

IMPACT OF PARENTS' EDUCATION ON THE LEARNING PROBLEMS OF HIGH SCHOOL STUDENTS IN BANGALORE CITY

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INTRODUCTION

Science is a systematic and organized body of knowledge based on cumulative observations, experiments and inferences involved in finding out the meaning of various phenomenon of nature.

Science is broadly divided into two categories:

1) Life Science : It refers to the subjects of botany and zoology (Biology). It is the branch of science that deals with life and living things.

2) Physical Science : It mainly includes physics and chemistry.

Physics is a branch of science that deals with nature and natural phenomena.

Chemistry is the integrated study of the preparation, properties, structures and reactions of the chemical elements and the compounds they form and of the systems which they form.

Physical science is the discipline which concerns with the study of the properties of matter and energy and also with the study of the composition of various substances and of their effects upon one another. It helps in explaining a natural phenomenon on the basis of the established laws of nature. Physical science helps children in developing scientific temper and other scientific virtues and values.

One of the major reasons for the problems faced by students of chemistry is parents' education and qualification which affects the students studies. The purpose of our study is to analyse the impact of parents' education on the learning problems of high school students in Bangalore city.

AIMED AND SIGNIFICANCE OF THE STUDY

Adolescence is first of all a period of physical and psychological change. This growth furnishes the basis for emotional, social, intellectual and economic maturity.

Parents should understand the child's problem "It is much more important for parents to learn how to promote normal development than to master techniques for correcting distortions in the growth process". Edward C. Lindeman says "My vision of parent education takes the form of a

gigantic folk movement in which all participants are consciously preparing themselves for life in a fairer world".

Fundamentally, we are all parents. teaching is a profession like many others. Even teachers are parents. The first and foremost duty of parents is to look after their children in the best possible way, to take interest in their welfare and to see their progress. For that purpose, parents take effort at the maximum and select and put their children in the best school.

DEVELOPMENT OF INSTRUCTIONAL PROGRAMS

As facts of great interest and importance continued to emerge from these preschool laboratories, efforts to organize parent education became more systematic. Parenthood is a twenty four hour job, with success in the end depending less on straightness of thinking than on rightness of feeling. Parent education specialists who have worked out their teaching programs on the old Herbartian basis of preparation, presentation, comparison, generalization and application have been misled in their choice of a methodology.

A survey says that in fifty years of parent education in the United States, one is able to distinguish six definite shifts of emphasis:

- (1) Experts tell parents what to do and how to do it.
- (2) Experts teach parents the principles of child development.
- (3) Experts attempt to teach parent child relationships.
- (4) Parents and specialists together study interrelationships within the family.
- (5) Parents and specialists together study family and family - community relationship.
- (6) Parents and specialists together study the nature of parent-child relationship.

Can the parent education of today and tomorrow be expected to influence social change? Three ways in which this might happen have been suggested.

- 1) Through the development within the family of new social goals which can be projected upon society.
- 2) Through gradual change in existing institutions brought about by enlightened parents and
- 3) Through the increasingly skillful handling of human relationships by parents and children who have learned how to live creatively.

Some parents are quite ignorant about different ages and stages which is a normal growth pattern. They are also not aware that the position of each child in the family makes him altogether different from other children in the family.

The "normal" home contains two parents, their children and no one else. If the home is broken by the absence of a parent, whether through death, divorce or desertion, the home has a different character. If the number of children is unusually large or small, the family customs and relationships show differences. If there are conflict and tension in the group, such as arise, when one child is jealous of another or when the parents quarrel frequently, the children are affected. The nature of the discipline in the home is of importance in a child's development. So also is the economic level of his home and its social status. The effects of matters are of considerable importance in conditioning the behaviour of adolescents, especially in influencing the nature and course of their emancipation from home control. Students are great observers. They watch all the activities and actions of parents and teachers. When the parents get involved in their own affairs to the extent that they have no time for their own children, the children feel completely neglected, and they also have the feeling that their parents don't love them. This creates all types of psychological and emotional problems for the children.

Parents use the same problems for all the children while they are different from each other and the same method cannot be used for every one. Hence parents' education and awareness programme is a must.

It is necessary to study the impact of parents' education on the learning problems of High School students in Bangalore city.

STATEMENT OF THE PROBLEM

The study is entitled, "Impact of parents' education

on the learning problems of High School students in Bangalore City".

OBJECTIVES

1. To find out the impact of parent's education on learning problems in Chemistry of the High School students
2. To find out the impact of parent's occupation on learning problems in Chemistry of the High School students

HYPOTHESIS

1. There is no significant difference in learning problems in Chemistry of the High School students with their i) Father's qualification ii) Mother's qualification
2. There is no significant difference in learning problems in Chemistry of the High School students with their i) Father's occupation and ii) Mother's occupation

METHODOLOGY

The survey method was followed for this investigation. Since it is a fact finding expedition, this method was used by the investigator.

SAMPLE OF THE STUDY

The subjects for this investigation were the students studying in secondary schools in Bangalore city. Special attention was given to such factors as age, educational qualification of the parents and occupation of parents. 244 students from high schools were selected for this investigation.

INSTRUMENT

The survey method was adopted in this investigation. A self made tool was applied for investigation. The investigator prepared a 5 point scale based on the standard syllabi of State and Central board of Secondary Education. Sixty questions were selected from theory and practical portions of chemistry subject. Along with the details of the student such as sex, age, parents' educational qualification and occupation were asked. Students were instructed to give the above details, read the questions carefully and tick their answers in the prescribed responses, were evaluated and analysed with reference to the students sex, age, parents' educational qualification and parents occupation. The 't' test is used for analysis of data.

TABLE 1
LEARNING PROBLEMS IN CHEMISTRY OF HIGH SCHOOL STUDENTS WITH RESPECT TO THEIR MOTHER'S QUALIFICATION

Category	Respondents	N	Mean	SD	CR Value	Remark at 0.05 level
Mother's Qualification	Degree	147	179.1905	36.2809	1.43	Not Significant
	Professional	51	188.1961	39.4933		
	Degree	147	179.1905	36.2809	7.79	Significant
	SSLC	46	145.3261	21.3781		
	Professional	51	188.1961	39.4933	6.73	Significant
	SSLC	46	145.3261	21.3781		

Table 1 reveals that there is no significant difference in the learning problems in chemistry of high school students whose mother's qualification is Degree and professional. There is significant difference in the learning problems in chemistry of high school students whose mother's qualification is Degree and SSLC. There is significant difference in the learning problems in chemistry of high school students whose mother's qualification is professional and SSLC.

TABLE 2
LEARNING PROBLEMS IN CHEMISTRY OF HIGH SCHOOL STUDENTS WITH RESPECT TO THEIR FATHER'S QUALIFICATION

Category	Respondents	N	Mean	SD	CR Value	Remark at 0.05 level
Father's Qualification	Degree	122	171.4016	34.4503	5.16	Significant
	Professional	83	196.2530	33.4025		
	Degree	122	171.4016	34.4503	6.89	Significant
	SSLC	39	139.0769	21.8889		
	Professional	83	196.2530	33.4025	11.27	Significant
	SSLC	39	139.0769	21.8889		

Table 2 reveals that there is significant difference in the learning problems in chemistry of high school students whose father's qualifications is Degree and professional. There is significant difference in the learning problems in chemistry of high school students whose father's qualification is Degree and SSLC and there is significant difference in the learning problems in chemistry of high school students whose father's qualification is professional and SSLC.

TABLE 3
LEARNING PROBLEMS IN CHEMISTRY OF HIGH SCHOOL STUDENTS WITH RESPECT TO THEIR MOTHER'S OCCUPATION

Category	Respondents	N	Mean	SD	CR Value	Remark at 0.05 level
Mother's Occupation	HW	69	176.6667	35.7453	0.78	Not Significant
	GOVT.	27	170.6269	33.6545		
	HW	69	176.6667	35.7453	1.69	Not Significant
	PVT	38	188.8947	35.9300		
	HW	69	176.6667	35.7453	1.25	Not Significant
	Self Employed	110	169.5364	39.1742		
	PVT	38	188.8947	35.9300	2.80	Significant
	Self Employed	110	169.5364	39.1742		

Table 3 reveals that there is no significant difference in the learning problems in chemistry of high school students whose mother's occupation is housewife and Government. There is no significant difference in the learning problems in chemistry of high school students whose mother's occupation is house wife and private and there is no significant difference in the learning problems in chemistry of high school students whose mother's occupation is house wife and self employed. There is significant difference in the learning problems in chemistry of high school students whose mother's occupation is private and self employed.

TABLE 4
LEARNING PROBLEMS IN CHEMISTRY OF HIGH SCHOOL STUDENTS WITH RESPECT TO THEIR FATHER'S OCCUPATION

Category	Respondents	N	Mean	SD	CR Value	Remark at 0.05 level
Father's Occupation	GOVT.	91	184.5714	32.1438	1.53	Not Significant
	PVT.	93	176.3763	40.2068		
	GOVT.	91	184.5714	32.1438	4.86	Significant
	Self Employed	60	157.0833	35.2258		
	PVT	93	176.3763	40.2068	3.13	Significant
	Self Employed	60	157.0833	35.2258		

Table 4 reveals that there is no significant difference in the learning problems in chemistry of high school students whose father's occupation is Government and private. But there is no significant difference in the learning problems in chemistry of high school students whose father's occupation

is government and self employed and there is no significant difference in the learning problems in chemistry of high school students whose father's occupation is private and self employed.

FINDINGS

Parents and teachers are sometimes pushing, goading and threatening their children to show better achievement which pressurizes the children and creates several problems for them.

1. Expecting too much of the children
2. Comparing with other children
3. Laying too much emphasis on academic work
4. Not appreciating the achievement of children
5. Condemning the children
6. Inwarding the independence of children
7. Over protecting the children
8. Neglecting the children
9. Differentiating between children
10. Way to parent children relationship
11. Setting wrong examples

Students are great observers. They watch all the activities and actions of parents and teachers. When the parents get involved in their own affairs to the extent that they have no time for their own children, the children feel completely neglected and they also have the feeling that their parents don't love them. This creates all types of psychological and emotional problems for the children.

SUGGESTION AND CONCLUSION

- ⇒ Parents should monitor their children to use mass media / internet for necessary information.
- ⇒ Parents should educate their children in all their stages to overcome the teen age problems and help them out by providing their needs.
- ⇒ Parents should bear in mind that it is a temporary phase with most children. Some of the most destructive children have later on grown up to be among the most creatively constructive. Many of them outgrow this in time.
- ⇒ We should be very friendly with the child. Parents can instil the best of everything into their child. Try to prove yourselves to be his / her best companions. The child must have complete trust in you. Children usually love to try their hands at new things. Appreciate them and try to test their intelligence quotients (IQ).

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WHAT WE NEED TO KNOW ...

intervention promises handsome dividends, teachers need to listen to children when they

"I did not understand the instructions given by the teacher to complete my assignment. So, I failed the test".

"I do not know why my teacher punished me today".

"I knew the multiplication tables but my mind went blank when the teacher gave me the question".

"I can talk about Dr. Abdul Kalam and his leadership style but I do not know how to spell my name".

"I can read well but I do not comprehend what I read".

"Why is it everybody can read well but I cannot? Why are the letters dancing before my eyes?"

All these may be part of the LD profile; so, instead of accusing students as being unmotivated and lazy, teachers need to observe the children more closely at home and school and have them evaluated by a professional for the presence of any type of disability.

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