

Expenditure on School Education In Thrissur District: A Survey Based Analysis

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6.1. Introduction

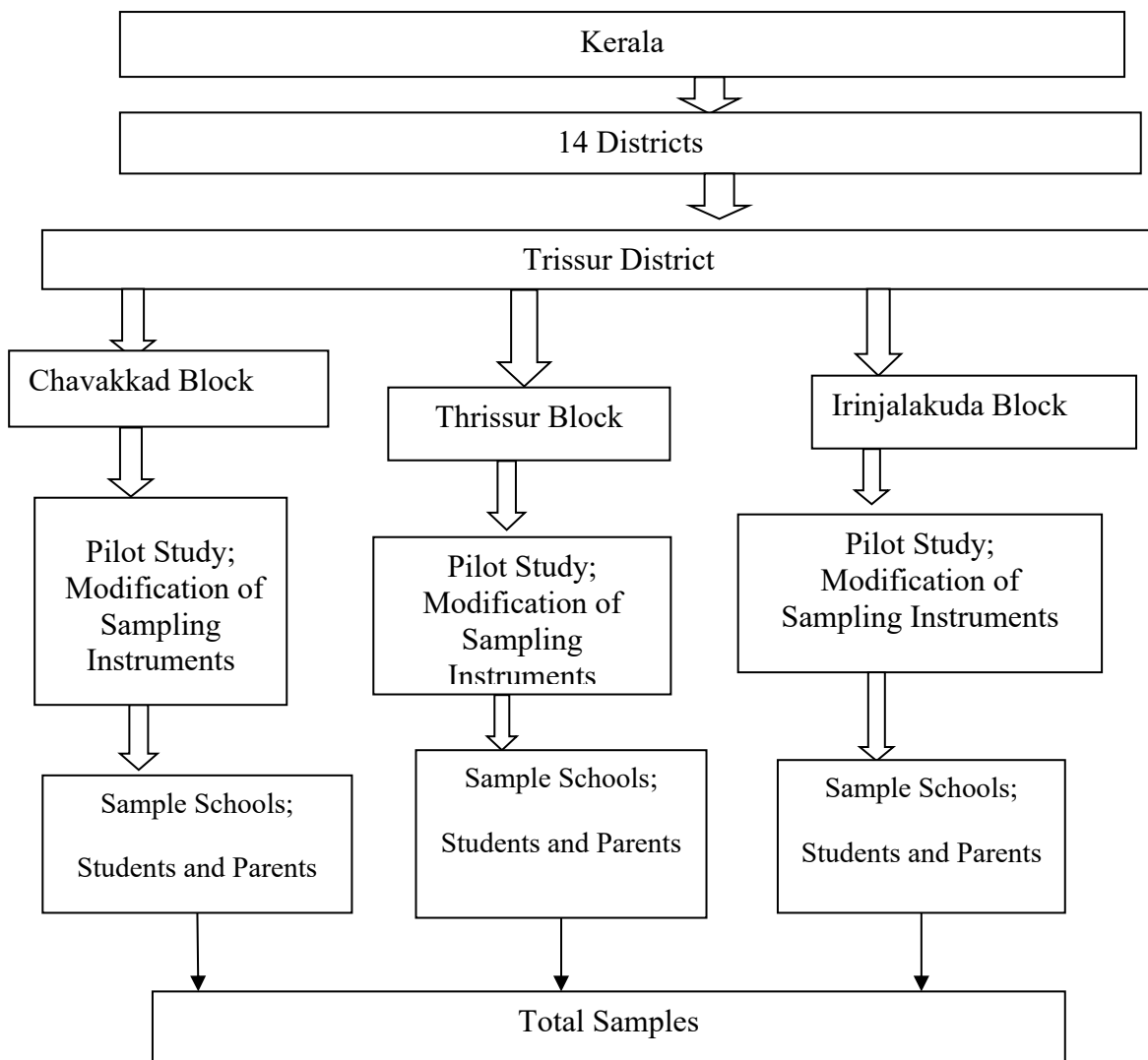
School education is the basic foundation of a student's learning process. Right from the time when a child starts his or her academics, the dilemma of choosing the good quality education becomes the primary concern of parents. The present study of school education is expected to touch each and every aspect of society. The study directly and indirectly benefits the society, students, policy makers, higher education sector, employment sector, household sector and teaching community. The present study is an attempt to look into the various facets of school educational scenario in

Kerala from the economic perspective by confining the study into households and students as the major stakeholders of school education.

6.2. Sampling Framework

The sampling framework of the present study to identify the samples is presented in chart 6.1.

Chart 6.1
Sampling Frame Work



Source: Prepared by the Investigator

To examine the school educational scenario in Kerala data is collected from one district. Thrissur district is selected for the study. Thrissur district is selected for the study due to several reasons such as geographical location of the district. In terms of education and school education it made so many progress and known as the centre of modern education hub. The primary data is collected from the time period of June 2020 to December 2020 in Thrissur district. There are three educational sub-districts in Thrissur district, Thrissur, Irinjalakuda and Chavakkad. There are total 956 high schools and higher secondary schools in Thrissur district, viz. 249 from Thrissur sub district, 309 from Irinjalakuda and 398 from Chavakkad. As the first step in data collection a pilot survey has conducted. From the pilot survey sampling instruments were revised. Further, modification of the sample instruments has been executed. From these sub-districts data are collected randomly by school visits and the details of parents and teachers were collected. The data is collected by using pre-tested interview schedules and focus group discussions (FGD). A multi-stage random sampling method has been used for collecting data from parents and students (chart 6.1)

Brief informal conversations with teachers, school principals, managers and experts in the field were also made. From schools the list of students and parents were collected. The statistical tools such as mean, standard deviation, one sample t test, independent t test, ANOVA, quartile deviation, cross tabulation and chi-square tests has been used to analyze the data.

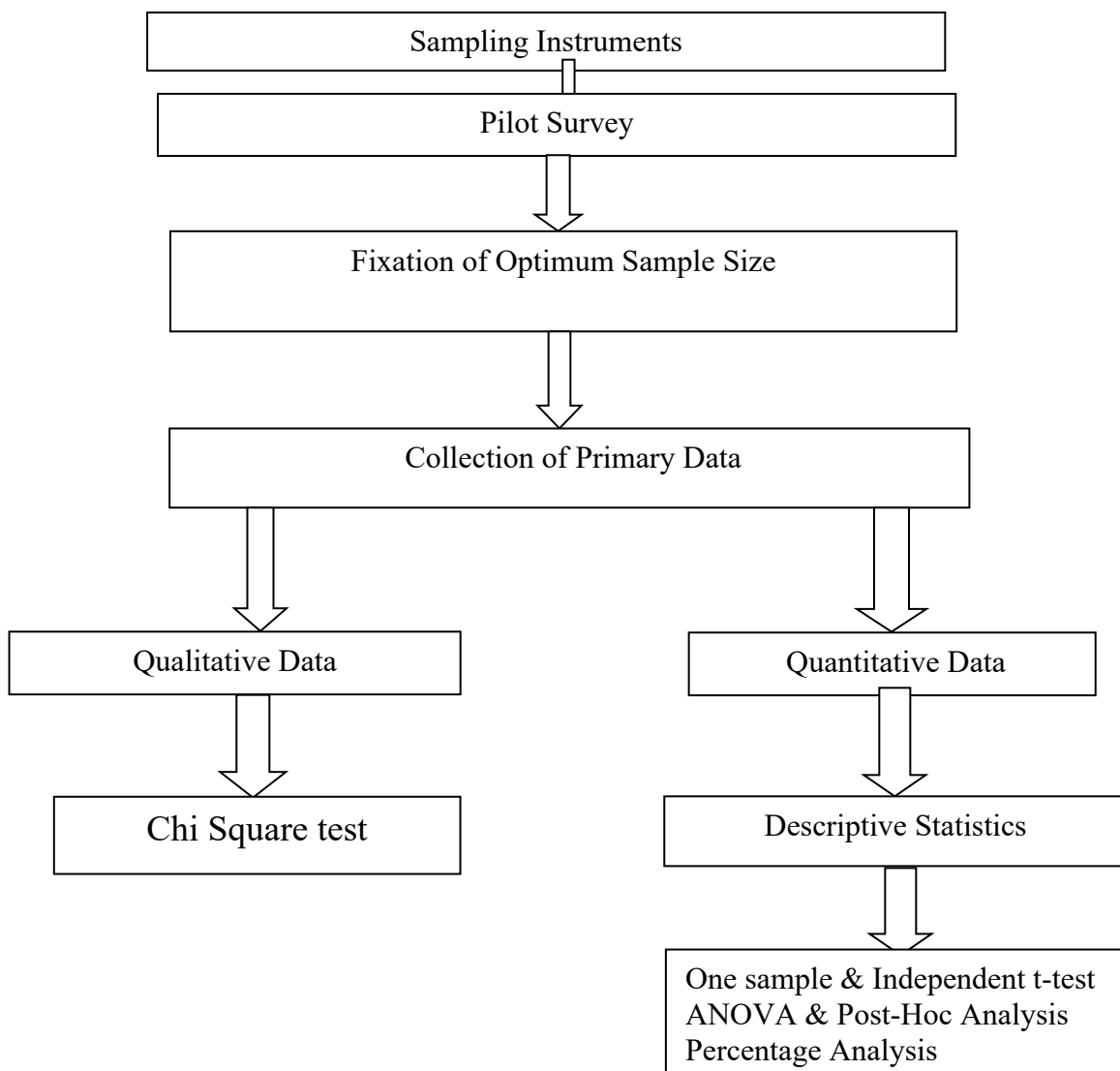
6.3. Analytical Framework

The analytical framework of the present study is presented in chart 6.2. Firstly, sampling instruments were framed and after that a pilot study is conducted to examine the feasibility and reliability of the study. It is also used to test the research tools including questions and survey structure. After conducting pilot survey, fixation of optimum sample size is done. Two types of data like qualitative and quantitative data are used in the study. As a part of qualitative data, Chi-square test is used. Quantitative tools like ANOVA and Post Hoc test, one sample t-test and Independent t-test were used (chart 6.2).

The study makes use of various statistical tools and techniques for analysis. There are three types of statistics used in the present study. The tools are descriptive statistics, inferential statistics and predictive statistics. As a part of descriptive

statistics, tools such as mean, standard deviation, percentage analysis and quartile deviation are used. The inferential statistics used in the study are one sample t-test, independent t-test, Analysis of Variance (ANOVA) with Turkey's Post Hoc Analysis, Level-Test and Chi square test. The study also makes use of predictive analysis by using Covariance Based Confirmatory Factor Analysis CB-CFA and Structural Equation Modeling (SEM) Techniques. The software packages used are IBM SPSS-Statistical Packages for Social Sciences 21 and IBM SPSS Analysis of Moments Structures (AMOS) 21.

Chart 6.2
Analytical Framework



Source: Prepared by the Investigator

As the study analyses school educational scenario in Kerala, the socio-demographic characteristic of students and parents are analyzed with the help of percentage analysis and frequency analysis. The various aspects like household expenditure on education, it's financing, students' perception on school environment, home environment and their engagement in learning is analyzed. Parental aspects on school education like their care and support, perception on free and compulsory education and all promotion policy is also analyzed.

The quality aspects of school education and problems of school education and the perception of students on their satisfaction about school environment and parental satisfaction and school quality and its various aspects are analyzed. The problems of school education from the perspective of parents and the effect of home environment and school environment on student satisfaction and student learning are also the analytical part of the study.

6.4. Socio-Demographic Profile of Parents

The age group of parents participated in the survey is shown in the Table 6.1.

Table 6.1
Age of Parents in Thrissur District (2020)

Age	Frequency	Percentage
31-40 years	95	31.7
41-50 years	176	58.7
51 and above	29	9.7
Total	300	100

Source: Primary Data

The socio-demographic profile of parents such as their age, religion, caste, educational qualification, type of school and standard in which their child is studying, area or location in which they live, occupation, number of earning members and possession of private property.

Table 6.2
Religion of Parents in Thrissur District (2020)

Religion	Frequency	Percentage
Hindu	140	46.7
Christian	55	18.3
Muslim	104	34.7
Others	1	0.3
Total	300	100

Source: Primary Data

From the Table 6.1, it is evident that 31.7 per cent of parents belong to the age group of 31-40 years, 58.7 per cent parents are 41-50 years of age and only 9.7 per

cent of the parents fall under 51 and above age group. Majority of the parents come under 41-50 years age group i.e. 58.7 per cent, followed by 31-40 years age group, i.e.31.7%. The religion wise classification of parents is shown in the Table 6.2 and it is seen that 46.7 per cent of parents are Hindus, 18.3 per cent are Christians, 34.7 per cent Muslims and 0.3% others. Majority of the parents are Hindus, i.e. 46.7 per cent followed by Muslims, i.e. 34.7 per cent and only 0.3% constitutes other categories.

The Table 6.3 shows the caste wise classification of parents participated in the survey. 17.3 per cent are OEC, 64 per cent are OBC, 8 per cent are SC, 0.3 per cent are ST and 10.3 per cent are other categories.

Table 6.3
Caste of Parents in Thrissur District (2020)

Caste	Frequency	Percentage
OEC	52	17.3
OBC	192	64
SC	24	8
ST	1	0.3
Others	31	10.3
Total	300	100

Source: Primary Data

Majority of the parents, i.e. 64 per cent are OBC and 17.3 per cent are OEC category. Only a few, 0.3% comes under ST category. Educational qualification of father and mother is shown in the Table 6.4.

Table 6.4
Educational Qualification of Father and Mother in Thrissur District (2020)

Educational Qualification	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Below SSLC	43	14.3	31	10.3
SSLC	72	24	46	15.3
Plus Two	35	11.7	58	19.3
Graduation	70	23.3	90	30
Post-Graduation	46	15.3	58	19.3
Professional	25	8.3	16	5.3
Others	9	3	1	0.3
Total	300	100	300	100

Source: Primary Data

Regarding the qualification of fathers, 14.3 per cent are educated below SSLC level, 24 per cent studied up to SSLC, 11.7 per cent studied up to plus two levels, 23.3 per cent are graduates, 15.3 are post graduates, 8.3 are professionals and only 3 per cent comes under other categories. The educational qualification of mother reveals the idea that 10.3 per cent of the mothers are educated below SSLC level, 15.3 per cent

are studied up to two SSLC level, 19.3 per cent are studied up to plus two level, 30 per cent are graduates, 19.3 are post graduates, 5.3 per cent are professionals and only 0.3% forms other categories. The majority of the household women is graduates, i.e. 30 per cent, followed by plus-two and posts -graduation, i.e. 19.3 per cent, then SSLC, i.e.15.3 per cent and below SSLC, i.e. 10.3 per cent of the total respondents. The comparison shows that mothers are better educated than fathers.

Table 6.5
Type of School Child is Studying in Thrissur District (2020)

Type of school	Frequency	Percentage
Government	108	36
Aided	116	38.7
Unaided	8	2.7
CBSE	61	20.3
ICSE	6	2
Others	1	0.3
Total	300	100

Source: Primary Data

The percentage of mothers below SSLC is lower than that of fathers. Regarding plus two level education, percentage of mothers outstand fathers. The trend is also towards more graduates and post graduates in favor of mothers. The number of professionals is low in both cases but there is a slight increase in the case of father's educational qualification.

Table 6.6
Standard in which Child is Studying in Thrissur District (2020)

Standard	Frequency	Percentage
9 th	105	35
10 th	103	34.3
Plus one	8	2.7
Plus two	84	28
Total	300	100

Source: Primary Data

The type of school the child is studying is shown in the Table 6.5 and it is seen that 36 per cent of children are studying in government schools, 38.7 per cent in aided schools, 2.7 per cent in unaided schools, 20.3 per cent in CBSE schools, 2 per cent in ICSE schools and only 0.3 per cent in other type of schools. It is evident that majority of parents send their children to aided schools, i.e. 38.7 per cent and next to government schools, i.e. 36 per cent, followed by CBSE, i.e. 20.3 percent and insignificant proportion to other schools. The class or the standard of the child is studying is shown in the Table 6.6. It is evident that 35 per cent of the children are studying in 9th standard, 34.3 per cent studying in 10th standard, 2.7 per cent studying

in plus one and 28 per cent are studying in plus two. Majority of the students are studying in 9th standard, i.e. 35% and 10th standard, i.e. 34.3% and 28% of the students fall under the category of plus two students. Only 2.7% are studying in plus one. The area or location in which the parents live is shown in the Table 6.7 and is seen that 57.3 per cent of the parents, majority of the respondents, live in rural areas and 42.7 per cent lives in urban areas. Occupation of fathers participated in the survey is shown in the Table 6.8.

Table 6.7
Area/ Location of Parents in Thrissur District (2020)

Are/ Location	Frequency	Percentage
Rural	172	57.3
Urban	128	42.7
Total	300	100

Source: Primary Data

It is seen that 7 per cent of the respondents are professionals, 20 per cent are daily wage earners, 19.7 per cent are government employees, 13.7 per cent are private employees, 21.3 per cent are doing business and 18.3 per cent are engaged in other occupations.

Table 6.8
Occupation of Father in Thrissur District (2020)

Occupation of Father	Frequency	Percentage
Professional	21	7
Daily wage earner	60	20
Govt Employee	59	19.7
Private Employee	41	13.7
Business	64	21.3
Others	55	18.3
Total	300	100

Source: Primary Data

It is evident that occupation of the father shows a mixed picture and the majority doing business, 21.3 per cent, followed by government employees, i.e. 19.7 per cent, 18.3 per cent other occupations, 13.7 per cent private employees and the least proportion, i.e. only 7 per cent are professionals. Occupation pattern of mothers is shown in the Table 6.9. It is seen that 2.3 per cent of mothers are professionals, 4 per cent are daily wage earners, 27.7 per cent are government employees, 4.3 per cent private employees, 1 per cent is doing business and 3 per cent are doing other jobs. Majority of the mothers, more than half of the total respondents, i.e. 57.7% are housewives followed by 27.7% government employees and the least proportion to other jobs.

Thus when we compare the occupation pattern of father and mother it is well clear that fathers are more engaged in work to support their families. In the case of professional, daily wage earner, private employees, business and other jobs male are engaged more than their female counterparts. This also shows occupational discrimination between them and also one interesting thing about this is that more women are engaged in government jobs than men showing their academic excellence and at the same time when confined to families they stay at home to look after their families.

Table 6.9
Occupation of Mother in Thrissur District (2020)

Occupation of Mother	Frequency	Percentage
Professional	7	2.3
Daily wage earner	12	4
Govt Employee	83	27.7
Private Employee	13	4.3
Business	3	1
Others	9	3
House wife	173	57.7
Total	300	100

Source: Primary Data

Earning members in the family is shown in the Table 6.10. Among parents, 56.7 per cent revealed that there is only one earning member in their family. Among respondents, 40.3 per cent responded it as two and only few, 3 per cent recorded their response as more than two.

Table 6.10
Earning Members in Family in Thrissur District (2020)

Earning Members	Frequency	Percentage
One	170	56.7%
Two	121	40.3%
More than two	9	3%
Total	300	100%

Source: Primary Data

It is shown that more than half of the families participated in the survey, i.e. 56.7% depends for only one source of income for their livelihood and 40.3% revealed that there are two earning members and only 3% revealed that there are more than two earning members in their family.

Table 6.11
Private Property of Parents in Thrissur District (2020)

Private Property	Frequency	Percentage
Yes	133	44.3%
No	167	55.7%
Total	300	100%

Source: Primary Data

The Table 6.11 shows the private property of the parents. Among parents 44.3 per cent of them revealed that they possess private property and the majority of them, i.e. 55.7 per cent responded that they do not possess any private property. Thus most of the parents do not have private property.

The total number of households is seen in the Table 6.12. It is seen that 11% of the respondents have 1-3 members in their family. The vast majority of the respondents, i.e. 86.3% have 4-6 members and only very few respondents, i.e. 2.7% have 7-9 members in their family. No respondents have more than 9 members or lives in a joint family system.

Table 6.12
Number of Family Members in Thrissur District (2020)

Number of Family members	Frequency	Percentage
1-3	33	11
4-6	259	86.3
7-9	8	2.7
More than 9	0	0
Total	300	100

Source: Primary Data

Thus it is seen that majority lives in a small family, i.e. nuclear family system and it seems that parents seldom live in joint family system.

6.4.1. Sources of Income of Parents

The source of income of the parents is given in the Table 6.13. The parents participated in the survey gave responses to more than one option to some questions.

Table 6.13
Income Sources of Parents in Thrissur District (2020)

Sources of Income	Income from the source (%)	Rank
Father's work	89.3	I
Mother's work	37.7	II
Other Sources	16.7	III
Assets	1.3	IV

Source: Primary Data

Note: Column wise addition may not equal to 100 due to frequency analysis.

Thus frequency analysis can also be used in the study to get some important information like the sources of income in the household survey.

Table 6.14
Selection of School by Parents in Thrissur District (2020)

Reason for selection of school	Reason	Rank
Good Quality of education	70.3	I
Good teachers	51.3	II
The school is nearest to my home	25.3	III
Good infrastructure	18.3	IV

Source: Primary Data

Note: Column wise addition may not equal to 100 due to frequency analysis.

The results show that 89.3 per cent of the respondents responded father's work as their main source of income, 37.7 per cent revealed that mothers' work is the source of income, 16.7 per cent responded it is from other sources and only 1.3 per cent revealed their income source as assets. Thus it is clear that major source of income is father's work followed by mother's work. The selection of school or the reasons for choosing the school of their children are shown in the Table 6.14 using frequency analysis. Majority of the parents, 70.3 per cent parents select schools on the ground of good quality of education it provides, 51.3 per cent select schools on the basis of good teachers, 25.3 per cent select schools as it is nearest to their home and 18.3 per cent select it on the basis of good infrastructure. Thus the results indicate that the major reason for selecting school is good quality of education and the least preference is given by parents to good infrastructure in the selection of school.

6.4.2. Purpose of Savings

People generally save for many important purposes in their life. Generally it is for meeting emergencies, for house construction, for retirement life, children's marriage, education and for other purposes (Tilak, 2000).

Table 6.15
Purpose of Savings of Parents in Thrissur District (2020)

Purpose of savings	Reason (%)	Rank
Children's education	67.3	I
For emergencies	64	II
Other purposes	46.3	III
Children's marriage	35.3	IV
For house construction/ renovation	26.7	V
For retirement life/old age	24.7	VI

Source: Primary Data

Note: Column wise addition may not equal to 100 due to frequency analysis.

Thus it is seen that majority of the parents save for the purpose of education of their child, showing the importance of education they give to their child and the least purpose is for retirement life and old age.

Table 6. 16
Financing for Education of Parents in Thrissur District (2020)

Financing for education	Sources (%)	Rank
Household income	82.3	I
Other sources	34.0	II
From loans	10.7	III
Selling/ pledging assets	3.7	IV
Friends/ relatives	3.3	V

Source: Primary Data

Note: Column wise addition may not equal to 100 due to frequency analysis.

From the Table 6.15, majority of the parents save for the purpose of children’s education, i.e. 67.3 per cent. After education parents gave importance to meet emergencies in their life, i.e. 64 per cent. The third ranking in the saving purpose is for other purposes, i.e. 46.3 per cent. The other items of savings are children’s marriage (35.3%), house construction/ renovation (26.7%) and for retirement life/old age (24.7%) respectively. The financing of education of the child may be from a wide number of factors. It is specified from the Table 6.16 that the major source of financing of education in families is through household income, i.e. 82.3 per cent. Parents also revealed that the major source of financing of their child is through other sources, 34 per cent, 10.7 per cent rely upon loans, 3.7 per cent through selling/pledging assets and 3.3 per cent through friends/ relatives. Thus it is evident that the major source of financing for school education is household income and the least is children’s own contribution.

6.5. Household Budget and Expenditure on Education

Household budget and its importance in maintaining family’s income and expenditure are correlated substantially (Tilak, 2001).

Table 6.17

Annual Average Household Expenditure of Parents in Thrissur District in (2020)

Items of Expenditure	CBSE	Aided	State	Average Expenditure	Rank
Housing	40459	37087	34840	37462	I
Food items	22255	21168	20875	21433	II
Non-food items	16700	16255	16236	16397	III
Education	15576	10620	9203	11800	IV
Transport& Entertainment	7487	4658	4494	5546	V
Health& Medical needs	5593	5429	5428	5483	VI
Clothing & Footwear	5420	5430	4635	5162	VII

Source: Primary Data

The income and expenditure relationship among the household are established (Nik et.al, 2011) and the crucial variables related to education are household income and expenditure.

Table 6.18
Items of Expenditure of Parents on School Education in Thrissur District in 2020

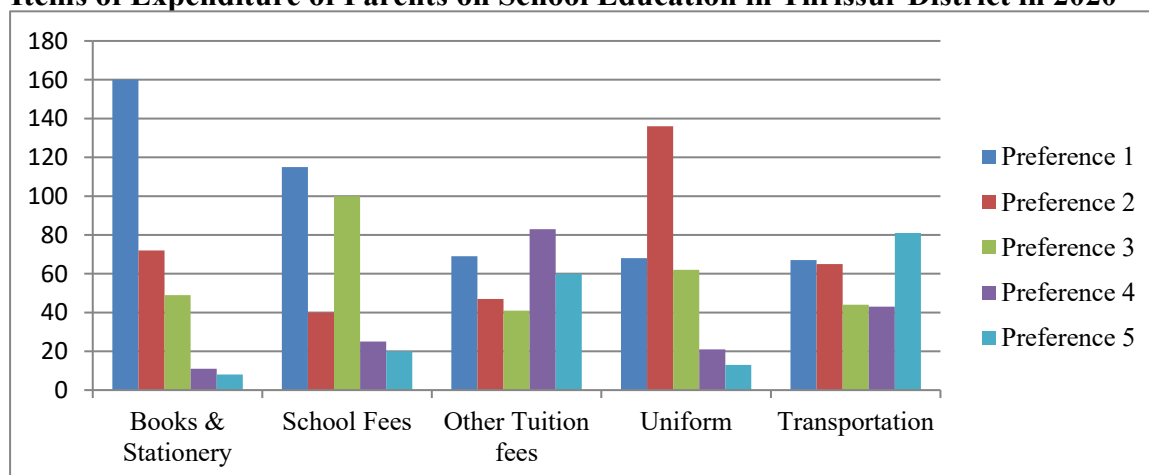
Itemsof Expenditure	Order of Preferences					Total	Rank
	1	2	3	4	5		
Books and Stationery	160 (53.33%)	72 (24%)	49 (16.33%)	11 (3.66%)	8 (2.66%)	300	I
School Fees	115 (38.33%)	40 (13.33%)	100 (33.33%)	25 (8.33%)	20 (6.66%)	300	II
Other tuition fees	69 (23%)	47 (15.66%)	41 (13.66%)	83 (27.66%)	60 (20%)	300	III
Uniform	68 (22.66%)	136 (45.33%)	62 (20.66%)	21 (7%)	13 (4.33%)	300	IV
Transportation	67 (22.33%)	65 (21.66%)	44 (14.66%)	43 (14.33%)	81 (27%)	300	V

Source: Primary Data

Note: Figures in Parentheses shows Percentages.

The present study found out that a significant and strong relationship exists between income and types of household expenditure from socio-economic perspectives. The second highest annual average expenditure of parents comes under the category of food items. Next to food items non-food items occupy the third position. Spending on education also occupies an important position as today’s parents are more interested in spending for their child’s education. Transport and entertainment occupy the fifth position followed by health and medical needs and expenses for clothing and footwear.

Figure 6.1
Items of Expenditure of Parents on School Education in Thrissur District in 2020



Source: Primary Data

The household budgets of parents were studied to understand how they are spending or giving importance to various items of expenditure. Parents' budget can be generally classified into food items and non-food items. It also includes expenditure on housing, health, transport and entertainment, education, clothing and footwear. A study on the annual-average household expenditure of parents shows that parents on an average spent most of their income on housing maintenance or housing related activities. This may be because of the fact that they are more inclined to the style and maintenance of their household finance (Dominick, et.al, 2018). Thus the average annual household expenditure of parents gives an account of the spending pattern of families and the top order priorities in which they spend. It also throws light into the trend and pattern of household budget. The annual average household expenditure of parents of students of various types of schools such as CBSE, aided and state level schools are shown in the Table 6.17. It is shown that the expenditure pattern of parents of CBSE schools is comparatively higher followed by aided and state level schools. But regarding all types of schools, parents incur more expenditure on housing followed by food items, non- food items, education, transport and entertainment, health and medical needs and clothing and footwear respectively.

There are different items of expenditure on school education like books and stationery, school fees, other tuition fees, uniform and transportation. These items of expenditure give a picture about the ways in which parents of aided and Government school children, high school and higher secondary students spend for their child's education. It is clear from the Table 6.18 that the higher order of preference among parents on the items of school education expenditure is for books and stationery. The first order preference of books and stationery items are high followed by the next order preferences respectively. School fees is the second most spent item on school education expenditure pointed out by parents in the order 1, 3 ,2 ,4 and 5 set of preferences. Next to school fees other fees related to school education comes in the order of preferences such as 1, 4, 5, 2 and 3. The fourth preferred item by parents on the items of expenditure is uniforms in the order of preferences 2, 1, 3, 4 and 5. The least spent is for transportation purposes, i.e.in the order of preferences such as 5, 1, 2, 3 and 4. The same order of preferences of expenditure of parents are seen in the fig 1 where the preferences are high in the order of books and stationery followed by school fees, other fees, uniforms and transportation respectively.

6.6. Socio-Demographic Profile of Students

The age of the students with respect to type of schools they are attending are presented in the Table 6.19. The rural-urban classification and school type classification is evident in the Table 6.19. Among 14-15 year students, 64 students are from government schools, 60 from aided schools and 40 from CBSE schools in rural areas. In urban areas the same age group constitutes 62 from Government, 51 from aided and 45 from CBSE schools respectively. In the case of 16-18 age groups of students, in rural areas it is 55, 38 and 49 respectively and in urban areas it is 51, 45 and 40 respectively. Majority of the students, i.e. 322 (53.66 per cent) among 600 students are 14-15 age group and 278 (46.33 per cent) constitutes 16-18 age group of students.

Table 6.19
Age of School Students in Thrissur District (2020)

Age	Rural			Frequency	Percentage
	Govt	Aided	CBSE		
14-15 years	64	60	40	164	27.33
16-18 Years	55	48	39	142	23.66
Urban					
14-15 years	62	51	45	158	26.33
16-18 years	51	45	40	136	22.66
Total	228	199	173	600	100

Source: Primary Data

The gender wise classification of the students is shown in the Table 6.20. The rural-urban classification and school type classification is also made in the study. Among boy students, 52 students are from Government schools, 54 from aided schools and 40 from CBSE schools in rural areas.

Table 6.20
Gender of School Students in Thrissur District (2020)

Gender	Rural			Frequency	Percentage
	Govt	Aided	CBSE		
Male	52	54	40	146	24.33
Female	64	60	42	166	27.66
Urban					
Male	54	48	36	138	23
Female	58	56	36	150	25
Total	228	218	154	600	100

Source: Primary Data

In urban areas the same group constitutes 54 from Government, 48 from aided and 36 from CBSE schools respectively. In the case of girl students, in rural areas it is 64, 60 and 42 respectively and in urban areas it is 58, 56 and 36 respectively. Majority

of the students are girls, 316 (52.7 per cent) among 600 students and 284 (47.3 per cent) constitutes 16-18 age group of students. Whether the students go for tuitions or not is seen in the Table 6.21. Among the students 24 per cent always going for tuitions, 9 per cent often attend it, 16.8 per cent sometimes attend it and 11 per cent very rarely attend the same. It is evident that majority of the respondents, have never gone for tuitions to improve their academic standards. This also shows the academic brilliance of students and they are comfortable and happy at their home environment. The selection of schools by the students in the Table 6.22 shows that 31 per cent of the students selected the school in which they are studying according to the interest of their parents.

Table 6.21
Preference to Go For Tuitions in Thrissur District (2020)

Going for Tuitions	Frequency	Percentage
Always	144	24
Often	54	9
Sometimes	101	16.8
Rarely	66	11
Never	235	39.2
Total	600	100

Source: Primary Data

The majority of the students in the survey selected it in their own interest. Only very few students, i.e. 7.8% responded that they selected the school due to other reasons.

Table 6.22
Selection of School in Thrissur District (2020)

Selection of School	Frequency	Percentage
Parent's interest	186	31
Your own interest	367	61.2
Other Reasons	47	7.8
Total	600	100

Source: Primary Data

Thus it is clear that the students have the personal freedom to select their schools as home environment is very much supportive for them to improve their educational standards. Among the total population it is found that 61.2 per cent select schools in their own interest, 31 per cent in parent's interest and only few, 7.8 per cent opined that they select school due to other reasons.

6.7. Students' Perception on Home Environment

The home environments in which the children live have a profound influence on their academic achievement; parents can provide a happy home environment for

the better educational outcome of their children (Kumar et.al, 2014). Student’s perception on home environment is compared based on gender. The hypothesis is formulated that that there are no significant differences based on gender of students regarding the factors of home environment. The significant difference between male and female students concerning the factors of their home environment are analysed with the help of independent t test (Table 6.23). The P value is less than 0.05 and the null hypothesis is rejected at 5 per cent level with regard to the factors of home environment such as parent’s role in education, happy home environment and tuition facility offered by the parents. It indicates that there are significant differences between male and female students regarding these factors of home environment. It is also seen that, related to the factor selection of school in the interest of child, the P value is greater than 0.05, so that the hypothesis is accepted. It indicates that there exist no significant differences among students on the basis of gender regarding this factor. Thus with the help of mean score, it is interpreted that parents of both male and female students have better role in the education of their students.

Table 6.23
Gender of students and the Factors of Home Environment in Thrissur (2020)

Factors of students perception on home environment	Gender of the students				T value	P Value
	Male		Female			
	Mean	SD	Mean	SD		
Parents role in education	4.68	0.56	4.78	0.49	-2.34	0.020*
Happy home environment	4.44	0.80	4.58	0.71	-2.29	0.022*
Tuition facility	2.85	1.64	2.51	1.58	2.52	0.012*
Selection of school in the interest of child	1.75	0.56	1.78	0.59	-0.59	0.553 ^{NS}

Source: Computed from Primary Data

Notes: Mean score and independent T Test

* denotes significant at 5% level

NS non-significant

Both categories of students are getting happiness from their home environment. But comparatively, parents of female students are more involved in their child’s education than parents of male students. Female students also get more happiness from their home environment than male students. It is also found that both male and female students do not get private tuition facility from their home. Male students are getting more tuition facility than female students. In the case of selection of school, the mean value is very low, indicates that parent’s do not have much role in the selection of school of their child. So from the home related factors of students, it is seen that parents play an important role in families in the school education of their child except selection of the school.

Based on mean score, it is observed that among males, most perceived home environment factor in school education is parents role in education (4.68) followed by happy home environment (4.44), tuition facility (2.85) and selection of school in the interest of child (1.75). It indicates that male students consider parents role in education as a major home environment factor in school education followed by happy home environment and tuition facility. In the case of female students, parents role in education (4.78) is the most considered home environment factor followed by happy home environment (4.58), tuition facility (2.51) and selection of school in the interest of child (1.78). It indicates that female students consider parents role in education as a major home environment factor in school education followed by happy home environment and tuition facility.

6.8. Students' Perception on School Environment

Student's perceptions on school environment are studied using mean test. The hypothesis is formulated that student's perception on school environment are equal to the average level. The P value is less than 0.01 for the factors of student's perception on school environment such as teacher's encouragement, need of individual attention and challenge of competition in studies and the null hypothesis is rejected at 1% significant level. It indicates that factors are not equal to the average level. It may be the higher or lower level than average level.

Table 6.24

Student's Perception on the Factors of School Environment in Thrissur (2020)

SI No	Student's perception on school environment	Mean	SD	MD	T value	P Value	Rank based on mean
1	Teacher's encouragement	4.48	0.83	1.48	43.70	<0.001**	I
2	Need of individual attention	4.13	0.88	1.13	31.36	<0.001**	II
3	Overload of homework and studies	3.05	1.14	0.05	1.14	0.254 ^{NS}	IV
4	Challenge of competition in studies	3.16	1.11	0.16	3.58	<0.001**	III
5	Problem of balancing school and home	2.92	1.16	-0.07	-1.51	0.132 ^{NS}	VI
6	Challenge of present examination system	3.00	1.11	0.00	0.10	0.913 ^{NS}	V

Source: Computed from Primary Data

Notes: Mean Score and one sample T Test

Test Value: 3; ** denotes significant at 1% level

NS denotes non-significance

Since the p value is greater than 0.05, null hypothesis is accepted for the factors, overload of homework and studies, problem of balancing school and home

and challenge of present examination system. It means these factors are equal to the average level (Table 6.24). The mean scores show that the factors, teacher’s encouragement, need of individual attention and challenge of competition in studies are higher than average level (>3 , 3 is the test value). The factors of student’s perception on school environment such as overload of homework and studies, problem of balancing school and home and challenge of present examination system are equal to average level ($=3$, 3 is the test value). The results of one sample t test indicate that students perceive schools play a better role in their education by providing encouragement by teachers, individual attention to students and providing healthy competition in studies. And students consider the factors of other school environment such as overload of homework and studies, problem of balancing school and home and challenge of present examination system at an average level. So, from the mean score and mean rank, it is inferred that teacher’s encouragement is the most influencing factor of the school related aspects. It is followed by need of individual attention, challenge of competition in studies, overload of homework and studies, challenge of present examination system and problem of balancing school and home. It shows that most students are getting encouragement from their teachers followed by the individual attention from school and the students are also part of the challenges of healthy competition in studies. Student’s perceptions on school environment are compared with respect to their gender. The hypothesis is formulated that that there is no significant difference between genders of students regarding the factors of their school environment.

Table 6.25

Gender of Students and the Factors of School Environment in Thrissur (2020)

Factors of students perception on school environment	Gender of the Students				T value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Teacher’s encouragement	4.39	0.89	4.57	0.76	-2.68	0.007**
Need of individual attention	4.03	0.87	4.22	0.89	-2.61	0.009**
Overload of homework and studies	3.12	1.14	2.98	1.13	1.49	0.136 ^{NS}
Challenge of competition in studies	3.25	1.09	3.08	1.12	1.80	0.071 ^{NS}
Problem of balancing school and home	2.97	1.15	2.88	1.17	0.86	0.385 ^{NS}
Challenge of present examination system	3.11	1.12	2.90	1.10	2.24	0.025*

Source: Computed from Primary Data

Notes: Mean score and independent T Test

** denotes significant at 1 % level, * denotes significant at 5% level

NS non-significant

From the Table 6.25 it is analyzed that the value is less than 0.01, the null hypothesis is rejected at 1% level for the factors of students' perception on school environment such as teacher's encouragement and need of individual attention. Therefore, there is significant difference between male and female students regarding their perception on the factors, teacher's encouragement and need of individual attention. Mean scores indicate that the perception of both male and female on above mentioned school environment factors are higher. More than male, female perceives that teacher encourages them to perform better and give more individual care. The null hypothesis is rejected at 5% level for the factor that challenge of present examination system, since the p value is less than 0.05. Therefore there is significant difference between male and female students regarding their perception on the factor challenge of present examination system. Mean score shows that both male and females are challenged with the present examination oriented system of education. Male students face the challenge more than females. The P value is greater than 0.05 and the null hypothesis is accepted for the factors of students' perception on school environment such as overload of homework and studies, challenge of competition in studies and problem of balancing school and home. It shows that there is no difference between the perception of male and female students regarding the above mentioned factors.

Table 6.26

Age of Students and the Factors of School Environment in Thrissur (2020)

Factors of school environment of the students	Age of the students				T value	P value
	14 to 15 Years		16 to 18 Years			
	Mean	SD	Mean	SD		
Teacher's encouragement	4.59	0.76	4.36	0.88	3.29	0.001**
Need of individual attention	4.18	0.85	4.08	0.92	1.33	0.183 ^{NS}
Overload of homework and studies	3.01	1.15	3.10	1.13	-0.94	0.346 ^{NS}
Challenge of competition in studies	3.27	1.10	3.03	1.11	2.61	0.009**
Problem of balancing school and home	2.92	1.15	2.93	1.16	-0.13	0.892 ^{NS}
Challenge of present examination system	2.93	1.10	3.08	1.13	-1.65	0.098 ^{NS}

Source: Computed from Primary Data.

Notes: Mean Score and T Test

** denotes significant at 1% level, NS denotes non- significant

Based on mean score, it is observed that in the factors of students' perception on school environment, male students are more influenced in the factor, teacher's encouragement (4.39) followed by need of individual attention (4.03), challenge of competition in studies (3.25), overload of homework and studies (3.12), challenge of present examination system (3.11) and problem of balancing school and home (2.97). In the case of female, teacher's encouragement (4.57) is the most influencing factor followed by need of individual attention (4.22), challenge of competition in studies (3.08), overload of homework and studies (2.98), challenge of present examination system (2.90) and problem of balancing school and home (2.88).

Student's perceptions on school environment are compared with respect to their age in Table 6.26. The hypothesis is that there is no significant difference between age group of students regarding the factors of their school environment. With the help of T test, significant difference between 14 to 15 and 16 to 18 age group of students regarding the factors of their school environment is analysed. It is estimated that the P value is less than 0.01; the null hypothesis is rejected at 1 per cent level with regard to the factors of school environment of students such as teacher's encouragement and challenge of competition in studies. It indicates that there are significant differences between 14 to 15 and 16 to 18 age group of students regarding the above said factors of school environment. Since the P values are higher than 0.05, the hypothesis is accepted for the factors of school environment like need of individual attention, overload of homework and studies, problem of balancing school and home and challenge of present examination system. It indicates that there are no significant differences between 14 to 15 and 16 to 18 age group of students regarding these factors of school environment. It indicates that both age groups of students are getting same level of attainment regarding these factors. Based on mean score, it is inferred that students of 14 to 15 age groups are happier with the school related factors like teacher's encouragement, need of individual attention and challenge of competition in studies. The 16 to 18 age group of students are happier with the factors like overload of homework and studies, problem of balancing school and challenge of present examination system.

6.9. Students' Perception on Student Engagement in Learning

The perception of students regarding their engagement in learning is studied based on the hypothesis that there is no significant difference between the sample

mean and the population mean. The engagement of students in learning are analyzed with the help of mean score and one sample T test.

Table 6.27
Student's Engagement in Learning in Thrissur (2020)

SI No	Student engagement in learning	Mean	Standard Deviation	Mean difference	T value	P Value
1	Understanding the concepts	2.90	1.62	-0.09	-1.40	0.160 ^{NS}
2	Listening classes properly	2.85	1.60	-0.14	-2.21	0.027*
3	Enjoy learning new things	2.99	1.69	-0.00	-0.02	0.981 ^{NS}
4	Attention in class	2.90	1.61	-0.09	-1.41	0.157 ^{NS}
5	Interested in school work	2.76	1.59	-0.23	-3.66	0.000**

Source: Computed from Primary Data

Notes: Mean Score and one sample T Test

Test Value: 3; ** denotes significant at 1% level,

NS non- significant

The P values are less than 0.01 for the student engagement in learning such as interested in school work. The P value is less than 0.05 for the factor such as listening classes properly by students. The P value is greater than 0.05 for the factors understanding the concepts, enjoy learning new things and attention in class. It means that the above said factor of school students' engagement in learning are not equal to average level. The mean values shows that all the factors of student engagement in learning like understanding the concepts, listening classes properly, enjoy learning new things, attention in class and interested in school work are below the average level (>3, 3 is the test value). Thus the result shows that all the factors of student engagement in learning must be improved in schools. Based on mean rank, it is inferred that the area in which students are more engaged is enjoying learning new things in class followed by understanding concepts, attention in class, listening classes properly and interested in school work.

Student's perceptions on student engagement in learning are studied and compared with respect to their gender. The hypothesis is that there is no significant difference between male and female students regarding the factors of their engagement in learning. By using independent T test, the significant difference between male and female student's engagement in learning is shown in the Table 6.28. The P value is less than 0.01 with respect to the factor of student engagement in learning like interested in school work. It indicates that there is a significant difference between male and female students regarding this factor of student

engagement in learning. The P value is less than 0.05 with respect to the factors of student engagement in learning like understanding the concepts, listening classes properly, enjoy learning new things, and attention in class.

Table 6.28

Male and Female Student’s Engagement in Learning in Thrissur (2020)

Factors of students engagement in learning	Gender of the students				T value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Understanding the concepts	2.74	1.57	3.05	1.66	-2.29	0.022*
Listening classes properly	2.70	1.55	2.98	1.63	-2.13	0.033*
Enjoy learning new things	2.80	1.61	3.16	1.74	-2.59	0.010*
Attention in class	2.74	1.54	3.05	1.65	-2.31	0.021*
Interested in school work	2.53	1.49	2.96	1.64	-3.28	0.001**

Source: Computed from Primary Data

Notes: Mean Score and Independent T Test,

** denotes significant at 1% level

* denotes significant at 5% level

It shows that there are significant differences between male and female students regarding all these factors of student engagement in learning. It is evident that female students are more engaged in learning regarding all aspects than male students. The mean scores are high in the case of both male and female students regarding the factors like enjoy learning new things followed by understanding the concepts, attention in class, listening classes properly and Interested in school work.

Student’s perceptions on student engagement in learning are compared with respect to their age based on the hypothesis that there is no significant difference between age group of students regarding the factors of their engagement in learning (Table 6.29). With the help of T test, significant difference between 14 to 15 and 16 to 18 age group of students regarding the factors of student engagement in learning are analysed. It is estimated that the P values are higher than 0.05 for all the factors of student engagement in learning, the hypothesis is accepted for the factors of student engagement in learning like understanding the concepts, listening classes properly, enjoy learning new things, attention in class and interested in school work.

Table 6.29

Age Group of Students and their Engagement in Learning in Thrissur (2020)

Factors of students engagement in learning	Age of the students				T value	P value
	14 to 15 Years		16 to 18 Years			
	Mean	SD	Mean	SD		
Understanding the concepts	2.88	1.65	2.92	1.59	-0.29	0.765 ^{NS}
Listening classes properly	2.88	1.66	2.82	1.52	0.44	0.658 ^{NS}
Enjoy learning new things	2.99	1.72	3.00	1.66	-0.11	0.905 ^{NS}
Attention in class	2.92	1.67	2.88	1.53	0.35	0.721 ^{NS}
Interested in school work	2.72	1.61	2.79	1.56	-0.52	0.598 ^{NS}

Source: Computed from Primary Data

Notes: Mean Score and independent T Test, NS denotes non-significant

It indicates that there are no significant differences between 14 to 15 and 16 to 18 age group of students regarding these factors of student engagement in learning.

Table 6.30
Level of Students' Engagement in Learning in Thrissur (2020)

Attribute	Low level (Q1)	Moderate level (Q2)	High level (Q3)	Total	Chi-Square value	P value
Level of student's engagement in learning	215 (35.8%)	141 (23.5%)	244 (40.7)	600 (100%)	28.210	<0.001**

Source: Computed from Primary Data

Notes: Level Test

** indicates significant at 1% level

It means both age groups of student's engagement in learning are almost the same. Student engagement in learning are analysed with the help of Level test based on the hypothesis that proportions of the level of student's engagement in learning in school education in Thrissur is equally distributed. The level of students' engagement in learning in school education in Thrissur is analyzed with the help of quartile deviation and chi-square test. As the P value is less than 0.01, the proportions of level of student's engagement in learning in school education in Kerala are not equally distributed. It indicates that there is significant difference regarding the level of students' engagement in learning in school education in Kerala. From the Table 6.31, it is observed that 35.8 per cent of students have low level engagement in their learning (understating the concept that what teachers taught in the class, listening classes carefully, enjoying learning new things, attention in class and interest in school works). Among them 23.5 per cent are moderately engaged in learning, 40.7 per cent of students are highly engaged in their leaning.

Table 6.31

The Association between Gender and Level of Students' Engagement in Learning in Thrissur (2020)

Gender	Level of engagement			Total	Chi-square Value	P value
	Low level	Moderate level	High level			
Male	104 (36.6%)	89 (31.3%)	91 (32%)	284 (100%)	24.053	<0.001**
Female	111 (35.1%)	52 (16.5%)	153 (48.4%)	316 (100%)		
Total	215 (35.8%)	141 (23.5%)	244 (40.7%)	600 (100%)		

Source: Computed from Primary Data

Notes: Chi square Test

The figures in parentheses refers Row Percentage, ** denotes 1% level of significance.

So, it is inferred that most of the students are highly engaged in their learning. It means students are better in understating the concept that what teachers taught in the class, they listening the classes carefully, enjoying learning new things, attending the classes and they have abundant interest in the school works. On the basis of row

percentage, 36.6 per cent of boy students are engaged in their learning at low level. 31.3 per cent of them are at moderate level and 32 per cent of them are at high level.

In the case of girl students, 35.1 per cent of them are at low level, 16.5 per cent of them are at moderate level and 48.4 per cent of them are high level. So, it is evident that low level students engagement in learning is higher among male students and high level students' engagement in learning is higher among female students. It also reveals that moderate level of student's engagement in learning is higher among male students. It is obvious that students' engagement in learning is more among female students compared to male. Students' perception on student engagement in learning with respect to their age is compared. The hypothesis is that there is no significant association between age and level of students' engagement in learning using Chi-square test. It is analysed from the Table 6.32 that the P value is less than 0.05; the null hypothesis is rejected at 5 per cent level. Hence, it is inferred that there is significant association between age and level of students' engagement in learning in schools in Thrissur. On the basis of row percentage, 38.2 per cent of students under the age group 14 to 15 years are engaged in their learning at low level and 19.3 per cent of them are at moderate level and 42.5 per cent of them are at high level. In the case of 16-18 years of age group students, 33.1 per cent of them are under low level, 28.4 per cent of them are at moderate level and 38.5 per cent of them are high level of engagement in learning. So, it is obvious from the analysis that low level students engagement in leaning is higher among 14 to 15 age group students and high level students' engagement is also higher among 14 to 15 age group students and moderate level of student's engagement is higher among 16 to 18 age group students. It reveals that students' engagement in learning is more among 14-15 age group students compared to 16-18 age groups of students.

Table 6.32

The Association between Age And Level of Students' Engagement In Learning in Thrissur (2020)

Age groups	students engagement in learning			Total	Chi-square Value	P value
	Low level	Moderate level	High level			
14 to 15 years	123 (38.2%)	62 (19.3%)	137 (42.5%)	322 (100%)	7.214	0.028*
16 to 20 years	92 (33.1%)	79 (28.4%)	107 (38.5%)	278 (100%)		
Total	215 (35.8%)	141 (23.5%)	244 (40.7%)	600 (100%)		

Source: Computed from Primary Data.

Notes: Chi Square Test

The figures in parentheses refers Row Percentage, * denotes 5 % level significance

6.10. Parental Care and Support on Children’s Education

Parents play an important role in children’s education. So it is important to study the factors of parental care and support such as spending time with the child, support child’s learning at home, good relationship with the child, motivate child’s learning at home and providing facilities for better learning at home (Mukherjee et.al, 2008). The perspectives of parents regarding parental care and support are analyzed based on the hypothesis that factors of parents’ perspectives on parental care and support are equal to average level (Table 6.33). The P value is less than 0.05 for the factor like spending a lot of time with the child. The P value is greater than 0.05 for the factor support child’s learning at home. It means that the above said factors of parental care and support are not equal to average level. The mean values show that all the factors of parental care and support are below average level. (>3, 3 is the test value). The factors are spending time with the child, support child’s learning at home, good relationship with the child; motivate child’s learning at home and providing facilities for better learning at home. The result reveals that the parents are not providing good parental care and support to their children at home. All the mean values of parental care and support show that more parental involvement is required for better educational outcome. On the basis of mean rank, it is inferred that the most preferred factor is supporting child’s learning at home followed by spending a lot of time with the child, motivate child’s learning at home, providing facilities for better learning at home and good relationship with the child respectively. So it is inferred that parental care and support is to be improved for the better educational attainment of the child as it is not satisfactory.

Table 6.33
Parental Care and Support on Children’s Education in Thrissur District (2020)

SI No	Parents’ perception	Mean	SD	Mean difference	T value	P Value	Rank
1	Spending time with the child	2.80	1.41	-0.19	-2.40	0.017*	II
2	Support child’s learning at home	2.84	1.40	-0.15	-1.92	0.055 ^{NS}	I
3	Good relationship with the child	2.40	1.46	-0.60	-7.07	<0.001**	V
4	Motivate child’s learning at home	2.55	1.46	-0.44	-5.25	<0.001**	III
5	Providing facilities for better learning at home	2.46	1.45	-0.54	-6.41	<0.001**	IV

Source: Computed from Primary Data

Notes: Test Value: 3;

Mean score and one sample T test,

** denotes significant at 1% level

6.10.1. Parental Care and Support and Age

Parents’ perception on parental care and support with respect to their age are compared with the help of ANOVA test. The hypothesis is formulated that there is no significant difference among different age group of parents with respect to dimensions to parents’ perception on Parental care and support. The P value is less than 0.01, null hypothesis is rejected at 1% level with regard to the factor of parental care and support providing facilities for better learning at home.

Hence, there is significant difference among various age groups of parents in their perception regarding the parental care and support factor, providing facilities for better learning at home. There is no significant difference among various age group of parents regarding their perception towards the parental care and support factors such as spending a lot of time with the child, support child’s learning at home, good relationship with the child and motivate child’s learning at home.

Since P value is greater than 0.05, the null hypothesis is accepted. Based on mean score, it is observed that the 31 to 40 age group parents consider the factor, support child’s learning at home (2.71) as major parental care and support factor followed by spending time with the child (2.69), motivate child’s learning at home (2.41), providing facilities for better learning at home (2.26), good relationship with the child (2.14).

Table 6.34(a)
Comparison of Age Group and Parental Care and Support in Thrissur (2020)

Factors of parents’ perception on Parental care and support	Age group			F value	P value
	31 to 40 years	41 to 50 years	Above 51 Years		
	Mean (SD)	Mean (SD)	Mean (SD)		
Spending time with child	2.69 (1.45)	2.86 (1.39)	2.79 (1.47)	0.437	0.647 ^{NS}
Support child’s learning at home	2.71 (1.45)	2.95 (1.35)	2.58 (1.50)	1.429	0.241 ^{NS}
Good relationship with the child	2.14 (1.45)	2.55 (1.46)	2.31 (1.49)	2.410	0.092 ^{NS}
Motivate child’s learning at home	2.41 (1.48)	2.67 (1.43)	2.31 (1.49)	1.481	0.229 ^{NS}
Providing facilities for better learning at home	2.26 (1.46)	2.65 (1.44)	1.89 (1.37)	4.78	0.009 ^{**}

Source: Computed from Primary data

Notes: ANOVA Test, ** denotes significant at 1% level.

NS denotes non-significant, The figures in parentheses refers SD

It indicates that 31 to 40 age group parents consider that supporting child's learning at home is the important parental care and support factor followed by spending time with the child and motivating child's learning at home.

Table 6.34(b)

Parental Care and Support on the Basis of Age in Thrissur District 2020 (Post Hoc Test)

Factors of parents' perception on Parental care and support	Age (I)	Age (J)	Mean difference (I-J)	Std. error	P value
Providing facilities for better learning at home	31 to 40	41 to 50	-0.395	0.183	0.080 ^{NS}
		51 and above	0.366	0.305	0.455 ^{NS}
	41 to 50	51 and above	0.762	0.288	0.024*

Source: Computed from Primary data

Notes: NS denotes non-significant

* denotes significant at 5% level

In the case of 41 to 50 years age group parents, most perceived parental care and support factor is support child's learning at home (2.95) followed by spending time with the child (2.86), motivate child's learning at home (2.67), providing facilities for better learning at home (2.65), good relationship with the child (2.55). It shows that supporting child's learning at home is the most considered parental care and support factor among 41 to 50 years age group parents followed by spending time with the child and motivate child's learning at home.

In the case of above 51 years age group parents, spending time with the child (2.79) is the most perceived parental care and support factor followed by support child's learning at home (2.58), good relationship with the child (2.31), motivate child's learning at home (2.31) and providing facilities for better learning at home (1.89). It means that above 51 age group parents consider that spending time with the child is the important parental care and support followed by supporting child's learning at home and maintaining good relationship with the child. 41 to 50 age group parents are significantly differed with 51 and above age group parents regarding the factor, providing facilities for better learning at home. On the basis of mean score, it is perceived that 41 to 50 age group parents are better in providing facilities for better learning at home than above 51 age group parents.

To know which groups are significantly different, a 'Post Hoc' test is carried out using 'Turkey's HSD Test'. The following significant difference found among the age group of parents and factors of parents' perception on Parental care and support. Parents of 41 to 50 age group are significantly differed with 51 and above age group parents regarding the factor, providing facilities for better learning at home. On the

basis of mean score, it is interpreted that 41 to 50 age group parents are better in providing facilities for better learning at home than above 51 age group parents.

6.10.2. Parental Care and Support and Religion

The significant differences among parents on the basis of their religion and parental care and support is analysed with the help of ANOVA test in Table 35(a).

Table 6.35(a)
Comparison of Religion of Parents and Parental Care and Support in Thrissur (2020)

Parental care and support	Religion			F value	P value
	Hindu	Christian	Muslim		
	Mean and SD	Mean and SD	Mean and SD		
Spending time with the child	2.42 (1.44)	3.40 (1.18)	3.00 (1.35)	11.740	<0.001**
Support child's learning at home	2.36 (1.44)	3.40 (1.14)	3.19 (1.27)	17.329	<0.001**
Good relationship with the child	1.89 (1.34)	3.00 (1.38)	2.76 (1.45)	17.920	<0.001**
Motivate child's learning at home	2.10 (1.41)	3.05 (1.33)	2.89 (1.41)	13.719	<0.001**
Providing facilities for better learning at home	1.92 (1.35)	3.38 (1.14)	2.68 (1.44)	24.970	<0.001**

Source: Computed from Primary Data

Notes: ANOVA Test

The value within bracket refers to SD, ** denotes significant at 1% level.

As the P value is less than 0.01, null hypothesis is rejected at 1% level with respect to all the dimensions of parental care and support of different caste groups of parents. The mean values are higher for Christians followed by Muslims and Hindus, indicating the result that Christian parents inclined to show more parental care and support to their children. Thus regarding different religions, it is statistically proved that among all the dimensions of parental care and support, like spending time with the child, supporting child's learning at home, good relationship with the child, motivating child's learning at home and providing facilities for better learning at home there are significant differences between these different groups. Based on Turkey HSD post hoc test, the following significant difference is found among the perception of various caste groups of parents regarding the factors of parental care and support. Hindu parents are significantly differed with Christian and Muslim parents regarding the factor of spending time with the child and Christian parents have not shown a significant difference with Muslim parents on the same factor. Considering the support given by parents to their children at home also there are

significant differences between Hindus and Christians and no significant differences between Christians and Muslims.

Table 6.35 (b)

Parental Care and Support on the Basis of Religion in Thrissur District 2020 (Post hoc Test)

Parental Care and Support	Religion(I)	Religion (J)	Mean difference (I-J)	Std. error	P value
Spending time with the child	Hindu	Christian	-0.978	0.218	<0.000**
		Muslim	-0.578	0.176	0.003**
	Christian	Muslim	0.400	0.228	0.187 ^{NS}
Support child's learning at home	Hindu	Christian	-1.035	0.212	<0.000**
		Muslim	-0.826	0.172	<0.000**
	Christian	Muslim	0.209	0.222	0.614 ^{NS}
Good relationship with the child	Hindu	Christian	-1.107	0.221	<0.000**
		Muslim	-0.869	0.179	<0.000**
	Christian	Muslim	0.238	0.231	0.561 ^{NS}
Motivate child's learning at home	Hindu	Christian	-0.947	0.223	<0.000**
		Muslim	-0.788	0.181	<0.000**
	Christian	Muslim	0.159	0.233	0.774 ^{NS}
Providing facilities for better learning at home	Hindu	Christian	-1.453	0.215	<0.000**
		Muslim	-0.757	0.174	<0.000**
	Christian	Muslim	0.696	0.225	0.006 ^{NS}

Source: Computed from Primary data
 Notes: ** denotes significant at 1% level.
 * denotes significant at 5% level, NS denotes non- significant.

The same trend is seen in the case of all the dimension of parental care and support among different caste groups like good relationship with the child, motivating child's learning at home and providing facilities for better learning at home. On the basis of mean score, it is observed that Christian parents show more parental care and support than Muslims and Hindus regarding all the factors of parental care and support. There are significant differences between Christians and Hindus and no significant differences between Christians and Muslims regarding the same.

6.10.3. Parental Care and Support and Caste

Parents' perception on parental care and support with respect to their caste is compared and the hypothesis is formulated that there is no significant difference on the basis of caste of parents regarding parental care and support. The perception of parents regarding parental care and support on the basis of different categories is analyzed with the help of ANOVA test (Table 6.36(a)). As the P value is less than 0.01, null hypothesis is rejected at 1% level with respect to all the different dimensions of parental care and support like spending time with the child, support child's learning at home, good relationship with the child, motivate the child's learning at home and providing facilities for better learning at home. Thus there are

significant differences between parents regarding all these aspects of parental care and support.

Table 6.36(a)
Comparison of Caste Group and Parental Care and Support in Thrissur (2020)

Parental care and support	Caste				F value	P value
	OEC	OBC	SC/ST	Others		
	Mean and SD	Mean and SD	Mean and SD	Mean and SD		
Spending time with the child	3.65 (0.92)	2.65 (1.43)	2.84 (1.40)	2.29 (1.48)	8.998	<0.001**
Support child's learning at home	3.48 (1.11)	2.77 (1.42)	2.76 (1.36)	2.29 (1.44)	5.603	0.001**
Good relationship with the child	3.25 (1.28)	2.29 (1.46)	2.64 (1.43)	1.45 (1.05)	11.827	<0.001**
Motivate the child's learning at home	3.17 (1.27)	2.51 (1.47)	2.48 (1.38)	1.87 (1.38)	5.708	0.001**
Providing facilities for better learning at home	3.23 (1.24)	2.31 (1.46)	2.56 (1.38)	1.96 (1.42)	7.067	<0.001**

Source: Computed from Primary Data

Notes: ANOVA Test

The value within bracket refers to SD

** denotes significant at 1% level.

By using Turkey HSD post hoc test, significant difference found among the perception of various category groups of parents regarding all the factors of parental care and support. OEC parents are significantly differed with OBC parents regarding the factor that they spend time with the child and do not show a significant difference with SC/ST parents and have shown significant differences with other categories of parents regarding the same factor. OBC parents are not significantly different with SC/ST and others and SC/ST parents are not significantly different with other regarding the same factor. Considering supporting child's learning at home, there are significant differences between OEC with OBC and others and no significant differences between SC/ST. OBC parents are not significantly different from SC/ST and others and SC/ST are not statistically different from others regarding the same factor. Regarding good relationship with the child, there are significant differences between OEC, OBC and others and no significant differences between SC/ST categories of parents. OBC category of parents is not significantly different from SC/ST and different from others. SC/ ST category of parents are significantly different with other categories regarding the same factor. SC/ ST category of parents are significantly different with other categories regarding the same factor. OEC parents are significantly different with OBC and others considering the factor of motivation they give to their child at home. OBC parents are not different with SC/

ST and others and SC/ST is not different with other categories regarding the same factor.

Table 6.36(b)

Parental Care and Support and Caste (Post hoc Test) in Thrissur district 2020

Parental Care and Support	Caste(I)	Caste (J)	Mean difference (I-J)	Std. error	P value
Spending time with the child	OEC	OBC	1.002	0.213	0.000**
		SC/ST	0.813	0.332	0.070 ^{NS}
		Others	1.363	0.309	0.000**
	OBC	SC/ST	-0.188	0.290	0.915 ^{NS}
		Others	0.360	0.264	0.522 ^{NS}
	SC/ST	Others	0.549	0.366	0.440 ^{NS}
Support child's learning at home	OEC	OBC	0.709	0.215	0.006*
		SC/ST	0.720	0.334	0.139 ^{NS}
		Others	1.190	0.312	0.001**
	OBC	SC/ST	0.010	0.292	1.000 ^{NS}
		Others	0.480	0.266	0.273 ^{NS}
	SC/ST	Others	0.469	0.369	0.582 ^{NS}
Good relationship with the child	OEC	OBC	0.958	0.218	0.000**
		SC/ST	0.610	0.339	0.278 ^{NS}
		Others	1.798	0.316	0.000**
	OBC	SC/ST	-0.348	0.296	0.644 ^{NS}
		Others	0.840	0.270	0.011*
	SC/ST	Others	1.188	0.375	0.009**
Motivate the child's learning at home	OEC	OBC	0.662	0.223	0.017*
		SC/ST	0.693	0.347	0.192 ^{NS}
		Others	1.302	0.323	0.000**
	OBC	SC/ST	0.030	0.303	1.000 ^{NS}
		Others	0.639	0.276	0.097 ^{NS}
	SC/ST	Others	0.609	0.383	0.387 ^{NS}
Providing facilities for better learning at home	OEC	OBC	0.913	0.221	0.000**
		SC/ST	0.670	0.344	0.211 ^{NS}
		Others	1.263	0.321	0.001**
	OBC	SC/ST	-0.242	0.301	0.852 ^{NS}
		Others	0.349	0.274	0.579 ^{NS}
	SC/ST	Others	0.592	0.380	0.406 ^{NS}

Source: Computed from Primary data
 Notes: ** denotes significant at 1% level, * denotes significant at 5% level,
 NS denotes non-significant

On account of providing facilities for better learning at home, OEC are different with OBC and others and not much different from SC/ST. OBC category of parents are not significantly different from SC/ST and others, and SC/ST parents are not different from other category of parents regarding the same. On the basis of mean score and the above related factors of parental care and support, it can be observed that OEC parents gave more importance to all the dimensions of parental care and support followed by SC/ST, OBC and other category of parents. The mean scores are below average level for all categories of parents except OEC category of parents. Thus it can be inferred from the analysis that parental care and support are not

satisfactory. It is to be improved for the betterment of the educational attainment of the child.

6.10.4. Parental Care and Support and School Type

Parents’ perception on parental care and support with respect to their children attending school are compared.

Table 6.37(a)

Comparison of Parental Care and Support with School Type of Students in Thrissur (2020)

Parental Care and Support	School Type			F value	P value
	Govt.	Aided	CBSE		
	Mean and SD	Mean and SD	Mean and SD		
Spending time with the child	2.55 (1.44)	2.62 (1.45)	3.52 (1.01)	12.474	<0.001**
Support child’s learning at home	2.71 (1.44)	2.49 (1.44)	3.69 (0.83)	18.655	<0.001**
Good relationship with the child	2.20 (1.46)	2.07 (1.40)	3.30 (1.22)	19.100	<0.001**
Motivate child’s learning at home	2.34 (1.46)	2.27 (1.44)	3.41 (1.13)	16.719	<0.001**
Providing facilities for better learning at home	2.30 (1.46)	2.10 (1.40)	3.35 (1.16)	19.070	<0.001**

Source: Computed from Primary Data

Notes: ANOVA Test, The figures within parentheses refers to SD, ** denotes significant at 1% level.

The hypothesis is formulated that there is no significant difference among parents on the basis of class regarding parental care and support.

Table 6.37(b)

Parental Care Regarding School Type in Thrissur District in 2020 (Post Hoc Test)

Parental Care and Support	School type (I)	School type (J)	Mean difference (I-J)	Std. error	P value
Spending time with the child	Govt.	Aided	-0.065	0.179	0.930 ^{NS}
		CBSE	-0.973	0.211	0.000**
Support child’s learning at home	Aided	CBSE	-0.908	0.206	0.000**
		Govt.	0.221	0.175	0.418 ^{NS}
Good relationship with the child	Govt.	CBSE	-0.978	0.205	0.000**
		Aided	-1.199	0.200	0.000**
Motivate child’s learning at home	Govt.	Aided	0.131	0.182	0.753 ^{NS}
		CBSE	-1.105	0.214	0.000**
Providing facilities for better learning at home	Aided	CBSE	-1.236	0.209	0.000**
		Govt.	0.068	0.182	0.926 ^{NS}
Support child’s learning at home	Govt.	CBSE	-1.069	0.215	0.000**
		Aided	-1.137	0.209	0.000**
Providing facilities for better learning at home	Govt.	Aided	0.200	0.181	0.511 ^{NS}
		CBSE	-1.047	0.213	0.000**
Support child’s learning at home	Aided	CBSE	-1.248	0.207	0.000**

Source: Computed from Primary data

Notes: ** denotes significant at 1% level, NS denotes non - significant

The significant difference among parents on the basis of school types in which their child is studying regarding parental care and support is being analysed with the help of ANOVA test. Since P value is less than 0.01, null hypothesis is rejected at 1%

level with respect to all the different dimensions of parental care and support. The factors are; spending time with the child, support child's learning at home, good relationship with the child; motivate child's learning at home and provide facilities for better learning at home. As a result, there are significant differences among parents on the basis of children attending school type regarding parental care and support. Parents of CBSE school going children provides more care and support concerning all the above said dimensions than parents of government and aided school children in this regard.

The following significant difference found among parents on the basis of school types in which their child is attending regarding parental care and support they give to their children at home by using Post-hoc test. Parents of Government School attending children are different with CBSE School attending parents and parents of aided school attending children are different with that of CBSE about the time they spent with their child at home. Taking into consideration, the support they give to their children at home, parents of government school going children are different with that of CBSE and parents of aided school going children are different with that of CBSE. Parents of government school going children are different with that of CBSE and not different with parents of aided school going children and parents of aided school going children are different with that of CBSE on account of the good relationship that they kept up with their children. On account of motivation given by parents, there are significant differences between Government and CBSE, aided and CBSE and no significant differences between Government and aided parents. Regarding the facilities parents give for their child for better learning at home also the same trend is seen, i.e. there are significant differences between Government and CBSE, aided and CBSE and no significant differences with Government and aided parents.

6.10.5. Parental Care and Support and Geographical Location

Parents' perception on parental care and support with respect to their locality are compared. The hypothesis is formulated that there is no significant difference between parents based on the area in which they are living and the factors of parental care and support. It is analysed with the help of one sample T test and mean score. The P value is less than 0.01 for all the factors of parental care and support and the null hypothesis is rejected at 1 per cent level with regard to all the factors of the same

among parents living in rural and urban areas regarding the factors like spending time with the child, support child's learning at home, good relationship with the child, motivate child's learning at home and provide facilities for better learning at home.

It means there are significant differences among parents on the basis of the area or locality in which they are living and factors of parental care and support. Based on mean score, it is interpreted that urban families are providing more parental care and support to their children at home than parents living in rural areas by taking into account all the dimensions. Thus it is inferred that there are rural and urban differences regarding parental support on the basis of locality or area in which they are living.

Table 6.38
Difference Between Parents on the basis of Locality and Parental Care and Support in Thrissur (2020)

Parental care and Support	Locality				T value	P Value
	Rural		Urban			
	Mean	SD	Mean	SD		
Spending time with the child	2.33	1.42	3.43	1.13	-7.23	<0.001**
Support child's learning at home	2.49	1.44	3.31	1.20	-5.19	<0.001**
Good relationship with the child	1.86	1.32	3.11	1.34	-8.02	<0.001**
Motivate child's learning at home	2.02	1.37	3.27	1.25	-8.08	<0.001**
Providing facilities for better learning at home	1.89	1.32	3.21	1.27	-8.68	<0.001**

Source: Computed from Primary Data
Notes: One Sample T Test and Mean Score
** denotes significant at 1% level

6.11. Parents' Perspectives on Free and Compulsory Education

The perspectives of parents regarding free and compulsory education using mean test and the hypothesis is formulated that there is no significant difference between the sample mean and the population mean.

Table 6.39

Free and Compulsory Education from the Perspective of Parents in Thrissur (2020)

SI No	Factors of Free and compulsory education	Mean	Standard Deviation	Mean difference	T value	P Value
1	Gives equal opportunities for every child	2.86	1.44	-0.13	-1.59	0.111 ^{NS}
2	Improves the education system	2.89	1.43	-0.10	-1.25	0.212 ^{NS}
3	Improves the quality of education	2.89	1.43	-0.10	-1.24	0.213 ^{NS}

Source: Computed from Primary data
Notes: Mean Score and one sample T Test
Test Value: 3; ** denotes significant at 1% level

The free and compulsory education from the perspective of parents is analyzed with the help of mean score and one sample T Test. The P value is greater than 0.05 for all the factors of free and compulsory education from the perspective of parents. The factors are it gives equal opportunities for every child, improves the education

system and improves the quality of education. The mean values show that all the factors are equal to average level =3, (3 is the test value). The factors such as it gives equal opportunities for every child, improves the education system and improves the quality of education are at average level. Based on mean rank, it is inferred that the most preferred factor is that it improves the education system and improves the quality of education followed by giving equal opportunities for every child respectively. So it is inferred that parents are average in utilizing the free and compulsory education provided by the government.

6.11.1. Age, Religion, Caste and Free and Compulsory Education

The perception of parents with respect to their age regarding free and compulsory education are compared. The hypothesis is formulated that there is no significant difference among different age group of parents with respect to dimensions of Free and Compulsory Education. By using ANOVA, significant difference among various age group of parents regarding Free and Compulsory Education is analysed. Since P value is greater than 0.05, the null hypothesis is accepted with regard to all the factors of free and compulsory education in Kerala.

Table 6.40
Comparison of Age of Parents with Free and Compulsory Education in Thrissur (2020)

Free And Compulsory Education	Age group			F value	P value
	31 to 40 years	41 to 50 years	Above 51 Years		
	Mean and SD	Mean and SD	Mean and SD		
Gives equal opportunities for every child	2.75 (1.46)	2.99 (1.41)	2.44 (1.52)	2.188	0.114 ^{NS}
Improves the education system	2.67 (1.47)	3.04 (1.38)	2.72 (1.48)	2.338	0.098 ^{NS}
Improves the quality of education	2.70 (1.47)	3.02 (1.39)	2.75 (1.50)	1.666	0.191 ^{NS}

Source: Computed from Primary Data

Notes: ANOVA Test

The figures within parentheses refer to SD; NS denotes non-significant.

Regarding all the different dimensions of free and compulsory education, there are no differences among different age groups of the study. There are no statistically proven differences between different age group of parents regarding all these dimensions. The perception of parents with respect to their age is compared. The hypothesis is formulated that there is no significant association between age of parents and level of Free and Compulsory Education.

With the help of Chi square test it is analysed. It is statistically proved by the test that the P value is greater than 0.05, the null hypothesis is accepted at 5 per cent level. So it is interpreted that there is no significant association between age of parents and free and compulsory education. On the basis of row percentage, 33.7 per cent of parents under the age group 31 to 40 years have low level of favourable opinion towards free and compulsory education, 17.9 per cent of them are at moderate level and 48.4 per cent of them are at high level

Table 6.41
Free and Compulsory Education and its Association with Age of Parents in Thrissur (2020)

Age	Level of Free and Compulsory Education			Total	Chi-square Value	P value
	Low	Moderate	High			
31 to 40	32 (33.7%)	17 (17.9%)	46 (48.4%)	95 (100%)	8.583	0.072 ^{NS}
41 to 50	48 (27.3%)	19 (10.8%)	109 (61.9%)	176 (100%)		
51 and above	10 (34.5%)	7 (24.1%)	12 (41.4%)	29 (100%)		
Total	90 (30%)	43 (14.3%)	167 (55.7%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi- Square Test.

The figures within parentheses refers to Row Percentage

NS denotes non-significant.

In the case of 41 to 50 age group parents, 27.3 per cent of them are under low level, 10.8 per cent of them are at moderate level and 61.9 per cent of them are at high level. Considering the age group of above 51 age, 34.5 per cent have low level, 24.1 per cent have moderate level and 41.4 per cent have high level of favourable opinion towards free and compulsory education.

Table 6.42(a)

Comparison of Caste of Parents with Free and Compulsory Education in Thrissur (2020)

Free and Compulsory Education	Caste group				F value	P value
	OEC	OBC	SC/ST	Others		
	Mean and SD	Mean and SD	Mean and SD	Mean and SD		
Gives equal opportunities for every child	3.46 (1.14)	2.78 (1.46)	3.04 (1.42)	2.22 (1.45)	5.524	.0010**
Improves the education system	3.50 (1.09)	2.78 (1.45)	3.28 (1.30)	2.29 (1.48)	6.270	<0.001**
Improves the quality of education	3.50 (1.09)	2.80 (1.45)	3.04 (1.42)	2.35 (1.51)	5.099	0.002**

Source: Computed from Primary data

Notes: ANOVA test

The figures within parentheses refers to SD,

** denotes significant at 1% level.

So, it is seen that low level of favourable opinion towards free and compulsory education is higher in the case of 51 and above age group parents and high level of favourable opinion towards free and compulsory education is among 41 to 50 age group of parents and moderate level of the same is among 51 and above age group of parents. The study also statistically proves that majority of the parents are supporting free and compulsory education in Kerala. The results thus show that all the parents of the study do not give any importance to free and compulsory education regarding the above said dimensions of it. The mean score also shows that it is not above average level. So parents of different age groups are not giving that much importance to the free and compulsory education policy of the government. The perception of parents with respect to their caste regarding free and compulsory education is compared in the Table 6.42 (a).The hypothesis is formulated that there is no significant difference among different caste group of parents regarding Free and Compulsory Education.

Table 6.42(b)
Free and Compulsory Education and Caste of Parents (Post Hoc Test) in Thrissur 2020

Free and Compulsory Education	Caste(I)	Caste (J)	Mean difference (I-J)	Std. error	P value
Gives equal opportunities for every child	OEC	OBC	0.675	0.221	0.013*
		SC/ST	0.421	0.344	0.611 ^{NS}
		Others	1.235	0.320	0.001**
	OBC	SC/ST	-0.253	0.300	0.834 ^{NS}
		Others	0.560	0.273	0.173 ^{NS}
		SC/ST	0.814	0.380	0.142 ^{NS}
Improves the education system	OEC	OBC	0.718	0.217	0.006**
		SC/ST	0.220	0.339	0.916 ^{NS}
		Others	1.209	0.316	0.001**
	OBC	SC/ST	-0.498	0.296	0.335 ^{NS}
		Others	0.490	0.269	0.266 ^{NS}
		SC/ST	0.989	0.374	0.043*
Improves the quality of education	OEC	OBC	0.697	0.219	0.009**
		SC/ST	0.460	0.342	0.536 ^{NS}
		Others	1.145	0.319	0.002**
	OBC	SC/ST	-0.237	0.299	0.856 ^{NS}
		Others	0.447	0.272	0.356 ^{NS}
		SC/ST	0.685	0.378	0.270 ^{NS}

Source: Computed from Primary data

Notes: ** denotes significant at 1% level.

* denotes significant at 5% level.

NS denotes non- significant

On the basis of mean score and the above related factors of free and compulsory education, it is observed that OEC parents gave more importance to all the dimensions of free and compulsory education than OBC, SC/ST and others.

According to OEC parents the most important aspect of free and compulsory education is that it improves the education system and quality of education. To OBC and other category of parents it is improving the quality of education and for SC/ST parents it is improving the education system. There are significant differences between all these categories of parents regarding free and compulsory education. It is also statistically proven that comparatively OEC and SC/ST categories show a favourable attitude towards free and compulsory education than OBC and other category of parents. With the help of Turkey HSD post hoc test, from the Table 7.42(b) the following significant difference found among the perception of various category groups of parents regarding free and compulsory education in Kerala.

OEC parents are significantly differed with OBC and other category of parents and not different with SC/ST category of parents regarding the factor that it gives equal opportunities for every child. OBC parents do not show a significant difference with SC/ST and others regarding the same factor and there are no differences between SC/ST and other category of parents in this regard. Considering improving the education system there are significant differences among OEC, OBC and others and no significant differences with SC/ST parents.

Table 6.43

Free and Compulsory Education and its Association with Religion of Parents in Thrissur (2020)

Religion	Level of Free and Compulsory Education			Total	Chi-square Value	P value
	Low	Moderate	High			
Hindu	53 (37.9%)	28 (20%)	59 (42.1%)	140 (100%)	26.281	<0.001**
Christian	10 (18.2%)	1 (1.8%)	44 (80%)	55 (100%)		
Muslim	27 (25.7%)	14 (13.3%)	64 (61%)	105 (100%)		
Total	90 (30%)	43 (14.3%)	167 (55.7%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi- Square Test

The figures within parentheses refers to Row Percentage

** denotes 1 % level significance

OBC parents are not significantly different with SC/ST and others and SC/ST is different compared to others regarding the same factor. Regarding improving the quality of education there are significant differences with OEC, OBC and others and no significant differences with OEC and SC/ST. There are no differences between OBC and SC/ST, OBC and others and SC/ST and others regarding the same factor.

The perception of parents with respect to their religion is compared and the hypothesis is formulated that there is no significant association between religion of parents and level of Free and Compulsory Education (Table 6.43). With the help of Chi square test, the significant association between religion of parents and level of free and compulsory education is analysed in the table. It is clear that the P value is less than 0.01; the null hypothesis is rejected at 1 per cent level. So, it is interpreted that there is significant association between religion and level of free and compulsory education. On the basis of row percentage, 37.9 per cent of Hindu parents are not in favour of free and compulsory education. 20 per cent of them are at moderate level and 42.1 per cent of them are at high level. In the case of Christian parents, 18.2 per cent of them are under low level, 1.8 per cent of them are at moderate level and 80 per cent of them are at high level. In the case of Muslim parents, it is 25.7 per cent, 13.3 per cent and 61 per cent respectively.

Table 6.44

Free and Compulsory Education and its Association with Caste of Parents in Thrissur (2020)

Caste	Level of Free and Compulsory Education			Total	Chi-square Value	P value
	Low	Moderate	High			
OEC	7 (13.5%)	6 (11.5%)	39 (75%)	52 (100%)	15.556	0.016*
OBC	63 (32.8%)	30 (15.6%)	99 (51.6%)	192 (100%)		
SC/ST	6 (24%)	2 (8%)	17 (68%)	25 (100%)		
Others	14 (45.2%)	5 (16.1%)	12 (38.7%)	31 (100%)		
Total	90 (30%)	43 (14.3%)	167 (55.7%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi- Square Test

The figures within parentheses refers to Row Percentage

* denotes 5 % level significance

Hence from the analysis it is evident that low level of favourable attitude towards free and compulsory education is higher among Christians and high level of favourable attitude towards free and compulsory education is also higher among Christians and, moderate level of the same is higher among Hindu parents. Thus it is statistically proved that religion wise there are differences among parents regarding Free and Compulsory education in Kerala and majority of the parents including every religion are in favour of this policy. The perception of parents with respect to their caste is compared and the hypothesis is formulated that there is no significant

association between caste of parents and level of Free and Compulsory Education. With the help of Chi square test, the significant association between caste of parents and free and compulsory education is analysed in the Table 6.44. The P value is less than 0.05; the null hypothesis is rejected at 5 per cent level. Hence, it is interpreted that there is significant association between caste and level of free and compulsory education. On the basis of row percentage, 13.5 per cent of OEC parents have low level of favourable attitude towards free and compulsory education, 11.5 per cent of them are at moderate level and 75 per cent of them are at high level. In the case of OBC parents, it was 32.8 per cent, 15.6 per cent and 51.6 per cent respectively. In the case of SC/ST parents, 24 per cent of them are under low level, 8 per cent of them are at moderate level and 68 per cent of them are at high level. In the case of other category of parents, it is 45.2 per cent, 16.1 per cent and 38.7 per cent respectively. So, it is concluded that low level of favourable attitude towards free and compulsory education is higher among other category of parents and high level of favourable attitude towards free and compulsory education is higher among OEC parents and, moderate level of the same is higher among other category of parents. Thus it is statistically proved that caste wise there are differences among parents related to free and compulsory education. It is also clear that most of the parents are highly supporting the free and compulsory education policy of the government.

6.11.2. School Type and Free and Compulsory Education

The perception of parents with respect to the school in which their child is attending regarding free and compulsory education is compared.

Table 6.45(a)
Comparison of Free and Compulsory Education with School Type in Thrissur (2020)

Free and Compulsory Education	School type			F value	P value
	Govt.	Aided	CBSE		
	Mean and SD	Mean and SD	Mean and SD		
Gives equal opportunities for every child	2.71 (1.47)	2.62 (1.49)	3.55 (1.07)	10.872	<0.001**
Improves the education system	2.81 (1.44)	2.62 (1.48)	3.52 (1.08)	9.662	<0.001**
Improves the quality of education	2.75 (1.47)	2.62 (1.48)	3.61 (0.99)	12.217	<0.001**

Source: Computed from Primary Data

Notes: ANOVA Test

The figures within parentheses t refers to SD, ** denotes significant at 1% level.

The hypothesis is formulated that there is no significant difference among parents regarding Free and Compulsory Education. The significant difference among parents

on the basis of school types in which their child studies regarding Free and Compulsory Education is being analysed with the help of ANOVA test in the Table 6.45(a). Since P value is less than 0.01, null hypothesis is rejected at 1% level with respect to all the different dimensions of free and compulsory education like it gives equal opportunities for every child, improves the education system and improves the quality of education. As a result, there are significant differences among parents on the basis of school types in which their child is attending regarding Free and Compulsory Education. The following significant difference found among parents on the basis of school types in which their child is attending regarding free and compulsory education by using Post-hoc test in the Table 6.45 (b). Parents of government School going children are different with CBSE going children’s parents and not different with aided school children’s parents. And also parents of aided school going children are different with that of CBSE regarding the aspect of free and compulsory education as it gives equal opportunities for every child.

Table 6.45(b)
Free and Compulsory Education and School Type (Post Hoc Test) in Thrissur 2020

Free and Compulsory Education	School type (I)	School type (J)	Mean difference (I-J)	Std. error	P value
Gives equal opportunities for every child	Govt.	Aided	0.092	0.184	0.872 ^{NS}
		CBSE	-0.845	0.216	0.000 ^{**}
	Aided	CBSE	-0.937	0.211	0.000 ^{**}
Improves the education system	Govt.	Aided	0.193	0.183	0.540 ^{NS}
		CBSE	-0.714	0.215	0.003 ^{**}
	Aided	CBSE	-0.908	0.209	0.000 ^{**}
Improves the quality of education	Govt.	Aided	0.138	0.182	0.728 ^{NS}
		CBSE	-0.858	0.214	0.000 ^{**}
	Aided	CBSE	-0.996	0.208	0.000 ^{**}

Source: Computed from Primary Data

Note: 1. ** denotes significant at 1% level.

2. NS denotes non - significant.

Taking into account improving the education system, government School attending children are different with CBSE attending children and parents of aided school going children are different from those of CBSE. There are no significant differences between aided and government school types. Considering the factor of improving quality of education, there are no significant differences between government and aided school types and significant differences between government and CBSE and aided and CBSE.

On the basis of mean score and the above related factors of free and compulsory education and school type in which their child is studying, it is observed

that parents of CBSE School going children favour free and compulsory education followed by government and aided parents. According to parents of government school children the most favouring aspect of free and compulsory education is that it improves the education system. On the other hand aided school children’s parents are giving importance to all the three different dimensions of free and compulsory education and CBSE school children’s parents give importance to the dimension that it improves quality of education. Thus it can be interpreted that the mean scores for all factors are not above average level indicating the fact that parents are not completely supporting the policy, may be because they are not able to utilize it efficiently for their child. The perception of parents with respect to the type of school their child is studying is compared and the hypothesis is formulated that there is no significant association between type of school and level of Free and Compulsory Education.

Table 6.46
Free and Compulsory Education and its Association with School Type in Thrissur (2020)

School type	Level of Free and Compulsory Education			Total	Chi-square Value	P value
	Low	Moderate	High			
Govt.	35 (32.4%)	19 (17.6%)	54 (50%)	108 (100%)	24.541	<0.001**
Aided	48 (38.7%)	18 (14.5%)	58 (46.8%)	124 (100%)		
CBSE	7 (10.3%)	6 (8.8%)	55 (80.9%)	68 (100%)		
Total	90 (30%)	43 (14.3%)	167 (55.7%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi- Square Test

The figures within parentheses refers to Row Percentage

** denotes 1 % level significance

To find out any association among parents on the basis of school type in which their child is studying and problems of school education chi square test is used in the Table 6.46. From the analysis it is seen that the P value is less than 0.01, the null hypothesis is rejected at 1 per cent level. So, it is inferred that there is significant association between school type and free and compulsory education in Kerala. On the basis of row percentage, 32.4 per cent of government schools attending children’s parents support the policy of free and compulsory education at low level. Among them 17.6 per cent of them are at moderate level and 50 per cent of them are at high level. In the case of parents of aided school going children, it was 38.7 per cent, 14.5 per cent and 46.8 per cent respectively.

In the case of parents of CBSE School going children, 10.3 per cent of them are under low level, 8.8 per cent of them are at moderate level and 80.9 per cent of

them are at high level respectively. So, it is obvious that low level of favourable attitude among parents towards free and compulsory education is higher in the case of parents of aided school going children and high level of the same are by parents of CBSE School going children, moderate level of the same is higher among parents of Government school going children. Thus it is statistically proven that based on school type of children there are differences among parents related to free and compulsory education. It is also clear that most of the parents are much in support of the policy of free and compulsory education in Kerala.

6.11.3. Geographical Location and Free and Compulsory Education

The perception of parents with respect to the area in which they live regarding free and compulsory education is compared. The hypothesis is formulated that there is no significant difference among parents in rural and urban areas regarding Free and Compulsory Education.

Table 6.47
Free and Compulsory Education and Locality of Parents in Thrissur (2020)

Free and Compulsory Education	Locality				T value	P value
	Rural		Urban			
	Mean	SD	Mean	SD		
Gives equal opportunities for every child	2.48	1.48	3.38	1.21	-5.60	<0.001**
Improves the education system	2.60	1.47	3.28	1.27	-4.21	<0.001**
Improves the quality of education	2.61	1.48	3.27	1.27	-4.02	<0.001**

Source: Computed from Primary Data
Notes: Mean score and one sample T Test,
** denotes significant at 1% level

It is evident from the Table 6.47 that parents in rural areas do not support free and compulsory education. The mean values are below the average level concerning all the factors of free and compulsory education such as giving equal opportunities for every child (2.48) improving the education system (2.60) and improving the quality of education (2.61). In the case of parents living in urban areas the mean values are above average level, 3.38, 3.28 and 3.27 respectively. Hence, it is shown that there is significant association among parents based on the area in which they live and the free and compulsory education. It is statistically evident from the values of row percentage that, 38.4 per cent of parents living in rural areas have favourable attitude towards free and compulsory education at low level, 19.2 per cent of them are at moderate level and 42.4 per cent of them are at high level. In the case of parents living in urban areas, it was 18.8 per cent, 7.8 per cent and 73.4 per cent respectively. So, it is observed that low level of favourable attitude towards free and compulsory education are given by parents living in urban areas and high level of the same are also given by parents

living in urban areas, moderate level of the same is higher among parents living in rural areas. Thus it is statistically proved that based on the area or locality in which parents live; there are significant differences among them related to free and compulsory education. Thus there are differences in terms of the same based on the area in which they are living. So it is obvious that there are rural urban differences related to free and compulsory education, parents living in urban areas are more in favour of it than people living in rural areas.

Table 6.48

Free and Compulsory Education and its Association with Locality of Parents in Thrissur (2020)

Locality	Level of Free and Compulsory Education			Total	Chi-square Value	P value
	Low	Moderate	High			
Rural	66 (38.4%)	33 (19.2%)	73 (42.4%)	172 (100%)	28.707	<0.001**
Urban	24 (18.8%)	10 (7.8%)	94 (73.4%)	128 (100%)		
Total	90 (30%)	43 (14.3%)	167 (55.7%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi- Square Test

The figures within parantheses refers to Row Percentage,

* **denotes 1 % level significance

The perception of parents on free and compulsory education is analysed based on the hypothesis that proportions of the level of Free and Compulsory Education is equally distributed. The level of free and compulsory education is analysed with the help of Level test. As the P value is less than 0.01, the proportions of level of free and compulsory education in Kerala is not equally distributed.

Table 6.49

The Level of Free and Compulsory Education in Thrissur District (2020)

Attribute	Low level (Q1)	Moderate level (Q2)	High level (Q3)	Total	Chi-Square value	P value
Free and compulsory education	90 (30%)	43 (14.3%)	167 (55.7%)	300 (100%)	78.380	<0.001**

Source: Computed from Primary Data

Note: ** denotes significant at 1% level.

It indicates that there are significant differences regarding free and compulsory education. From the above table 6.49, it is observed that 30 percent of parents have low level of favourable opinion towards free and compulsory education (gives equal opportunities for every child, improves the education system and improves the quality of education). Among parents 14.3 per cent have moderate level of favourable opinion towards free and compulsory education. 55.7 percent of parents have high level of

favourable opinion towards the same. So, it can be inferred that most parents have high level of favourable opinion towards the same.

6.12. Parents and Promotion Policy

The perspectives of parents on all promotion policy is analysed with the help of mean score and one sample T test and the hypothesis is formulated that there is no significant difference between the sample mean and the population mean

Table 6.50
Perspectives of Parents on All Promotion Policy in Thrissur (2020)

SI No	Factors	Mean	SD	MD	T value	P Value
1	Reduces social stigma associated with failure	2.70	1.12	-0.29	-4.56	<0.001**
2	Lowers dropout rates	2.75	1.09	-0.24	-3.88	<0.001**
3	Motivates the child	2.66	1.11	-0.33	-5.20	<0.001**

Source: Computed from Primary Data

Notes: Mean Score and One Sample T Test, Test Value: 3;

** denotes significant at 1% level

The all promotion policy of the government from the perspective of parents is analyzed with the help of mean score and one sample T test. The P value is greater than 0.05 for all the factors of all promotion policy from the perspective of parents such as it reduces social stigma associated with failure, lowers dropout rates and motivates the child. It means that the above said factors of all promotion policy from the perspective of parents are not equal to average level. The mean values show that all the factors are below average level (>3, 3 is the test value). The factors, which reduces social stigma associated with failure, lowers dropout rates and motivates the child, are not satisfactory. Based on mean rank, it is inferred that the most preferred factor is that which lowers dropout rates, reduces social stigma associated with failure and motivates the child respectively. So it is inferred that parents are not satisfactory about the all promotion policy of government that is practiced and followed in the schools of Kerala.

6.12.1. Caste of Parents and Promotion Policy

The perspectives of parents on all promotion policy with respect to their age are compared. The hypothesis is formulated that there is no significant difference among different age group of parents regarding all Promotion Policy is analysed using ANOVA test. Since P value is greater than 0.05, the null hypothesis is accepted with regard to all the factors of All promotion Policy. Regarding all the different dimensions, there are no significant differences among different age groups. The results thus show that all the parents of the study do not give any importance to all

promotion policy regarding the above said dimensions of it. The perception of parents regarding all promotion policy on the basis of their caste is analysed with the help of ANOVA test. As the p value is less than 0.05, the null hypothesis is rejected at 5% level regarding all the factors of all promotion policy as it reduces social stigma associated with failure, lowers dropout rates and motivates the child. Therefore, it can be inferred that there are significant differences among various caste group of parents regarding all promotion policy.

Table 6.51
Comparison Between All Promotion Policy and Age of parents in Thrissur (2020)

All promotion policy	Age group			F value	P value
	31 to 40 years	41 to 50 years	Above 51years		
	Mean and SD	Mean and SD	Mean and SD		
Reduces social stigma associated with failure	2.70 (1.15)	2.68 (1.11)	2.82 (1.13)	0.208	0.812 ^{NS}
Lowers dropout rates	2.77 (1.11)	2.69 (1.09)	3.03 (1.05)	1.238	0.291 ^{NS}
Motivates the child	2.56 (1.15)	2.65 (1.09)	3.00 (1.10)	1.660	0.192 ^{NS}

Source: Computed from Primary Data

Notes: Mean Score and One Sample T Test

The figures within parentheses refers to SD

NS denotes non-significant.

There seem to be significant differences between Hindus and Muslims also regarding the same. Considering lowering the dropout rates there are significant differences between Hindus and Christians and no significant differences between Christians and Muslims and Hindus and Muslims.

Table 6.52(a)

Comparison Between All Promotion Policy and Religion of parents in Thrissur (2020)

All promotion policy	Religion			F value	P value
	Hindu	Christian	Muslim		
	Mean and SD	Mean and SD	Mean and SD		
Reduces social stigma associated with failure	2.90 (1.19)	2.47 (0.92)	2.56 (1.09)	4.211	0.016*
Lowers dropout rates	2.92 (1.15)	2.45 (0.87)	2.68 (1.09)	3.938	0.021*
Motivates the child	2.85 (1.18)	2.36 (0.84)	2.57 (1.11)	4.364	0.014*

Source: Computed from Primary Data

Notes: Mean Score and One Sample T Test

The figures within parentheses refers to SD, * denotes significant at 5% level

Concerned with the motivation of the child, there are significant differences between Hindus and Christians and no significant differences between Christians and Muslims and Hindus and Muslims. The perspectives of parents on all promotion policy with respect to their caste are compared and the hypothesis is formulated that there is no significant difference on the basis of their caste and all Promotion Policy.

On the basis of mean score and the above related factors of all promotion policy, it can be observed that other category of parents gave more importance to all the dimensions of free and compulsory education than OBC, OEC and SC/ST parents. According to OEC parents the most important aspect of all promotion policy is it motivates the child, to OBC, SC/ST and other category of parents it is lowering the dropout rates.

Table 6.52(b)

All Promotion Policy with Regard to Religion (Post Hoc Test) in Thrissur District in 2020

All Promotion Policy	Religion(I)	Religion (J)	Mean difference (I-J)	Std. error	P value
Reduces social stigma associated with failure	Hindu	Christian	0.427	0.177	0.043*
		Muslim	0.338	0.143	0.050*
	Christian	Muslim	-0.089	0.185	0.880 ^{NS}
Lowers dropout rates	Hindu	Christian	0.466	0.173	0.020*
		Muslim	0.235	0.140	0.216*
	Christian	Muslim	-0.231	0.181	0.410 ^{NS}
Motivates the child	Hindu	Christian	0.486	0.176	0.017*
		Muslim	0.278	0.142	0.127 ^{NS}
	Christian	Muslim	-0.207	0.184	0.498 ^{NS}

Source: Computed from Primary Data

Notes: ** denotes significant at 1% level.

* denotes significant at 5% level.

By using Turkey HSD post hoc test, the following significant differences found among the perception of various category groups of parents regarding all promotion policy in Kerala is analysed in the Table 6.51(b).

Table 6.53(a)

Comparison Between All Promotion Policy and Caste of parents in Thrissur (2020)

All Promotion Policy	Caste				F value	P value
	OEC	OBC	SC/ST	Others		
	Mean and SD	Mean and SD	Mean and SD	Mean and SD		
Reduces social stigma associated with failure	2.44 (0.87)	2.77 (1.15)	2.32 (1.10)	3.03 (1.22)	3.076	0.028*
Lowers Dropout rates	2.40 (0.82)	2.79 (1.12)	2.68 (1.10)	3.12 (1.20)	3.160	0.025*
Motivates the child	2.48 (0.87)	2.67 (1.16)	2.64 (1.07)	2.93 (1.23)	1.079	0.358 ^{NS}

Source: Computed from Primary Data

Notes: ANOVA,

The figures within parentheses refers to SD

*denotes significant at 5% level,

NS denotes non-significant

OEC parents are not significantly different with OBC, SC/ST and others regarding the factor that all promotion policy it reduces social stigma associated with failure. OBC category of parents is not different with SC/ST and others and SC/ST is not different with other category of parents regarding the same factor. Considering lowering the dropout rates by all promotion policy there are significant differences

between OEC with others and no significant differences with OBC and SC/ST parents. OBC parents are not significantly different with SC/ST and others and SC/ST is not statistically different compared to others regarding the same factor. Thus it can be inferred from the analysis that there are significant differences between all these categories of parents regarding all promotion policy. With the help of Chi square test, the significant association between age of parents and level of all promotion policy is analysed.

Table 6.53(b)
All Promotion Policy with Regard to Caste (Post Hoc Test) in Thrissur District in 2020

All Promotion Policy	Religion(I)	Religion (J)	Mean difference (I-J)	Std. error	P value
Reduces social stigma associated with failure	OEC	OBC	-0.328	0.174	0.236 ^{NS}
		SC/ST	0.122	0.271	0.969 ^{NS}
		Others	-0.589	0.252	0.093 ^{NS}
	OBC	SC/ST	0.450	0.236	0.229 ^{NS}
		Others	-0.261	0.215	0.619 ^{NS}
		SC/ST	Others	-0.712	0.299
Lowers Dropout rates	OEC	OBC	-0.393	0.170	0.098 ^{NS}
		SC/ST	-0.276	0.264	0.724 ^{NS}
		Others	-0.725	0.246	0.019*
	OBC	SC/ST	0.116	0.231	0.958 ^{NS}
		Others	-0.332	0.210	0.393 ^{NS}
		SC/ST	Others	-0.449	0.292

Source: Computed from Primary Data

Notes: * denotes significant at 5% level, NS denotes non- significant.

The P value is greater than 0.05, the null hypothesis is accepted at 5 per cent level. So it is shown that there is no significant association between age of parents and all promotion policy.

Table 6.54

The Association Between Age of Parents and Level of All Promotion Policy in Thrissur (2020)

Age	Level of All Promotion Policy			Total	Chi-square Value	P value
	Low	Moderate	High			
31 to 40	44 (46.3%)	26 (27.4%)	25 (26.3%)	95 (100%)	7.181	0.127 ^{NS}
41 to 50	83 (47.2%)	47 (26.7%)	46 (26.1%)	176 (100%)		
51 and above	7 (24.1%)	14 (48.3%)	8 (27.6%)	29 (100%)		
Total	134 (44.7%)	87 (29%)	79 (26.3%)	300 (100%)		

Source: Computed from Primary Data

Note: Chi square Test,

The figures within parentheses refers to Row Percentage

* denotes 1 % level significance

On the basis of row percentage, 46.3 per cent of parents under the age group 31 to 40 years have low level of favourable opinion towards all promotion policy, 27.4 per cent of them are at moderate level and 26.3 per cent of them are at high level.

In the case of 41 to 50 age group parents, 47.2 per cent of them are under low level, 26.7 per cent of them are at moderate level and 26.1 per cent of them are at high level. Considering the age group of above 51 years, 24.1 per cent have low level, 48.3 per cent have moderate level and 27.6 per cent have high level of favourable opinion towards all promotion policy.

Table 6.55

The Association Between Religion of Parents and Level of All Promotion Policy in Thrissur (2020)

Religion	Level of All Promotion Policy			Total	Chi-square Value	P value
	Low	Moderate	High			
Hindu	49 (35%)	45 (32.1%)	46 (32.9%)	140 (100%)	15.940	0.003**
Christian	36 (65.5%)	10 (18.2%)	9 (16.4%)	55 (100%)		
Muslim	49 (46.7%)	32 (30.5%)	24 (22.9%)	105 (100%)		
Total	134 (44.7%)	87 (29%)	79 (26.3%)	300 (100%)		

Source: Computed from Primary Data

Note: 1. Chi square Test

2. The figures within parentheses refers to Row Percentage

3. **denotes 1 % level significance

So, it is evident that low level of favourable opinion towards all promotion policy is higher among 41 to 50 age group parents and high level of favourable opinion towards free and compulsory education is among 51 and above age group parents and moderate level of the same is also among 51 and above age group of parents. Parent's perception on all promotion policy with respect to their religion is compared. The hypothesis is formulated that there is no significant association between religion of parents and level of All Promotion Policy. With the help of Chi square test, the significant association between religion of parents and level of all promotion policy is analysed in the Table 6.55. It is evident that the P value is less than 0.01; the null hypothesis is rejected at 1 per cent level.

Hence, it is inferred that there is significant association between religion and level of all promotion policy. On the basis of row percentage, 35 per cent of Hindu parents are not in favour of or having low level of favourable attitude towards all promotion policy, 32.1per cent of them are at moderate level and 32.9 per cent of them are at high level. In the case of Christian parents, 65.5 per cent of them are under low level, 18.2 per cent of them are at moderate level and 16.4 per cent of them are at

high level. In the case of Muslim parents, it is 46.7 per cent, 30.5 per cent and 22.9 per cent respectively. So, it is evident that low level of favourable attitude towards all promotion policy is higher among Christians and high level of favourable attitude towards all promotion policy is higher among Hindus and, moderate level of the same is also higher among Hindu parents. Thus it is statistically proved that religion wise there are differences among parents regarding all promotion policy in Kerala and majority of the parents including every religion are not in favour of this policy of the government. Parent’s perception on all promotion policy with respect to their caste is compared. The hypothesis is formulated that there is no significant association between caste of parents and level of All Promotion Policy. With the help of Chi square test, the significant association between caste of parents and all promotion policy is analyzed in the Table 6.56. It is shown that the P value is less than 0.01; the null hypothesis is rejected at 1 per cent level. Hence, it is interpreted that there is significant association between caste and level of all promotion policy.

Table 6.56
The Association Between Caste of Parents and Level of All Promotion Policy in Thrissur (2020)

Caste	Level of All Promotion Policy			Total	Chi-square Value	P value
	Low	Moderate	High			
OEC	35 (67.3%)	11 (21.2%)	6 (11.5%)	52 (100%)	22.161	0.001**
OBC	79 (41.1%)	59 (30.7%)	54 (28.1%)	192 (100%)		
SC/ST	12 (48%)	9 (36%)	4 (16%)	25 (100%)		
Others	8 (25.8%)	8 (25.8%)	15 (48.4%)	31 (100%)		
Total	134 (44.7%)	87 (29%)	79 (26.3%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi square Test

The figures within parentheses refers to Row Percentage

** denotes 1 % level significance

On the basis of row percentage, 67.3 per cent of OEC parents are having low level of favourable attitude towards all promotion policy. 21.2 per cent of them are at moderate level and 11.5 per cent of them are at high level. In the case of OBC parents, it was 41.1 per cent, 30.7 per cent and 28.1 per cent respectively. In the case of SC/ST parents, 48 per cent of them are under low level, 36 per cent of them are at moderate level and 16 per cent of them are at high level respectively. So, it can be concluded that low level of favourable attitude towards all promotion policy is higher among OEC parents and high level of favourable attitude towards all promotion policy is

higher among other category of parents and, moderate level of the same is higher among SC/ST category of parents.

6.12.2. School Type and Promotion Policy

The perception of parents on all promotion policy with respect to the type of school their child is studying is compared and the hypothesis is formulated that there is no significant association between type of school and level of all promotion policy. The significant difference among parents on the basis of school types in which their child is attending regarding Free and Compulsory Education is being analysed with the help of ANOVA test.

Table 6.57(a)
Comparison Between All Promotion Policy and School Type in Thrissur (2020)

All Promotion Policy	School Type			F value	P value
	Govt.	Aided	CBSE		
	Mean and SD	Mean and SD	Mean and SD		
Reduces social stigma associated with failure	2.83 (1.10)	2.79 (1.20)	2.32 (0.92)	5.177	0.006**
Lowers dropout rates	2.93 (1.06)	2.85 (1.18)	2.27 (0.86)	8.747	<0.001**
Motivates the child	2.83 (1.10)	2.75 (1.20)	2.22 (0.84)	7.297	0.001**

Source: Computed from Primary Data

Notes: ANOVA

The figures within parentheses refers to SD

**denotes significant at 1% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with respect to all the dimension of all promotion policy that it reduces social stigma associated with failure, lowers dropout rates and motivates the child. As a result, there are significant differences among parents on the basis of school types in which their child is studying regarding all promotion policy based on these three different dimensions. On the basis of mean score and the above related factors of all promotion policy and school type in which their child is studying, it is observed that parents of government school going children are more favouring all promotion policy comparatively followed by aided and CBSE parents respectively.

But generally speaking all parents are not favouring all promotion policy. To government and aided school children's parents the most favourable aspect of all promotion policy is that it lowers dropout rates and to CBSE school children's parents it is reducing the social stigma associated with failure. The following significant

difference is found among parents on the basis of school types in which their child is studying regarding all promotion policy on the basis of Post-hoc test. Parents of government school going children are different with CBSE going children's parents and not different with that of aided school children's parents and parents of aided school going children are different with that of CBSE regarding the factor of all promotion policy as it reduces social stigma associated with failure.

Table 6.57(b)
All Promotion Policy and School type (Post Hoc Test) in Thrissur District in 2020

All Promotion Policy	School type (I)	School type (J)	Mean difference (I-J)	Std. error	P value
Reduces social stigma associated with failure	Govt.	Aided	0.034	0.146	0.969 ^{NS}
		CBSE	0.509	0.171	0.009**
	Aided	CBSE	0.474	0.167	0.014*
	Govt.	Aided	0.080	0.141	0.837 ^{NS}
CBSE		0.655	0.166	0.000**	
Lowers dropout rates	Aided	CBSE	0.575	0.161	0.001**
	Govt.	Aided	0.075	0.144	0.861 ^{NS}
CBSE		0.612	0.169	0.001**	
Motivates the child	Aided	CBSE	0.537	0.165	0.004**

Source: Computed from Primary Data

Notes: ** denotes significant at 1% level.

* denotes significant at 5% level.

Taking into account lowering dropout rates, government school going children are different with CBSE going children's parents and parents of aided school going children are different with that of CBSE, but there is no significant differences between aided and government school types.

Table 6.58
The Association Between School Type and Level of All Promotion Policy in Thrissur (2020)

School type	Level of All Promotion Policy			Total	Chi-square Value	P value
	Low	Moderate	High			
Govt.	38 (35.2%)	39 (36.1%)	31 (28.7%)	108 (100%)	30.601	<0.001**
Aided	46 (37.1%)	38 (30.6%)	40 (32.3%)	124 (100%)		
CBSE	50 (73.5%)	10 (14.7%)	8 (11.8%)	68 (100%)		
Total	134 (44.7%)	87 (29%)	79 (26.3%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi square Test, The figures within parentheses refers to Row Percentage, ** denotes 1 % level significance

Considering the factor of motivating the child, there are significant differences between government and CBSE school types and aided and CBSE schools and no significant differences between government and aided regarding the same factor. To find out any association among parents between school type in which their child is

studying and all promotion policy chi square tests is used in the table 6.57. From the analysis it is seen that the P value is less than 0.01, the null hypothesis is rejected at 1 per cent level. Hence, it is obvious that there is significant association between school type and all promotion policy. On the basis of row percentage, 35.2 per cent of government school going children’s parents is supporting the policy of all promotion at low level. 36.1 per cent of them are at moderate level and 28.7 per cent of them are at high level. The level of all promotion policy in Kerala is analysed with the help of Level test. Since the P value is less than 0.01, the proportions of level of all promotion policy in Kerala are not equally distributed. It indicates that there are significant differences regarding all promotion policy in Kerala.

Table 6.59
The Level of All Promotion Policy in Thrissur District (2020)

Attribute	Low level (Q1)	Moderate level (Q2)	High level (Q3)	Total	Chi-Square value	P value
All promotion policy	134 (44.7%)	87 (29%)	79 (26.3%)	300 (100%)	17.660	<0.001**

Source: Computed from Primary Data

Notes: Level test

** denotes significant at 1% level.

From the above Table 6.59, it is observed that 44.7 per cent of parents have low level of favourable opinion towards all promotion policy (reduces social stigma associated with failure, lowers dropout rates and motivates the child), 29 per cent of parents have moderate level of favourable opinion towards it and 26.3 per cent of parents have high level of favourable opinion towards the same. So, it is inferred that most of parents have low level of favourable opinion towards all promotion policy.

6.12.3. Geographical Location and Promotion Policy

There are significant differences among parents on the basis of the area in which they are living regarding all promotion policy. Based on mean score, it is interpreted that parents living in rural areas are comparatively much in favour of all promotion policy than parents in urban areas. With the help of mean score and one sample T test the perspective of parents regarding All Promotion Policy based on the area in which they are living are analysed. Since the p value is less than 0.01, the null hypothesis is rejected at 1 per cent level with regard to all the factors of all promotion policy as it reduces social stigma associated with failure, lowers dropout rates and motivates the child. It is also statistically proved by T- test that based on the area or

locality in which parents are living they are not favouring all promotion policy. The perception of parents on all promotion policy and the area in which they are living is compared. The hypothesis is formulated that there is no significant association between locality and level of All Promotion Policy. By using Chi Square test, the significant association among parents based on the area or locality in which they are living and all promotion policy is analysed. The P value is less than 0.01; the null hypothesis is rejected at 1 per cent level.

Table 6.60

Perspectives of Parents on All Promotion Policy and Locality of Parents in Thrissur (2020)

All Promotion Policy	Locality				T value	P value
	Rural		Urban			
	Mean	SD	Mean	SD		
Reduces social stigma associated with failure	2.99	1.14	2.31	0.97	5.43	<0.001**
Lowers Dropout rates	3.04	1.10	2.35	0.96	5.61	<0.001**
Motivates the child	2.93	1.16	2.30	0.95	4.97	<0.001**

Source: Computed from primary data

Notes: Mean Score and One Sample T test , ** denotes significant at 1% level

Hence, it is interpreted that there is significant association among parents based on the area where they are living and all promotion policy. It is statistically evident from the values of row percentage that, 27.3 per cent of parents living in rural areas have favourable attitude towards all promotion policy at low level, 37.2 per cent of them are at moderate level and 35.5 per cent of them are at high level.

Table 6.61

The Association Between Locality of Parents and All Promotion Policy in Thrissur (2020)

Locality	Level of All Promotion Policy			Total	Chi-square Value	P value
	Low	Moderate	High			
Rural	47 (27.3%)	64 (37.2%)	61 (35.5%)	172 (100%)	49.274	<0.001**
Urban	87 (68%)	23 (18%)	18 (14.1%)	128 (100%)		
Total	134 (44.7%)	87 (29%)	79 (26.3%)	300 (100%)		

Source: Computed from Primary Data

Notes: Chi square Test

The figures within parentheses refers to Row Percentage

** denotes 1 % level significance

In the case of parents living in urban areas, it was 68 per cent, 18 per cent and 14.1 per cent respectively. So, it is evident that low level of favourable attitude towards all promotion policy are given by parents living in urban areas and high level of the same are given by parents living in rural areas, moderate level of the same is higher among parents living in rural areas. Thus it is statistically proved that based on

the area or locality in which parents are living; there are significant differences among them related to all promotion policy. Comparatively, parents living in rural areas are highly supporting all promotion policy and people living in urban areas are less supporting the same.