ability or 'playing the system'. Further, children benefit when their parents are attentive to their whereabouts, know their friends, monitor their televisioning, and maintain contact with their teachers. Students do best when parents and teachers understand each other's expectations and stay in touch with one another regarding the child's learning habits, attitudes toward school, social interactions and academic progress. The school, through the leadership of its administration and the school's policies and programmes, can create an atmosphere conducive to communication and provide convenient opportunities for communication.

To fulfill the educational needs of the children the parents must talk about books, newspapers, magazines and television programmes, children's minds are treated to the delight of verbal inquiry. The drama of unfolding events and the clash of differing opinions open doors to intellectual pursuit for children. Curiosity is kept alive. Stimulating the child's desire

to discover, to think through new situations and to vigorously exchange opinions, is fostered also by family visits to libraries, museums, zoos, historical sites and cultural events. Vocabulary is the building block of thought and expression.

## OBJECTIVES

1. To analyse the parental perspective towards the children's career.
2. To determine the time and money expenditure pattern of parents to fulfil the needs of the child.
3. To ascertain parental contribution to fulfil the educational needs of the child.

## METHODOLOGY

A sample of 75 school going children between the age of 6-12 years and their parents were selected by purposive sampling technique. A questionnaire and interview schedule was used as a tool to find out Parental perspectives towards the children's career, Time and Money Expenditure Pattern of Parents of School Going Children and parental contribution and other family members contribution to fulfill the educational needs of the children. Data collected were classified tabulated and analysed.

## RESULTS AND DISCUSSION

Table - 1 Demographic variables of selected samples

S.no	Demographic Variables	Frequency (N=75)	Percent (%)
1	Age		
	6-8	21	28
	8-10	12	16
2	Sex		
	Male	33	44
	Female	36	56
3	Type of school		
	Govt	10	13.33
	Aided	5	6.66
	Private	60	80

56% of the children were in the age group of 10-12 years. 56% of them were females and 44 % of them were males. Majority of them were studying in the private schools. Very few of them were studying in government and aided schools.

## Demographic Variables of Parents

Table- 2 Demographic Variables of Parents

Demographic variables	Frequency (N=75)		Percent	
	mother	father	mother	father
Age				
20-30 years		27		
30-40 years	38	35	50.66	36.00
40 and above	28	13	37.33	46.66
Educational status	9		12	17.33
Illiterates				
Primary school	5		6.66	26.66
High school/ higher secondary school	27		36.00	16.00
Degree/ PG degree	28		37.33	36.00
Professional degree	12		16.00	20.00
Occupation	2		2.66	25.33
Home maker	56		74.66	-
Manager	-		-	6.66
engineer	-		16.00	22.66
Teacher/ professor	12		-	9.33
Business	-		-	32.00
Office work	-		-	21.33
Working on daily wages	7		9.33	8.00

Majority (50.66%) of the mothers were in the age group of 20-30 followed by 37.33% were in the age group of 30-40. Majority (46.66%) were in the age group of 30-40 and followed by 36% were in the age group of 20-30. regarding educational status of the mothers 37.33 % were educated up to High school/ higher secondary level, followed by 36% of the mother who had education only up to the primary level. Few of them (16%) were degree/ PG degree holders; very few of them were illiterates. Majority of the fathers were educated up to High school/ higher secondary level. Few (16%) of them were educated up to primary level. Majority (32%) of the fathers were in temporary job, they belonged to economically weaker section as their earning was meager due to daily wage. They were followed by 22.66% of fathers who were employed as Engineers, very few seemed to hold the position of managers and teachers and professors. Most of the mothers were full time home makers.

## Parental perception towards Childs future

Table - 3 Parental perception towards Childs future

S. No	Variables	Frequency(N=75)				Percent	
		Boys (N=36)	Girls (N=39)	Boys	Girls		
1.	Doctor	8	7	22.22	17.94		
2.	Engineer	14	9	38.88	23.07		
3.	IAS	2	3	5.55	7.69		
4.	Teacher	2	10	5.55	27.77		
5.	It professional	4	5	11.11	12.82		
6.	Paramedical technician	1	2	2.77	5.12		
7.	Business	2	-	5.55	-		
8.	Not yet decided	3	3	8.33	7.69		

With regard to parental perception towards child's future, majority (38.88%) of the parents of selected boys were expected their son to become an Engineer, and doctor

(22.22%) and few of the parents preferred IT profession. Majority (27.77%) of the parents of selected girls were expected their daughter to become a teacher and next priority was given to engineering and few of them expected their daughter to become a doctor (17.94%) and IT professional (12.82%). Equal percentage (3%) of the parents of both boys and girls were unable to decide their children career it was due to their unawareness of the courses offered and illiteracy.

## Time Expenditure Pattern of parents

Table - 4 Time Expenditure Pattern of parents (Hours/ day)

S.No	Variables	frequency		Percent	
		Boys (N=36)	Girls (N=39)	Boys (N=36)	Girls (N=39)
1.	Education				
	Time for pick up and drop	13	17	36.11	43.58
	By van	23	22	63.88	56.41
	below 1 hour	-	-	-	-
	1-2 hours	-	-	-	-
	Helping them to read and complete the home work	28	26	77.77	66.66
2.	below 1 hour	8	13	22.22	33.33
	1-2 hours	36	39	100	100
3.	Feeding				
	below 1 hour	31	31	86.11	79.48
	1-2 hours	5	8	13.88	20.51
	Extra Curricular Activities				
	below 1 hour				
	1-2 hours				

## Money expenditure pattern of parents

Table- 5 Money expenditure pattern of parents

variables	frequency		percent	
	Boys (N=36)	Girls (N=39)	Boys (N=36)	Girls (N=39)
Education				
School fees				
200 -400	3	4	7.69	10.25
400-600	12	15	33.33	38.46
600-800	7	8	19.44	20.51
Above 800	14	12	38.88	30.76
Tuition fees				
NIL	10	9	27.77	33.33
100-200	12	8	33.33	20.15
200-400	8	9	22.22	33.33
Above 400	6	13	16.66	15.38
Transport				
NIL	8	7	22.22	17.94
100-200	9	11	25	28.20
200-400	12	4	33.33	10.25
Above 400	7	15	19.44	38.46
snacks				
100-200	14	12	38.88	30.76
200-400	9	6	16.66	15.38
Above 400	13	21	36.11	53.84

Majority(63.88% for boys and 56.41% for girls) of the parents spent below 1 hour to pick up and drop their children from school and tuition, regarding time spent for completion

of home work and reading parents spent less than 1 hour per day, cent percent of the parents spent below 1 hour for feeding their children. Majority of the parents spent below 1 hour for extracurricular activities.

Majority of the parents spent more money for their children's education like school fees, tuition fees and transport

charges to pick up drop to school and tuition. The amount spent was more than 1500 per month. This may be because to cope up with the competition in education trend they spent less amount for feeding, medical and extracurricular activities.

Parental contribution to fulfill the educational needs of the children

Table- 6

Sl. No.	Variables	Frequency(N=75)		Percent	
		Boys (N=36)	Girls (N=39)	Boys	Girls
1.	Provision of latest technology	10	3	27.77	16.66
2.	Arranging for special coaching	29	30	80	76.92
3.	Provision of Books magazines related to education	29	30	80	76.92
4.	Discuss about every day event	36	39	100	100
5.	Priority given to schoolwork and reading	36	39	100	100
6.	Train them for correct and effective use of language	20	27	55	69.23
7.	Give them a proper environment to study and read	20	30	55	76.92
8.	Make them more punctual	30	32	83.33	82.05
9.	Teaching them moral and ethical value	36	39	100	100

\*Multiple Response

Among the selected samples, cent percent of the parents used to discuss about the every day events at school, give priority to school work and also teach them moral and ethical value. Majority of (80%) parents of both boys and girls arranged special coaching related to education. This may be because to cope up with the competition in the emerging trend in education. Few of them provided the latest technology like computer to their children.

### SUMMARY AND CONCLUSION

Education is one of the main keys to economic development and improvements in human welfare. As global economic competition grows sharper, education becomes an important source of competitive advantage, closely linked to economic growth, and a way for countries to attract jobs and investment. In addition, education appears to be one of the key determinants

of lifetime earnings. Countries therefore frequently see raising educational attainment as a way of tackling poverty and deprivation. Majority of the selected samples were studying in private schools, most of the parents expected their children to become professionals in future, parent spend more money and time attain the goal in life. Their contributions to fulfill the educational needs of the children were being the moral support to the children. Hence it can be concluded that to fulfill the educational needs both parents and children work hard and live in stressful environment.

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