

Research Paper

## Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities Available at Anganwadi Centers in Tribal Area's

Maloth Ramesh<sup>1\*</sup>

### ABSTRACT

Early Childhood Care and Education (ECCE) is an indispensable foundation for lifelong learning and development, and have critical impact on success at the primary stage of education. It therefore becomes imperative to accord priority attention to ECCE and invest adequately by providing commensurate resources. Early Childhood Education is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life. Early Childhood Care Education (ECCE) is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life. The present study was conducted in anganwadis centres of Nizamabad and Kamareddy districts of Telangana state. The result reveals that there were significant differences in the opinion of teachers and parents with respect to the water and sanitation facilities available at anganwadis in tribal areas.

**Keywords:** Tribal Children, Early Childhood Care Education (ECCE), Anganwadis.

*“The purpose of education is to replace an empty mind with an open one.”*

– **Malcolm Forbes**

Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs. Early childhood education is the formal teaching and care of young children by people other than their family or in settings outside of the home. 'Early childhood' is usually defined as before the age of normal schooling. A child's needs at this period are different from those of older schoolchildren, because early childhood sees the greatest growth and development, when the brain develops most rapidly, almost at its fullest. It is a period when walking, talking, self-esteem, vision of the world and moral foundations are established. Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs. Early childhood education is the formal teaching

<sup>1</sup>PhD Research Scholar, Faculty of Education, Osmania University, Hyderabad, Telangana State, India

\*Corresponding Author

Received: January 18, 2023; March 27, 2023; Accepted: March 31, 2023

## **Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities Available at Anganwadi Centers in Tribal Area's**

and care of young children by people other than their family or in settings outside of the home. Early Childhood Care and Education (ECCE) supports children's survival, growth, development and learning - including health, nutrition and hygiene, and cognitive, social, physical and emotional development- from birth to entry into primary school in formal, informal and non- formal settings. The Early Childhood Care and Education (ECCE) Scheme provides a free year of early childhood care and education for children of pre-school age. In general, children are eligible for the ECCE scheme if they are aged over 3 years 2 months and less than 4 years 7 months on 1 September of the year that they will be starting. Early childhood refers to the first six years of life. This is acknowledged as the most crucial period, when the rate of development is very high and foundations are laid for cumulative lifelong learning and human development. There is growing scientific evidence that the development of the brain in the early years is a pathway that affects physical and mental health, learning and behavior throughout the life cycle. Early Childhood Care and Education (ECCE) is an indispensable foundation for lifelong learning and development, and have critical impact on success at the primary stage of education. It therefore becomes imperative to accord priority attention to ECCE and invest adequately by providing commensurate resources.

### ***Objective***

1. To identify the difference in opinion between anganwadi teachers and parents with respect to the water facilities available at anganwadi centers.
  2. To identify the difference in opinion between anganwadi teachers and parents with respect to the sanitation facilities available at anganwadi centers.
- **Hypothesis 1:** There will be no difference in opinion between anganwadi teachers and parents with respect to the water facilities available at anganwadi centers.
  - **Hypothesis 2:** There will be no difference in opinion between anganwadi teachers and parents with respect to the sanitation facilities available at anganwadi centers.

### ***Sample Description / Sample Design***

The sample for the present study consists of Anganwadi teachers, children and Parents from Nizamabad and Kamareddy districts of Telangana state. The Sample selection will be stratified random sampling method. From each mandal 5 anganwadies are selected, i.e one Anganwadi from each village comprising it to a total of 20 anganwadies. From each Anganwadi 01 teacher and 10 parents. Thus, making the total sample as 220 for the study.

### ***Tools for data collection***

1. Structural Interview Schedule for Parents
2. Questionnaire for Anganwadi Teachers
3. Checklist of facilities of Anganwadi centres

The researcher prepared the tools with the help of experts from psychology, education and sociology departments. As per the suggestions of the experts, the final tools were prepared and reliability and validity was established.

### ***Analysis***

1. **Opinion of the respondents with respect to the availability of water facility in anganwadi centers**

**Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities  
Available at Anganwadi Centers in Tribal Area's**

**Table No. 1 Responses of the teachers and parents on the availability of water facility in anganwadis**

| Water facility |                | Adequate  | Satisfied | Not Adequate | Total     |
|----------------|----------------|-----------|-----------|--------------|-----------|
|                |                | Count %   | Count %   | Count %      | Count %   |
| 1              | Drinking water | 60        | 38        | 12           | 110       |
| 2              | Usable water   | 54        | 35        | 21           | 110       |
| Total          |                | 114 (52%) | 73 (33%)  | 33 (15%)     | 220(100%) |

The above table shows the opinion of responses of the teachers and parent's on the availability of water facility in anganwadis. Among the sample, with respect to drinking water in anganwadis, majority of the respondents i.e. 60 said there was adequate supply of drinking water facility being provided at the anganwadi centres, 38 were satisfied and 12 were with opinion that of not adequate drinking water supply. Similarly, among the sample, with respect to usable water availability, majority of the respondents i.e., 54 were with the opinion of adequate usable water supply, 35 were satisfied and 21 were not adequate with the usable water supply at anganwadi centres.

On the whole it was observed that, 114 (52%) respondents said there was adequate supply of water facility, 73 (33%) were satisfied and the remaining 33 (15%) were not adequate in their opinion towards the availability of water supply in anganwadis. Therefore, it can be observed that out of the total 220 respondents, majority of the parents and teachers, were adequate in their opinion towards the availability of water supply in anganwadis.

***The Chi-square values of responses***

The null hypothesis has been tested by the chi-square  $\chi^2$  non parametric statistical technique and the results obtained are interpreted

| Item                   | Value       |
|------------------------|-------------|
| Calculated Value       | 2.8936 (NS) |
| Standard table value   | 5.99        |
| Degrees of freedom     | 2           |
| Levels of significance | 0.05*       |

Note: \* Significant at 0.05 level of significance

NS – Not Significant

Since the calculated  $\chi^2$  value (2.8936) is less than the table value (5.99) at .05% level of significance, the null hypothesis which states that, there will be no difference in opinion between anganwadi teachers and parents with respect to the water facilities available at anganwadi centers is **accepted**. Majority of the teachers and parents had no difference in their opinions with respect to the water facilities available at the anganwadis. Hence it is concluded that there will be no difference in opinion between anganwadi teachers and parents with respect to the water facilities available at anganwadi centers.

**2. Opinion of the respondents with respect to the availability of sanitation facility in anganwadi centers**

**Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities  
Available at Anganwadi Centers in Tribal Area's**

**Table No. 2 Responses of the teachers and parents on the availability of sanitation facility in anganwadis**

| Sanitation |             | Adequate | Satisfied | Not Adequate | Total      |
|------------|-------------|----------|-----------|--------------|------------|
|            |             | Count %  | Count %   | Count %      | Count %    |
| 1          | Washroom    | 27       | 29        | 54           | 110        |
| 2          | Cleanliness | 21       | 37        | 52           | 110        |
| Total      |             | 48 (22%) | 66 (30%)  | 106 (48%)    | 220 (100%) |

The above table shows the opinion of responses of the teachers and parent's on the availability of sanitation facility in anganwadis. Among the sample, with respect to washroom facility in anganwadis, majority of the respondents i.e., 54 said there was not adequate washroom facility available at the anganwadi centres, 29 were satisfied and 27 were with opinion that adequate sanitation facilities are available. Similarly, among the sample, with respect to cleanliness, majority of the respondents i.e., 52 were with the opinion of not adequate cleanliness facility, 37 were satisfied and 21 were with the opinion with adequate cleanliness facility at anganwadi centres. On the whole it was observed that, 106 (48%) respondents said there was not adequate sanitation facility available, 66 (30%) were satisfied and the remaining 48 (22%) were adequate in their opinion towards the availability of sanitation facilities in anganwadis. Therefore, it can be observed that out of the total 220 respondents, majority of the parents and teachers were not adequate in their opinion towards the availability of sanitation facilities in anganwadis.

**The Chi-square values of responses**

The null hypothesis has been tested by the chi-square  $\chi^2$  non parametric statistical technique and the results obtained are interpreted

| Item                   | Value       |
|------------------------|-------------|
| Calculated Value       | 1.7574 (NS) |
| Standard table value   | 5.99        |
| Degrees of freedom     | 2           |
| Levels of significance | 0.05*       |

Note: \* Significant at 0.05 level of significance  
NS – Not Significant

Since the calculated  $\chi^2$  value (1.7574) is less than the table value (5.99) at .05% level of significance, the null hypothesis which states that, there will be no difference in opinion between anganwadi teachers and parents with respect to the sanitation facilities available at anganwadi centers is **accepted**. Majority of the teachers and parents had no difference in their opinions with respect to the sanitation facilities available at the anganwadis. Hence it is concluded that there is no difference in opinion between anganwadi teachers and parents with respect to the sanitation facilities available at anganwadi centers.

**Findings**

1. Majority of the teachers and parents had no difference in their opinions with respect to the water facilities available at the anganwadis. There was no difference in opinion between anganwadi teachers and parents with respect to the water facilities available at anganwadi centers.
2. Majority of the teachers and parents had no difference in their opinions with respect to the sanitation facilities available at the anganwadis. There was no difference in

**Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities  
Available at Anganwadi Centers in Tribal Area's**

opinion between anganwadi teachers and parents with respect to the sanitation facilities available at anganwadi centers.

## **REFERENCES**

- Alexander, K. and D. Entwisle (2006). Baltimore beginning school study, 1982-2002. The Harvard-MIT Data Centers. Henry A. Murray Research Archive. Log# 01293.
- Andrabi, T., J. Das, and A. I. Khwaja (2009). Report cards: The impact of providing school and child test scores on educational markets. Un-published working paper.
- ABS (2010), 'Childhood Education and Care'. Please note that some children attend both preschool and a preschool program at long day care.
- Asscher, J. (2005) 'Parenting Support in Community Settings: Parental Needs and Effectiveness of the Home-Start Program, PhD thesis, University of Amsterdam.
- Baekelmans, R. (1994) Parental participation: some social, democratic and psychological thoughts in VBJK (Eds) Report of European Network for School-age Childcare 5th International Congress, Ghent 1994. VBJK & Kind en Gezin.
- Banerji, R., J. Berry, and M. Shotland (2013). The impact of mother literacy and participation programs on child learning: evidence from a randomized evaluation in India. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab (J-PAL).
- Bergman, P. (2014). Parent-child information frictions and human capital investment: Evidence from a field experiment. Unpublished working paper.
- Barnett, W. S. (1992). Benefits of Compensatory Preschool Education. *Journal of Human Resources*, 27(2), 279-312.
- Barnett, W. S. (1995). Long-Term Affects of Early Childhood Programs on Cognitive and School Outcomes. *The Future of Children*, 5(3), 25-50.
- Berlinski, S., Galiani, S., & Gertler, P. (2009). The effect of pre-primary education on primary school performance. *Journal of Public Economics*, 93(1-2), 219-234.
- Berlinski, S., Galiani, S., & Manacorda, M. (2008). Giving children a better start: Preschool attendance and school-age profiles. *Journal of Public Economics*, 92(5), 1416-1440.
- Connor, J. and Wheeler, H. (2009) Parents, Early Years and Learning, *EYE*, 10, 9, 36-42.
- Chevalier, A., S. Gibbons, A. Thorpe, M. Snell, and S. Hoskins (2009). Students' academic self-perception. *Economics of Education Review* 28 (6), 716-727.
- Currie, J. (2001), 'Early childhood education programs' *Journal of Economic Perspectives*, 15(2): p. 213.
- Datar, A., M. R. Kilburn, and D. S. Loughran (2010). Endowments and parental investments in infancy and early childhood. *Demography* 47 (1), 145-162.
- Desforges, C. and Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review, Department for Education and Skills, Queens Printer.
- Dr. Paul Leseman, Early childhood education and care for children from low income or minority Backgrounds. University of Amsterdam.
- Datta, V. 2001a. A Study of Urban Early Childhood Programme—A project sponsored by UNICEF. Tata Institute of Social Sciences, Mumbai.
- Datta, V. 2001b. Job Performance of Anganwadi Workers in Three Districts in Maharashtra—A project sponsored by UNICEF. Tata Institute of Social Sciences (TISS), Mumbai.
- EACEA (2009) Tackling Social and Cultural Inequalities through ECEC in Europe, Brussels, Education, Audiovisual and Culture Executive Agency Eurydice.

**Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities  
Available at Anganwadi Centers in Tribal Area's**

- Goodman, A. and Gregg, P. (2010) poorer children's educational attainment: How Important is attitudes and behavior? London, Rowntree Foundation.
- De Graaff, F. and van Kerulen, A. (2008) Making the road as we go: Parents and professionals as partners managing diversity in early childhood education, Practice and Reflections Series, No. 23: The Hague, Bernard van Leer Foundation.
- Government of India 1985. The Child in India: A Statistical Profile. Ministry of Social Welfare, New Delhi.
- Government of India 1986. National Policy on Education.
- Government of India 1992. Programme of Action.
- Gulati, A.K. 1993. Impact of Early Schooling on the Health of Children. Paper presented at the Seminar on the Burdened Pre-schooled: Issues and Alternatives, Government Home Science College, Chandigarh.
- Leseman, P. (2009) the impact of high-quality education and care on the development of young children: Review of the literature in EACEA (eds) Tackling Social and Cultural Inequalities through ECEC in Europe, Brussels, Education, Audio visual and Culture Executive Agency Eurydice.
- Productivity Commission (2009), 'Paid parental leave: Support for parents with new born children'.
- Rebecca Dizon-Ross, November 14, 2014. Parents' Perceptions and Children's Education: Experimental evidence from Malawi.
- Robert Baumüller, Investing in Early Childhood Care and Education: The Impact of Quality on Inequality.
- Share, M., Kerrins, L., Greene, S. (2011) Developing Early Years Professionalism: Evaluation of the Early Learning Initiative's Professional Development Programme in Community Childcare Centres in the Dublin Docklands. Dublin: National College of Ireland.

***Acknowledgement***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Maloth, R. (2023). Parents and Anganwadi Teachers Opinion with Respect to The Sanitation and Water Facilities Available at Anganwadi Centers in Tribal Area's. *International Journal of Indian Psychology*, 11(1), 195-2000. DIP:18.01.197.2023 1101, DOI:10.25215/1101.197