

AN EMPIRICAL STUDY ON PARENTS' PERCEPTION ABOUT TRANSFORMING TO CBSE EDUCATION SYSTEM IN INDIA

Dr.K.T.Kalaiselvi & Mr.D.Nidhyananth*

Assistant Professors
Department of Management Studies
Erode Sengunthar Engineering College
Erode - 638057, Tamil Nadu.

*Corresponding Author : ktkalaiselvi2008@gmail.com
Phone no:09965368579

Abstract

Central Board of Secondary Education (CBSE) is an Autonomous organisation under the Union Ministry of Human Resource Development, Government of India. It is one of the greatest and most recognized boards of school education in India. A few years ago, there were no CBSE schools in Erode. In the last five years, the number of CBSE schools in Erode alone has shot up to more than 15. Parental perception plays pivotal role in the life of children during and after the education. Nowadays, many parents choose CBSE schools for educating their children. The reasons are high standard of education, more focus on extracurricular activities, quality teachers, practical knowledge enrichment, etc. More than that many parents want their children to be able to keep up with a syllabus that is followed across the country. The parents are having a dilemma whether it is value for money to join their children in CBSE schools. This research was conducted to investigate the parents' perception about CBSE education system and their satisfaction level about their children's growth. This study also aims to know the factors that influence the parents to choose a particular CBSE school. The data collection was done with self administered questionnaire and the sample size is 260. For data analysis, the tools such as Chi Square test, Factor analysis and Weighted Average method were applied. The major findings from the analysis are: Seven factors like Good behavior and attitude of teachers, Motivation, Smart class room teaching methodology, Strong fundamentals, Practical knowledge enrichment, High standard in education and Prestigious Education which have higher influence on the parents' when selection of a school. The parent's are satisfied about their children's growth and education system of CBSE schools.

Keywords : CBSE education, Children, Parents, perception, School, Teacher

INTRODUCTION

Central Board of Secondary Education (CBSE) is an Autonomous organisation under the Union Ministry of Human Resource Development, Government of India. It is one of the greatest and most recognized boards of school education in India. CBSE is considered to be very important in Indian education system because, it focuses to impart a common education in this land of diverse culture and heritage across India. Many parents now prefer CBSE schools for reasons ranging from academic freedom to convenient transfer options if they get jobs outside the state and innovative learning methods. Many parents now move cities for work and want their children to be able to keep up with a syllabus that is followed across the country. Parental involvement is considered the most important influence on a student's progression through education and related development that has major outcomes for child learning. For children education Institutional forces have also a significant effect on the future pathway navigated through secondary school education (Dempsey & Sandler, 1997). This research focuses on the parents' view about the CBSE method of education and the advancement of their children.

STATEMENT OF THE PROBLEM

A few years ago, there are no CBSE schools in Erode city. In the last five years, the number of CBSE schools in Erode alone has shot up to more than 10. Nowadays, many parents choose CBSE schools for educating their children. The reasons are high standard of education, more focus on extracurricular activities, quality teachers, practical knowledge enrichment, etc. The parents are having a dilemma whether it is value for money to join their children in CBSE schools or state board schools. Parents perceive that apart from learning all such foundational skills children develop ability to communicate with others and also express their feelings and ideas with each other. "Those who feel that their children will have an edge in competition in the state only opt for regional boards. More than the board is important what is being taught and what is being learnt," said South Point High School principal Rupa Sanyal Bhattacharjee. This study aims to know the general perception of the parents about CBSE schools.

OBJECTIVES OF THE STUDY

- To know about the parents' general perception about CBSE system.
- To identify the factors that influence parents to choose CBSE schools.
- To study the general perception of the parents about the facilities and administrative system of the school where their children is studying.

LITERATURE REVIEW

Sabapathy (1986) examined the relationship between the variables anxiety, emotional-social maturity, socio-economic status and academic achievement of students. He found parents perception was positively and significantly related to achievement in individual subjects and total academic achievement. Blaug, 1987 & Colman et al 1994 observed that the education system

needs to prepare young people with skills and abilities that are considered necessary for increased labor productivity and economic development. Harkness et al (1998) Children at preschool stage need to be encouraged to develop positive attitude through child to nature and the child to child interaction education is to be designed carefully to provide wholesome growth and development of children. Dempsey & Sandler (1997) describes the main reasons for parental, teacher and school involvement, seeing this involvement as an important part of the school system that functions to create positive outcomes for children of all ages. In particular, parental involvement is considered the most important influence on a student's progression through education and related development that has major outcomes for child learning. For children education Institutional forces have also a significant effect on the future pathway navigated through secondary school education. This includes the status of secondary education, streaming methods and points of transition within the education system as well as the development of the secondary school curriculum. Kasari et al. (1999) examined the effects of age, and current educational placement on parents' perception toward inclusion for their child and found that diagnosis did make a difference in parent attitudes towards inclusion. Qadiri & Manhas (2000), 43% parents thought that children get multiple benefits from early childhood education. 25% of parent's emphasis on the need to develop pre literacy skills. According to them children must first learn early literacy concepts as it could help them to face the later years with more confidence and ease. The real purpose of education is not only to earn money but education scintillates and polishes the physical, mental and spiritual faculties of mind. Do & Mancillas, 2001 found that parents' educational expectations of their children have a strong impact on children's academic achievement. Haq (2001) describes that Attitudes and behaviors that children adopt toward work are largely a result of parents' encouragement and influence. This then affects what children think, say, and perceive about various careers. Most parents want their children to work for economic gain. According to Eggen et al, (2001), an injection of investment in education, particularly in the expansion of technical and vocational schooling, some of the parents want their children also got technical skills apart from academic this would improve the productivity of the labor force, allow education to adapt to new technologies more readily, accelerate personal development and thus boost the national economy. Eccles & Davis (2005) describe that probably the most prominent and direct explanation of the parents' education and their children's academic achievement relies on the assumption that parents learn something during schooling that influences the ways in which they interact with their children about all learning activities at home.

RESEARCH METHODOLOGY

The descriptive research was used, especially to describe the characteristics of the Parents' perception in Erode city CBSE schools. The Sample size of the study was 260. The samples were selected on judgemental basis ie. the parents of CBSE schools were only considered for the study, Hence it is purposive sampling method. The data was collected from both primary and secondary sources. A Structured interview schedule was used for data collection. The data collected from the respondents had been tabulated and then subjected to statistical analysis to

enable judgments. In this study, the researcher applied the tools of Factor Analysis and Weighted average method.

RESULTS AND DISCUSSION

Factor Analysis

Factor Analysis is a set of technique which by analyzing correlations between variables reduces their numbers into fewer factors which explain much of the original data, more economically. Hence, factor analysis is a data reduction method. It is a very useful method to reduce large number of variables resulting in data complexity to a few manageable factors. In this study seventeen attributes which are to be given importance while selecting a CBSE school were considered. Finding the impact of these attributes on perception seems to be difficult. Hence these 17 items are reduced into few important factors by applying factor analysis.

Table.1 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.569
Bartlett's Test of Sphericity Approx. Chi-Square	775.967
Df	.136
Sig.	.000

The KMO test value 0.569 ensures the sample adequacy for the application of factor analysis. Bartlett's test for Sphericity ensures the overall significance of correlations and correlation matrix.

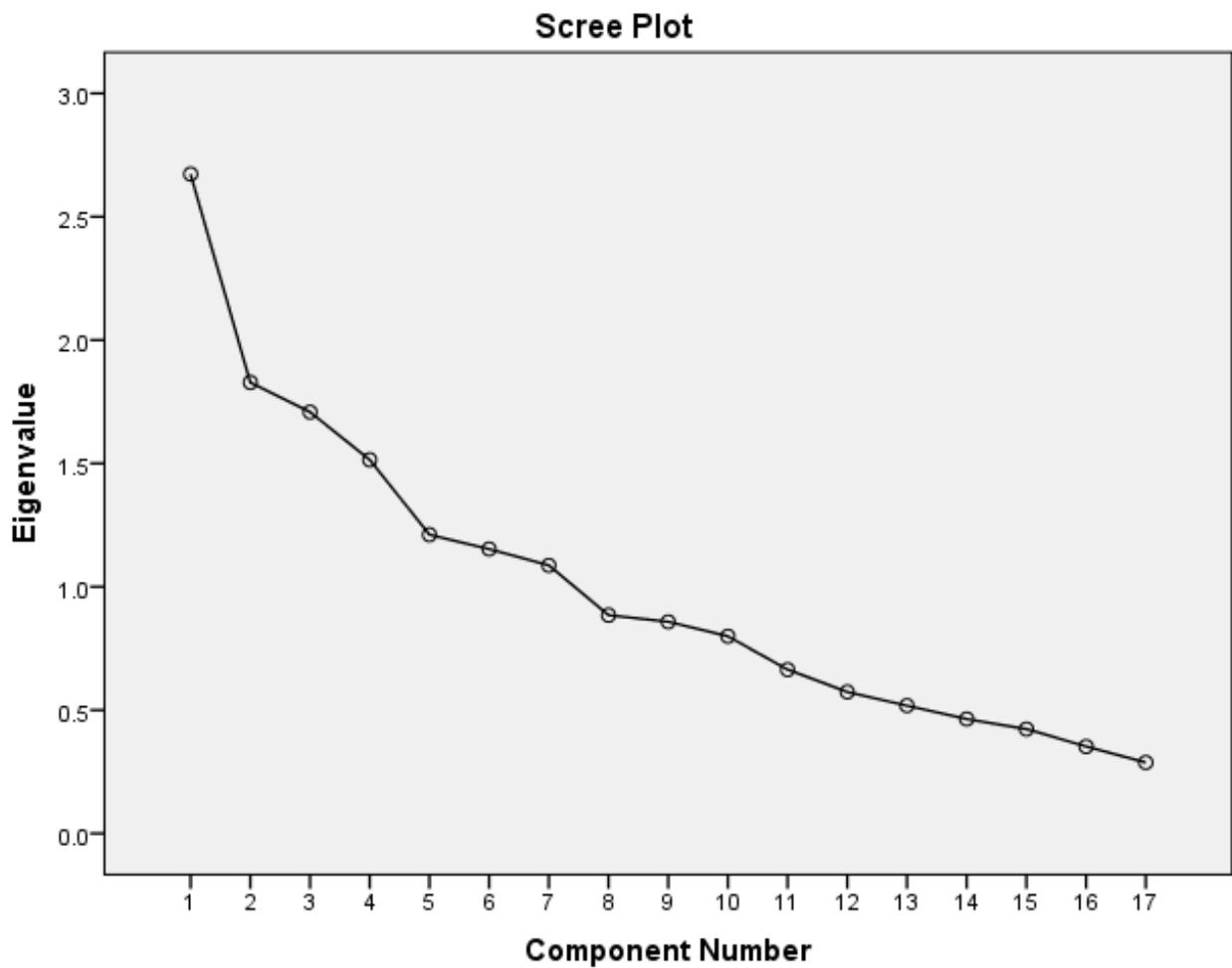
Table 2. Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.673	15.723	15.723	2.673	15.723	15.723	2.156	12.681	12.681
2	1.828	10.756	26.479	1.828	10.756	26.479	1.667	9.807	22.488
3	1.708	10.048	36.527	1.708	10.048	36.527	1.650	9.708	32.196
4	1.515	8.910	45.437	1.515	8.910	45.437	1.602	9.422	41.618
5	1.211	7.124	52.561	1.211	7.124	52.561	1.477	8.689	50.307
6	1.153	6.781	59.342	1.153	6.781	59.342	1.356	7.976	58.282

7	1.087	6.393	65.735	1.087	6.393	65.735	1.267	7.453	65.735
8	.885	5.205	70.940						
9	.858	5.048	75.988						
10	.799	4.703	80.690						
11	.664	3.907	84.597						
12	.573	3.373	87.970						
13	.518	3.048	91.018						
14	.464	2.728	93.746						
15	.423	2.489	96.235						
16	.352	2.074	98.308						
17	.288	1.692	100.000						

Extraction Method: Principal Component Analysis.

Figure 1.



	Component						
	1	2	3	4	5	6	7
Good behavior & attitude of teachers	.860	.032	.020	.051	.059	-.127	-.066
Fluency in language teachers	.810	.100	-.001	.090	-.035	-.027	.162
Good ethical issues	.799	-.001	.158	.004	.061	.159	-.047
High level motivation	.123	.786	.010	-.175	.009	.182	.152
High extracurricular activities	-.005	.711	.211	.150	-.064	-.214	.115
Learning skills enhancement	.052	.611	.032	.012	.214	.202	-.471
Smart class room teaching methodology	.139	.079	.817	-.151	.016	.104	.091
Quality teachers	.060	.011	.705	.144	.117	.197	-.034
Various knowledge & skill development	-.047	.323	.559	.227	-.170	-.303	-.053
Strong fundamentals	.203	-.067	-.059	.738	-.034	.172	-.206
No stress in studying	.052	-.035	-.065	.683	.273	.008	.346
Curriculum standard	-.066	.077	.231	.599	-.191	.104	.039
Practical knowledge enrichment	.000	-.071	.138	-.021	.814	-.016	.251
Task oriented education	.070	.101	-.069	-.015	.773	.059	-.232
High standard in education	-.098	.032	.097	.046	.046	.757	-.016
Innovative teaching system	.118	.035	.084	.261	-.026	.635	.211
Prestigious education	.045	.142	.029	.039	.030	.181	.799
Extraction Method: Principal Component Analysis.							
Rotation Method: Varimax with Kaiser Normalization.							
a. Rotation converged in 7 iterations.							

Table 4. Factors Obtained

S.NO	Variance	Factor analysis score	Factor
1	Good behavior & attitude teachers	0.860	Factor I
2	Fluency in language teachers	0.810	
3	Good ethical issues	0.799	
4	High level motivation	0.786	Factor II
5	High extracurricular activities	0.711	
6	Learning skills enhancement	0.611	
7	Smart class room teaching methodology	0.817	Factor III
8	Quality teachers	0.705	
9	Various knowledge & skill development	0.559	

10	Strong fundamentals	0.738	Factor IV
11	No stress in studying	0.683	
12	Curriculum standard	0.599	
13	Practical knowledge enrichment	0.814	Factor V
14	Task oriented education	0.773	
15	High standard in education	0.757	Factor VI
16	Innovative teaching system	0.635	
17	Prestigious education	0.799	Factor VII

The above table shows that the extracted seven factors which have higher effect on the variables. The factor extracted includes the optimum score of **(0.860)** in first component of Good behavior & attitude of teachers. The optimum score **(0.786)** obtained is the High level motivation. Third factor obtained is named as Smart class room teaching methodology **(0.817)**. The fourth influencing factor is Strong fundamentals **(0.738)**. Fifth component with the optimum score of **(0.814)** and it is named as Practical knowledge enrichment. Sixth component focuses on High standard in education **(0.757)**. The seventh influencing factor is Prestigious Education **(0.799)**.

WEIGHTED AVERAGE

An average in which each quantity to be averaged is assigned a weight. These weightings determine the relative importance of each quantity on the average. Weightings are the equivalent of having that many like items with the same value involved in the average.

$$\text{Average weight} = \frac{\text{Total weight}}{\text{Total No. of respondent}} \times 100$$

Table 5. General Perception About The Facilities & Administration System of the School

S.No	Particulars	Weighted average Score	Rank
1	Infrastructure facilities	4.93	1
2	Cleanliness	4.68	2
3	Friendly environment	4.61	3
4	Teacher parent relationship	4.34	9

5	Easy access with teacher/management	4.08	17
6	Periodical meeting with parents	4.15	16
7	Care taking of each student	4.3	11
8	Student discipline	4.39	5
9	Proper communication system	4.31	10
10	Student faculty ratio	4.21	14
11	Problem solving method	4.2	15
12	Grievances handling	4.23	13
13	In case of emergency reaction	4.36	8
14	Leave policies & procedures	4.29	12
15	Fees payment system	4.3	7
16	Hidden charges	4.38	6
17	Transport facilities	4.47	4

The above table shows that the majority of the respondents' general perception about the facilities and administration system of the schools is infrastructure facilities, cleanliness, and Transport facilities. Hence their Weighted average scores are high when compare to others such as, Hidden charges, Fees payment system and teacher parent relationship. Majority of the respondent's general perception about the facilities and administration system of the schools is infrastructure facilities.

Table 6. Reason For Continue the Same Education In CBSE School

S.No	Particulars	Weighted Average Score	Rank
1	Quality of education	4.892	1
2	Practical knowledge	4.519	2
3	Extracurricular activities	4.353	3
4	Status/recognition	4.023	10

5	Teaching methods	4.123	6
6	Communication skill	4.219	4
7	Presentation skill	4.18	7
8	Innovative thinking &creativity	4.13	8
9	Sports availability	4.184	5
10	Good transport	4.13	8

The above table shows that the majority of the parents have the opinion of continuing the education of their children in the same CBSE schools because of quality of education, practical knowledge, extracurricular activities and communication skill. Hence their weighted average scores are high when compared to other five major reasons such as sports availability, teaching method, good transport, Innovative thinking &creativity and status and recognition

RECOMMENDATION

Parents in the city are increasingly opting for CBSE curriculum to ensure their kids are best prepared for competitive examinations. People perceive the Central Board Curriculum as more challenging, innovative and competitive. CBSE schools have to give importance for the quality of teaching and production of adequate number of qualified teachers to take care of the children.

CONCLUSION

The study has focused on parent's perception towards education system of CBSE schools in Erode schools. The factors that influenced the parent's perception to decide the school is good education for the future development. The study reveals that most of the parents choose CBSE School for quality of education and to develop the children's knowledge. The study concludes from the results that parents are satisfied on their children's' growth and wishes to continue study in the CBSE schools.

References

Blaug, M. (1987), " The Economics of Education and the Education of an Economist", New York: Edward Elgar Publishing Limited.

Eggen, P., & Kolchak, D., (2001) “Educational Psychology Windows on Classrooms (5th ed.)”, Upper Saddle River, NJ: Merrill Prentice Hall.

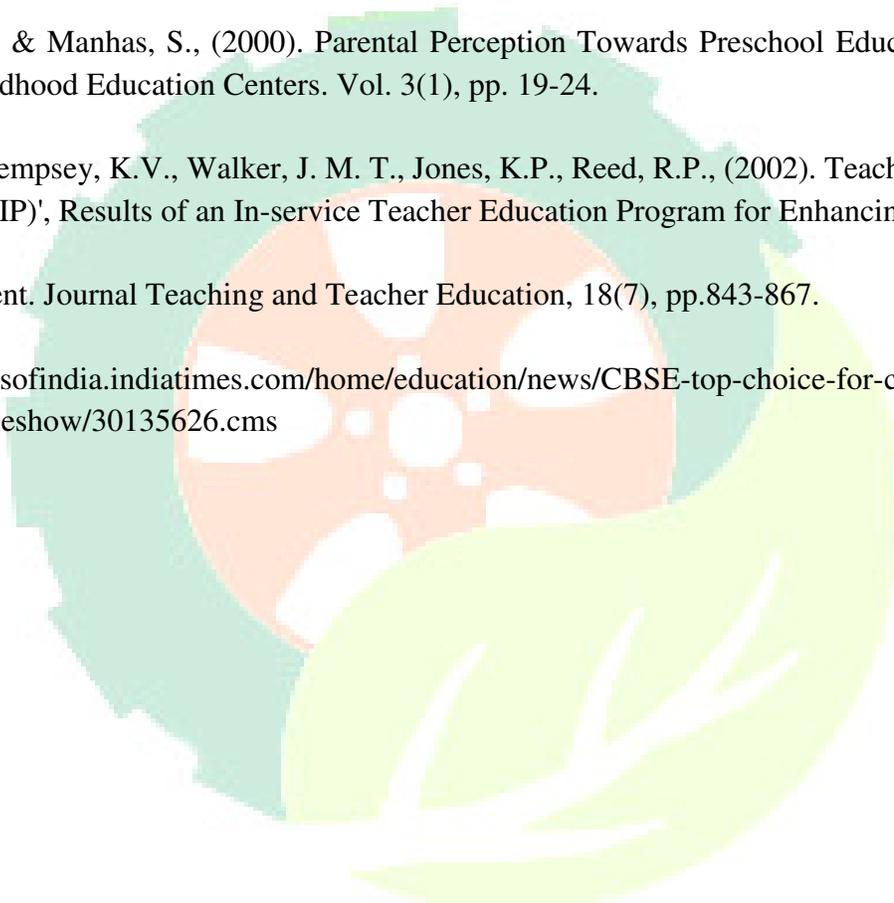
Eccles . J.S. and P.E. Davis (2005), “Influences of Parents Education on their children’s educational attainments: the role of parent and child perceptions”, London Review of Education, Vol. 3, No. 3, pp. 191-204.

Qadiri, F., & Manhas, S., (2000). Parental Perception Towards Preschool Education Imparted at Early Childhood Education Centers. Vol. 3(1), pp. 19-24.

Hoover-Dempsey, K.V., Walker, J. M. T., Jones, K.P., Reed, R.P., (2002). Teachers involving Parents (TIP)’, Results of an In-service Teacher Education Program for Enhancing Parental

Involvement. Journal Teaching and Teacher Education, 18(7), pp.843-867.

<http://timesofindia.indiatimes.com/home/education/news/CBSE-top-choice-for-competitive-edge/articleshow/30135626.cms>



IJARMATE
Your ulti-MATE Research Paper !!!