



Parents Attitude towards Girl Child Education: A Sociological Study of Haryana

Ms. Reshma

M. Phil. Scholar,

Department of Sociology,

M. D. University

Rohtak, Haryana, India

E-Mail: reshmasmdu@gmail.com

Abstract: *Girls and boys have the same rights to get a quality education. But the 'gender gap' becomes painfully evident when looking at who is in the classroom. Girls lag behind than boys at all levels of formal education in Haryana. Enrolment, retention, transition and achievement rates for girls are always lower than that of boys. This means that even many of the girls who are enrolled in school do not complete Secondary School education. There is the strong belief that negative parental attitude must be blamed for the low level education of girls. The purpose of the present study was, therefore, to assessing current parental attitude towards the education of girls children. The study analyzed the data from 50 parents, who had one or more than one school going children. Out of these, 20 parents belonged to upper caste families, 15 parents belonged to middle caste families and 15 parents belonged to lower caste families. The age range of the sample was 18-50 years, and they all belonged to Bohar village of Rohtak District. 20-item questionnaire schedule was used for collecting data. The findings showed that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children. The study reflects that generally parents would want to educate both boys and girls, however when there are other demands on the family's resources that the education of the girl child is considered a secondary issue.*

Keywords: *-Parents Attitude, Gender Gap, Girl Child Education, Family's Resources.*

I. INTRODUCTION

According to Aristotle, education means, "Creation of sound mind in a sound body". Education develops men/women mind so that he may be able to enjoy the contemplation of supreme truth, goodness & beauty. There are different views about education from different philosophers & different educationists. Education is the process of becoming critically aware of one's reality in a manner that leads to effective action upon it. An educated man/women understands his/her world well enough to deal with it effectively. Such men/women if they existed in sufficient numbers would not leave the absurdities of the present world unchanged. The prosperity of a country depends on the number of its cultivated citizens, education of men & women, enlightenment & character.

Education is very important to every person. Education is not only the right of men but women as well. Female education is the need of the hour. Without educating the women of the country we can't hope for a developed nation. Women plays a vital role in the all-round progress of a country. If we want to make democracy successful, women must be educated. They are the real builders of happy homes.

It is said that if we educate a man, we educate a man only, but if we educate a woman, we educate the whole family. This highlights the importance of female education. It is a fact that women are the first teachers of their children. Hence, if mothers are well educated, they can play an important role in shaping and molding of their sons and daughters.

II. MEANING OF EDUCATION

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school, and then college/university or apprenticeship.



III. REVIEW OF LITERATURE

Bogunović Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. They examined the students' attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and gaining knowledge, educational interests and plans for further education. The results indicated a trend of inter relatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

Sen, (1992) in his study found that the cultural factors may play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture, India is part of what Caldwell (1982) has called the belt of classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. His result indicated that the cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas. The odds of being in school are also significantly reduced for children whose mothers had their first child at a young age and for children whose mothers have a preference for boys over girls. The percentage of women compared to men in the age group 20–59 is positively related to the odds of being in school in rural areas, thus his result 16 indicated that in districts with less “missing women” the chances of children being in school are higher.

Huisman, Rani, and Smits, (2010) studied the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on primary school enrolment, The sample constituted 70,000 children living in 439 districts of 26 states of India. The results indicated that most of the variation in educational enrolment (around 70%) is explained by factors at the household level, of which socio-economic factors are most important. And the result also indicated that, in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children (in particular girls) participate substantially less. The major finding in this respect was that in rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available.

It has been emphasized that (Bhalotra & Heady (2003); Basu, Das and Dutta, (2003) that fathers who are in salaried employment are more likely to be aware of the importance of education and hence to invest more in their children's education. The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is available option to obtain a good position in society for their children. Hence farmers and business owners may feel less need to invest in their children's education than the people who are in service.

TNS Social research (September 2003-June 2004) stated that parents' attitudes towards education were generally very positive. The majority (97%) agreed that a good education would help their child to get ahead in life. While 93% thought the qualifications were important to their child's future, 90% also agreed that children learn important life skills at school. Three fourth of parents (76%) agreed that their child's school is good at communicating with them and the majority (86%) agreed that their child's teachers do a great job. Just over a fifth (22%) felt that their child's school tended to be too interested in bright children at the expense of the others, although only 7% thought that the school takes too much interest in their child's home life. Just under a fifth of parents/careers (18%) thought that most of the things their child learns at school are not relevant to real life. A small proportion (14%) of parents saw it as acceptable that if their child did not want to study now, s/he could study when s/he was older. Their study was based on to identify whether there were any differences in parents' attitudes towards attendance between the general population and a group of parents whose children were currently not attending school. This research has not identified any differences in the attitudes of parents in the general population.

IV. OBJECTIVES OF THE STUDY

1. To study the attitudes of parents towards the girl's education.
2. To find out the awareness of parents related to girl's education schemes/scholarships.

V. METHODOLOGY & DATA ANALYSIS

Methodology is a planning which is needed in each and every sphere of life. When we start any research it is necessary to plan the procedures and methods to be used.



We have collected our data from primary sources. For the collection of data we have adopted interview schedule and observation as major technique. We have taken total of 50 respondents of Bohar village. A questionnaire was formulated and question contained in questionnaire were about their age, caste, education, occupation, awareness of girl's education etc.

TABLE-1
Age & Sex wise distribution of respondents

Age Group	Male respondents	Female respondents	Total no. of respondents	Percentage
18-35 (Youth)	10	10	20	40%
36-50 (Middle)	10	9	19	38%
50 and more (Old)	07	04	11	22%
Total	27	23	50	1000%

Source: Computed from primary data

The table-1 presents the age& sex wise classification of the respondents. A perusal of the table reveals that out of total sample of 50 respondents 40% belonged to 18-35 years of age group in which 10 male respondents and 10 female respondents, 38% belonged to 36-50 years of age group in which 10 male respondents and 16 female respondents. Only 22% respondents were from the age group of above 50 years in which 07 male respondents and 04 female respondents.

TABLE-2
Educational Level of respondents

Education level	Respondents	Percentage
Illiterate	02	4%
Matric	22	44%
Senior Secondary	16	32%
Graduate	09	18%
Post Graduate	01	02%
Total	50	100%

Source: Computed from primary data

The table-2 shows that majority of our respondents 44% were matric passed. 32% were studied up to senior secondary level. Followed by graduate level 18% and 2% respondents were Post-graduate and 4% respondents were illiterate also. Education is essential to bring awareness in the respondents in context to girl child education.

TABLE-3
Caste wise Awareness of the Respondents about Girl Child Education Schemes/Scholarships

Caste wise Awareness	Respondents saying 'yes'	Percentage
Upper caste	16	80%
Middle caste	11	73.33%
Lower caste	07	46%

Source: Computed from primary data

Table-3 shows that lower caste respondents have very less awareness about the schemes/scholarships related to girl child education. Even upper caste respondents and middle caste respondents have good knowledge about girl child education schemes/scholarships.

VI. FINDING

From this study we found that parents of all caste have highly positive attitude towards the education of their girl child. But mothers have more positive attitude towards the education of their girl child than fathers. High Education level also positively effects the parent attitude towards girl child education. Parents belonging to upper caste and middle caste families have highest percentage awareness of schemes/scholarships related to girl child education. Parents belonging to the higher socio-economic status have more favorable attitude towards the education of their girl child.



VII. CONCLUSION

In view of the findings of the study the following conclusions were formed; Parents have highly positive attitude towards the education of their girl child. Mothers have comparatively more favorable attitude towards the education of their girl child than father. Though level of education of parents and their level of income is not independently related to the attitude towards the education of their girl child, but when level of education and level of income of parents are studied together they showed positive relationship with the attitude towards the education of their girl child.

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