

# Understanding Parental Perceptions of Anganwadi Services in Korutla mandal Telangana: A Focus on Teacher Roles and Community Impact

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## Abstract:

This research investigates parental perceptions of Anganwadi services in India, focusing on their views regarding teacher roles, service effectiveness, and community impact. Through a survey of 164 parents across various communities, the study explores their opinions on teacher understanding of Anganwadi status, recent improvements, expressed concerns, educational services, and overall development contributions. Additionally, it examines their perspectives on the impact of Anganwadi services on child well-being, community development, and challenges faced by teachers. The findings reveal a complex picture with both positive and negative perceptions, highlighting areas for improvement in communication, parental engagement, and program effectiveness.

**Keywords:** Anganwadi, ICDS, parents, teachers, services, child development, community, India

## Introduction:

The Integrated Child Development Services (ICDS) program, implemented through Anganwadi centres, plays a crucial role in early childhood development and education for children in India. Anganwadi teachers are the backbone of this program, responsible for delivering essential services like nutrition, preschool education, and healthcare interventions. However, understanding parental perceptions of these services and the roles of Anganwadi teachers is vital for program improvement and ensuring its effectiveness in meeting community needs.

## Review Literature

**Priyanka Mary Wilson, Sunila Sanjeev (2021)** Assessment of Integrated Child Development Services (ICDS) at Grass Root Level in an Urban Area, Raigad District, Maharashtra. Background: ICDS is an integrated program intended for Maternal and Child Care which adopts a holistic, lifecycle approach. Its main focus is on health, nutrition and education. Urban ICDS caters to the vulnerable urban slum population. Despite the program running for four decades its impact on its beneficiaries is still slow. The

Anganwadi worker and helper are the grass-root functionaries running this program through Anganwadi centre. Hence this study was conducted to assess the functioning of the Anganwadi centre.

**Kalpana Joshi (2018)** Knowledge of Anganwadi workers and their problems in Rural ICDS block. The profile of Anganwadi workers (AWWs) was studied to assesses knowledge of AWWs & problems faced by them while working, and major problem was that other infrastructure related problems and inadequate supply of play material as their major problem. The Anganwadi worker (AWW) is the community based voluntary frontline worker of the ICDS programme. Selected from the community, she assumes a pivotal role due to her close and continuous contact with the beneficiaries. Children grow and develop amazingly. Mothers with their children under five years of age, not only constitute a large proportion of the community but also a “vulnerable” or special risk group. The first five years of a child’s life are most crucial for the foundations for physical and mental development. Objective of this study was to study the profile of Anganwadi workers (AWWs). To assesses knowledge of AWWs & problems faced by them while working.

**Shashi Manhas, Annpurna Dogra & Seema Devi (2017)** Reflection of Integrated Child Development Services (ICDS) in Implementation of Services at Bishnah and Purmandal Block, Jammu. The present research is an attempt to study the awareness of anganwadi workers regarding implementation of services in Integrated Child Development Services (ICDS) project Bishnah block and Purmandal block. A sample of 100 respondents (anganwadi worker) was selected from Bishnah and Purmandal block of Jammu district. Multi stage sampling technique was adopted for sample selection. The tool consisted of a self-devised interview schedule for assessment of awareness among anganwadi workers about implementation of services of ICDS. Results of the study revealed that neither the awareness nor the implementation of services was at satisfactory level as desired by the objectives of ICDS. Hence there is a strong and intense need for improving the training quality provided to anganwadi workers before letting them go into the field jobs.

**Prachi D Sondankar, Shubhlaxmi D Kotnis, Anjali P Kumavat (2015)** Profile of Anganwadi workers and their knowledge regarding maternal and child health services in an urban area. Continuous education in the form of refresher training (in-service) should be on regular basis for updating the knowledge of AWWs regarding basic maternal care services as well as basic child care services at Anganwadi level. Background: An Anganwadi worker (AWW), a lady selected from the local community, is a community-based frontline honorary worker of the Integrated Child Development Services program. Their understanding, communication skills, and approach are needed to implement the grand projects of the state and central governments, making them the most vital link in delivering the “health for all” mission. Objectives: The study aims to know about current level of knowledge among AWW regarding essential grassroot level health services provided in Anganwadi with the objectives to assess the level of knowledge among AWWs regarding basic maternal care services as well as basic child care services at Anganwadi level.

#### **Methodology:**

A quantitative approach was employed, utilizing a structured questionnaire administered to 164 parents across diverse regions in India. The questionnaire covered various aspects of parental perceptions,

including teacher understanding of Anganwadi status, observed improvements, expressed concerns, educational services, and overall development contributions. Additionally, it explored their views on the impact of Anganwadi services on child well-being, community development, and challenges faced by teachers. Descriptive statistics, including frequencies and percentages, were used to analyze the data.

### **Results:**

The findings revealed a mixed picture of parental perceptions. While 45.7% of parents believed Anganwadi teachers had a clear understanding of the centres' status, 54.3% expressed uncertainty or disagreement. Similarly, 41.5% observed recent positive changes, while 58.5% did not. Notably, 45.7% of parents felt teachers expressed concerns about the status of their centres, suggesting potential challenges or areas requiring attention. Regarding educational services, 40.9% expressed satisfaction, while 59.1% indicated dissatisfaction, highlighting a need for improvement. Interestingly, 47.0% observed improvements in service quality over time, suggesting potential progress despite existing concerns.

Furthermore, 56.7% of parents acknowledged the significant role played by Anganwadi teachers in their child's overall development, while 43.3% did not. However, opinions were divided regarding the impact of services on child well-being, with 60.4% perceiving positive effects and 39.6% holding the opposite view. Similarly, parental views on Anganwadi's contribution to community development were varied, with 46.3% perceiving a positive impact and 53.7% disagreeing.

Finally, 47.0% of parents observed challenges faced by teachers, indicating potential obstacles hindering service delivery. Additionally, 47.6% believed communication between parents and teachers needed improvement, highlighting a potential area for enhancing collaboration and engagement.

### **Conclusions:**

The study revealed complex and diverse parental perceptions of Anganwadi services in India. While some parents acknowledged the positive roles played by teachers and the potential benefits of the program, others expressed concerns regarding service quality, communication gaps, and challenges faced by teachers. These findings suggest a need for multifaceted interventions to address various issues. Improvements in teacher training, resource allocation, community engagement, and communication channels could significantly enhance the effectiveness and impact of Anganwadi services.

### **Limitations:**

The study's limitations include its cross-sectional nature, which limits causal inferences. Additionally, the sample size may not be fully representative of all Indian communities. Future research could employ longitudinal designs and larger, more diverse samples to provide a more comprehensive understanding of parental perceptions across different regions and communities.

### **Implications:**

The findings have significant implications for policymakers, program administrators, and Anganwadi teachers. The identified areas of concern, such as service quality, communication gaps, and teacher challenges, require focused attention and intervention strategies. Collaborative efforts involving parents, teachers, and communities can lead to improved program effectiveness and ensure that Anganwadi services cater more effectively to the needs of children and their families.

This research provides valuable insights into parental perspectives on Anganwadi services in India. By addressing the identified areas for improvement, the program can enhance its impact on child development, community well-being, and ultimately contribute to a brighter future for young children across the country.

### References

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