



Awareness of Parents for Higher Education of Children: A Sociological Analysis

Subal Tandi

Abstract- We cannot simply discuss how higher education in India is located in urban cities without also discussing rural education, which accounts for almost of the schools being located in rural areas. When we talk about higher education in India, we deeply discuss rural education that constitutes almost. Recent studies have demonstrated how higher education in rural sections of the nation has changed significantly, but certain distant places still require urgent review since children there are not receiving fundamental, high-quality education. We cannot help but agree that education is the key to improving a community and the country as a whole, and we consider this as we go through our own educational formation.

Keywords- Education, Higher Education, Children, Community

I. Introduction

In advanced industrial societies education is provided by the state as a mother of right for all its citizens' formal institution schools, college and university are organized for this purpose. They are staffed by fulltime professional practioners teachers & lecturers. Attendance at schools is compulsory. It is upheld by legal sanctions. Education is provided free of charge, thought ultimately it is paid for by the taxpayer. Although free compulsory state education is largely taken for granted to day and regarded as a perfectly formal and natural state of affairs, it is important to remember that it is a very recent development in the history of man. The fisher education act of 1918 was mode school attendance compulsory up to the age of fourteen. In 1947, the minimum school leaving age was raised to fifteen and today it sands expansion at sixteen. These developments were accompanied by a steady expansion of higher education. Education is one of the major growth industries of the last hundred years. Education is the gradual process of acquiring knowledge by learning by and instruction. Education is a preparing for life which is a result of a good upbringing especially knowledge and learning specific skill and also something less tangible but more profound like the imparting of knowledge good judgement and wisdom. He has as one of its fundamental goal as the imparting of culture from generation to generation. Education as we are aware is vital to the human resource development and empowerment in the stages of growth of a nation. In nay education system higher education encompassing management engineering medicine etc. education plays a major role in imparting knowledge values and developing skills and in the process increase the growth and productivity of the nation. The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the important achievements of human civilisation, processing a basic scientific outlook and commitment to the ideals of democracy nationalism, pluralism secularism and peace along as the cherished goals enshrined in preamble to the Indian constitution.



Problem of Higher Education in Rural India

When we talk about higher education in India, we deep into rural education that constitutes almost, we can't just talk about how higher education is in urban cities of India, without going deep in to rural education that constitutes almost 90 percent of the school being located in rural areas recent studies have shown how the face of higher education in rural parts of the country have developed to a great extent, but some remote areas still do need a serious check up with children falling to receive basic quality education. We cannot but agree that, it is education that leads to the road to betterment of a community and the nation at large and we think about in are formation in education.

II. Literature Review

Cheong et al (2018) Using a Southeast Asian context, this paper asks a question that has seldom been researched: Is there a divergence between parents' and their college-going children's perceptions of education and employability at a time of rapid economic change? If such a divergence exists, it would have hidden costs for the children. Parents' choice of professions no longer in demand when their children reach working age can permanently damage the latter's earning power. Also, parents' choice of fields of study that their children are not proficient or interested in jeopardizes the latter's chances of success in their studies. The paper aims to discuss these issues. The methodology this paper based on Data were collected using mixed methods, a combination of structured online questionnaires from two local special-purpose sample surveys conducted by the authors, and follow-up interviews. Graduate Employment Survey 2 (GES2) was the second of a three-phase British Council-sponsored study, focusing on TNE, that used a structured online questionnaire for students of several tertiary education institutions, both in the public and private sectors, and for several group interviews of students in 2015. A structured questionnaire was also administered to a small number of parents. The finding of this paper In terms of employment, the rankings of HEIs by parents and students were generally consistent. Study in foreign HEIs abroad has the highest likelihood of employment. Branch campuses were ranked next highest. Despite this, of interest is the difference in mean scores between first and second ranked HEIs. Whereas student's rate branch campuses as not much inferior to foreign university campuses, parents see a major gulf between them they rate foreign campuses more highly than branch campuses more poorly. This difference is likely caused by parents' traditional preference for foreign study over local, coupled with a lack of TNE knowledge. Discussion of this article A fundamental issue of perception is how parents and students see the role of education. Is education a destination or is education a journey? This disconnect has consequences. Given the shifting nature of employment, the need for transferable skills and the fact that some of the jobs that the next generation will be doing are not even known today, parental advice based on what they know may not do justice to their children's choice of career. Likewise, the approach of TNE to promote traditional degrees to job paths is also a conventional approach that has a limited shelf life. Similarly, The role of parents in education choice has received surprisingly scant academic attention. With technological change driving product and service innovation ever more rapidly, previously unknown types of work have emerged in a relatively short span of time. In this situation, the risk of mismatched perceptions between parents and their children, whose educational experience spans a generation, is becoming increasingly real. While most studies of a parental role have



been undertaken for Western countries, there is much less research on East Asian parents' role in their children's education

Wilson and Yull (2017) While scholars recognize that parent engagement in children's education is beneficial, much of the normative parent involvement literature rests on the assumption that marginalized parents of colour must be taught white middle-class norms of conduct in order to engage with the school system. In this chapter, we describe the ways our critical ethnographic implementation and analysis of the Parent Mentor Program – a parent engagement project in a small urban school district in Central New York – re-envision parent engagement in three interrelated ways. First, we argue that the project is race-, class-, gender-, and power-conscious, drawing on the interrelated theoretical frames of Critical Race Theory and Critical Whiteness Studies. Second, we argue that the program and research are unique in utilizing the toolkit of critical ethnography to not merely describe, but also to intervene in educational inequity. Third, we argue that the program has a more holistic goal than much of the parent engagement literature, as it seeks to connect parent engagement and activism with the larger antiracist goal of using restorative justice strategies to disrupt the disproportionate disciplining of Black students. Focusing on critical ethnographic methods in practice, we analyze the shifting positionalities of a multiracial research team as we grappled with methodological dilemmas in the first three years of the program. We document how we balanced the goals of introducing a race-conscious framework and catalyzing critical consciousness with the realities of constantly renegotiating entry in a school district characterized by colour-blindness and colormuteness.

Olaniran and Agnello (2008) The paper aims to put into context globalization as educational, economic, and technological relations, with attention to dimensions of variability and other problems associated with domination of western and northern post-industrial developed nations on the developing world. The finding of this paper is Education in its broadest functional terms prepares populaces for interaction within the social, economical, political, and cultural domains of daily life. Global education in its encompassing reach toward the macrocosm prepares populations in many countries to co-exist, particularly with information age technological innovations. Such an overstatement or broad sweep of the maximum view of international education overlooks in-depth understanding of the exercise of power in the international realm. Further The paper discusses the issues surrounding globalization, the economic gap between technologically trained workers and agrarian economies and the cultural divide caused by policies and assumptions.

Brewis (2013) discussed this paper is to discuss a vibrant social service culture in British and Indian higher education institutions in the period 1905-1919. The paper explores the many reciprocal influences between India and Britain, which lay behind the student social service movement. Developments in metropole and colony were so influenced by transnational movements of people and ideas that the common approaches and shared ideals which emerged cannot be fully understood by study of either setting in isolation. Finding of this paper Developments in Indian and British student service were shaped by and shaped in turn a wider social movement in the early twentieth century. Indian and western educationalists spread ideas about student social service through lectures, publications and international exchanges. Student social



servants in both metropole and colony shared a set of core values which made up an “ideal of service”. Students in both metropole and colony were enjoined to view their education as a period of preparation for greater service to the nation after graduation. Student service leagues were involved in reworking patriotic idiom to link social service with nation building.

Greenbank (2006) his article analyses how higher education institutions (HEIs) have responded to government policy to increase the participation rates of students from lower social classes through their admissions policies documentary evidence and interviews with institutional policy makers to examine HEI admissions policies and the rationale underpinning them. This research found that admissions policies owed more to the nature of demand than attempts to widen participation. Old universities tend to ask for high A-level grades and were sceptical about the value of vocational qualifications, but demonstrated a willingness to be more flexible where there was a low demand for courses. Less prestigious institutions tend to recruit more students from working class backgrounds because of the markets they were able to recruit in rather than because of their widening participation policies. Whilst this study is based on a small number of cases, the evidence suggests that institutional admissions policies perpetuate the problem of working class disadvantage. The ability of HEIs to review and change their admissions policies is, however, constrained by the way government policy encourages a competitive and stratified system of higher education. This is unlikely to change in the foreseeable future, but those wanting equality of opportunity in HE need to continue to put pressure on institutional policy makers to develop more inclusive systems of admission.

Savelyeva and Douglas (2017) their paper aims to provide data on the self-perceived state of sustainability consciousness of first-year Hong Kong students. A mixed-method research design framework, the authors conducted 787 questionnaires and collected 989 reflective narratives of first-year students of a university in Hong Kong, who were enrolled in the General Education course. The finding is attributed to students’ immersion in compulsory sustainability education modules within liberal studies programs in secondary through higher education (HE), the quantitative results revealed an increase in the self-perceived knowledge and behavioral aspects of sustainability consciousness of Hong Kong students and their low engagement in sustainability-related civic, campus or action groups. However, qualitative results revealed three aspects of the students’ sustainability consciousness: intentionality to make a difference; engagement with complex questions about identity, society and nature; and eschatological perspectives, which included imaginative, future-oriented and action-oriented approaches to critical reflection, supported by the rhetoric of hope, promises and commitment for better future. The study provides insights into the challenge of implementation of the United Nations-based sustainable development model in the Hong Kong educational system through the formal liberal studies curriculum. It advances the field by constructing a momentum for conceptual changes in sustainability education research toward design of the non-linear and culturally sensitive frameworks for sustainability implementation in HE. This allows to utilize universities’ unique capacities for fostering students’ sustainability consciousness in a continuous and systemic way



Objective of the Study

The objective of the paper is the following:

To find out the level of awareness of parents regarding their children for higher education.

III. Discussion

Culture, Parents and Education

Culture, parents and education are most important in the post-modern age in order to realize the potential benefits of education. It is essential that education and learning respond to the needs of a given society to promote education and technological literacy that improve socio-economic opportunities in developing nations like India. There are some important points in the followings;

- Individualism
- Gender Difference/Inequality
- Socialization

In the above three points is most important to play the role regarding children's higher education.

Role of Parents in Higher Education

Education helps in preserving, enriching and refining intellectual systems that education through which the standard of living of the people, their prosperity and security can be considerably improved is regard as a potent instrument of rapid and effective development of the nation. Now a day's parents are very much involves in educational system because education is necessary both parents and children. Children are the future of our coming days. If parents are educated then they were learn their children. If learning is systematically goes then results or outcome will come very excellent. Thus parents' education is very necessary.

In Admission Time

In rural area people (parents) do not fully unable to expenditure on children's higher education at the right time because at that time the time (June-August) is run by agricultural investment. So they do not give money to their children.

IV. Conclusion

In the above discussion, to keep in the objective of the study and draws the conclusion that the awareness of parents of higher education for their children is very necessary for rural people. They think that age is an important factor for marriage for their children and they forget the higher education as a result they engaged to their children. The parents bound to do this because they are weak in case of economically so that they have to bind to do this. The parents also do not proper awareness about higher education for their children. So it is a suggestion here that the government should give proper transparency of awareness regarding higher education.



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