

Attitude of Rural Parents Towards Girls Higher Education

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Abstract:

Education is one of the most important and powerful instruments which help in the formation and development of the overall personality of human beings in general and that of women in particular. Women as an individual mother play the most important role in shaping the family and society. Education makes women fully aware of their rights and duties. It is hoped that study throw some light determining the nature of the attitude of rural parents towards girls' education. The study has helpful in finding the nature of relationship between personal socioeconomic and psychological characteristics of rural parents and attitude towards girls' education. The outcome of the study will be of immense importance to the planners, educationists and the government to plan the various schemes for encouraging girls education. The research study revealed that most of the rural parents were of middle age, had largely illiterate i.e. (30.00 per cent), belonged to Nuclear and medium sized (54.00 per cent) families, engaged in farming occupation (51.00 per cent) Majority of them had small land holding (29.00 per cent) they had low level of social participation (52.00 per cent) and medium socio economic status (39.00 per cent). Despite several problems experienced by rural parents it was seen that they were in favour of educating their girls but has low awareness of higher education

KEYWORDS: Attitude, Rural Parents, Higher Education, Girls

Introduction:

Education is very important for every child whether it is a boy or a girl. It is said that some communities still discriminate against the education of the girl child. Women and girls in the developing country are often denied opportunities for education. Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation and limits the economic advancement of the entire country. Women as an individual mother play the most important role in shaping the family and society. Education makes women fully aware of their rights and duties.

A parent's positive attitude towards girls education is important in determining school attendance and academic achievement of the child. Favourable attitude towards schooling and education enhance parental involvement in children present and future studies. Parents' attitude towards their girls' education is affected adversely by socioeconomic status. It is expected that the attitude of parents of tribal children will be unfavourable towards education. Parent's attitude is a major or an index of parental involvement.

Objectives of the study:

- To study the personal, socioeconomic and psychological characteristics of respondents,.
- To know the attitude of the rural parents towards girls' higher education.,
- To delineate the relationship between personal, socioeconomic and psychological characteristics of rural parents and attitude towards girls' education.
- To identify the constraints faced by rural parents in girls education.

Methodology:

The present study was carried in the Amravati district of vidarbha region of Maharashtra state. From this district Bhatkuli and Nandgaon khandeshwar talukas were selected purposively. Five villages from each taluka and ten respondents from each village were selected randomly on the basis of nth number method to constitute the total sample of 100 respondents.

Table 1: Number of village and respondents selected from each village

S.N	Village	Respondents selected for study	Percentage (%)
1	Parlam	10	10
2	Uttam Sara	10	10
3	Ganori	10	10
4	Gaurkhede	10	10
5	Sayat	10	10
6	Katmala	10	10
7	Behlolpur	10	10
8	Morangana	10	10
9	Malkapur	10	10
10	Lontek	10	10
Total	10 village	100	100

The dependent variable used in the study was attitude of rural parents towards girls higher education. The independent variables included were age, education, size of family, type of family, land holding, occupation, annual income, social participation, and socio-economic status. An exploratory research design of social research was used for present study. The related items were placed in a random sequence against the rating points namely agree, undecided, disagree 3,2,1 Score was given to each of the responses respectively for the positive items and 1,2 and 3 score was given to each of the responses respectively negative items. The total score of respondents was obtained by summing the weights on all the items. An Interview schedule was designed for the study. it is considered as background information of the respondents along with the attitude. The interview schedule was developed in two parts. The first part contain questions related to the selected personal and socio-economic characteristics of the respondents such as age, education, size of family, type of family, land holding, occupation, annual income, social participation and socio-economic status. The second part was related to the attitude of rural parents towards girls higher education. Data were collected from the rural parents through personal interview schedule. The respondent's interview generally at homes the interview schedule was prepared in Marathi language which helped the

researcher to collect information easily and accurately.

Result And Discussion:

Table 1. Distribution of respondents according to their age

Sr.No	Category	Frequency	Percentage
1	Young	14	14.00
2	Middle	55	55.00
3	Old	31	31.00

It can be seen that 55.00 per cent were from middle Age group, followed by old age 31.00 per cent and 14.00 per cent of the respondents were from young age.

Table 2. Distribution of the respondents according to their education

Sr.No	Category	Frequency	Percentage
1	Illiterate	30	30.00
2	Primary	16	16.00
3	Secondary	14	14.00
4	Higher Secondary school	20	20.00
5	Junior college	1	1.00
6	Graduate	7	7.00
7	Post Graduate	2	2.00

It is evident from table 2 that 30.00 per cent respondents were illiterate followed by 20.00 per cent up to higher secondary.16.00 per cent up to primary level,14.00 per cent up to secondary level,11.00 per cent up to junior college,7 percent of respondents graduate and 2.00 per cent of respondents were educated up to postgraduate level.

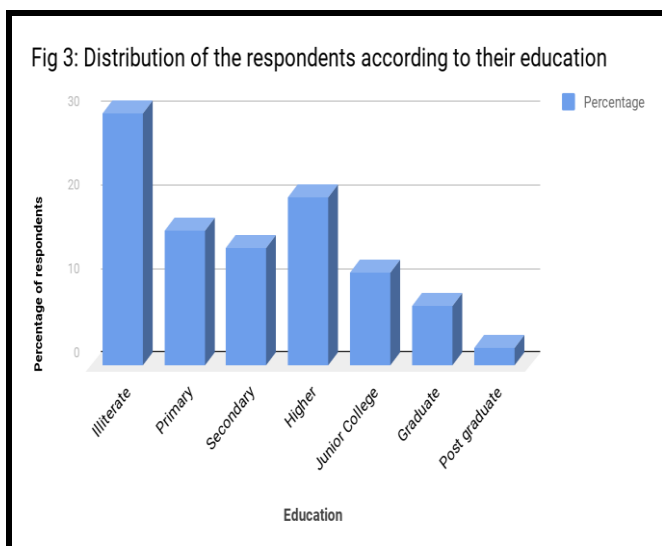


Table 3. Distribution of the respondents according to their size of family.

Sr.No	Category	Frequency	Percentage
1	Small	26	26.00
2	Middle	54	54.00
3	Large	20	20.00

It is evident from table 3 that the most of the respondents, i.e. 54.00 per cent belongs to medium family size while 26.00 per cent respondents belong to small family size and 20.00 per cent respondents belong to large family size.

Table 4. Distribution of the respondents according to their type of family.

Sr.No	Category	Frequency	Percentage
1	Joint family	39	39.00
2	Nucleus family	61	61.00

It is evident from table 4 the most of the respondents has nuclear family i.e. 61.00 per cent and remaining 39.00 per cent respondents has joint family.

Table 5. Distribution of the respondents according to their land holding.

Sr.No	Category	Frequency	Percentage
1	Landless	21	21.00
2	Marginal	25	25.00
3	Small	29	29.00
4	Semi medium	21	21.00
5	Medium	4	4.00

It is evident from table 5 that the most of the respondents 29.00 per cent possessed small land holding. Followed by 25.00 per cent possessed marginal land and 21.00 per cent possessed by land less as well as semi medium. while 4 per cent respondents possessed medium land holding and no respondents had large land holding.

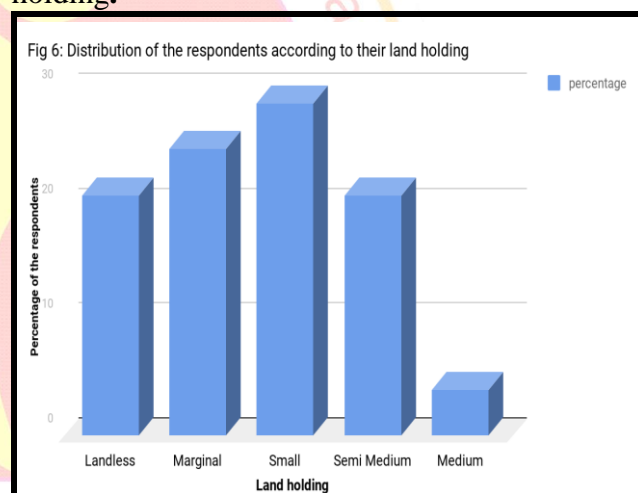


Table 6. Distribution of respondents according to their occupation

Sr. No	Category	Frequency	Percentage
1	Labour	16	16.00
2	Labour farming	5	5.00
3	Farming	51	51.00
4	Business	4	4.00
5	Service	8	8.00
6	Farming+ Business	7	7.00
7	Farming+ service	9	9.00

Majority of the respondents 51.00 per cent were engaged in farming followed by 16.00 per cent of the respondents were engaged in labour. 9.00 per cent respondents were engaged

in combined service +farming.8.00 per cent of the respondents in service. 7.00 per cent of the respondents were engaged in combined farming + business occupation. Followed by 5.00 per cent of the respondents were engaged in labour + farming and only 4.00 percent out of respondents were engaged in business.

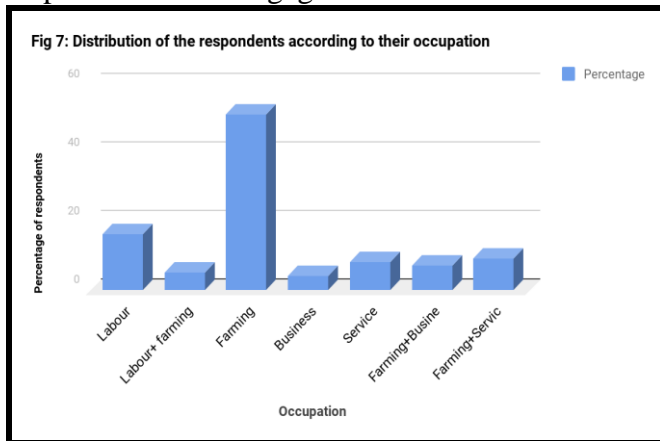


Table 7. Distribution of the respondents according to their annual income

Sr.No	Category	Frequency	Percentage
1	Below poverty line	8	8.00
2	Low	21	21.00
3	Medium	52	52.00
4	High	19	19.00

It is evident from table 7 that most of the respondents 52.00 per cent had medium annual income followed by 21.00 per cent of the respondents possessed low annual income while 19.00 per cent respondents were high annual income and 8.00 per cent respondents are below poverty line.

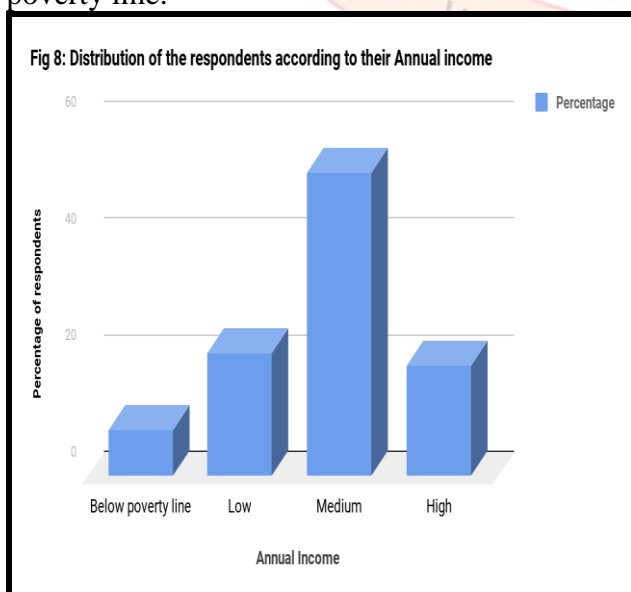


Table 8. Distribution of the respondents according to their social participation.

Sr.No	Category	Frequency	Percentage
1	Low participation	52	52.00
2	Medium participation	36	36.00
3	High participation	12	12.00

It is evident from table 8 that majority of the respondents 52.00 per cent were from low participation group, followed by 36.00 per cent of the respondents were from medium social participation group whereas, 12.00 per cent of the respondents were from high participation group.

Table 9. Distribution of the respondents according to their socio economic status

Sr.No	Socio-economic status	Frequency	Percentage
1	Lower	6	6.00
2	Lower-middle	27	27.00
3	Middle	39	39.00
4	Upper middle	23	23.00
5	Upper	5	5.00

It is evident from table 9 that majority of the respondents 39.00 per cent had middle socio-economic status followed by 27.00 per cent of the respondents had lower middle 23.00 per cent of respondents had upper middle SES while only 6.00 per cent of respondents lower socioeconomic status and 5.00 per cent of respondents upper socio economic status.

Attitude of rural parents towards girls higher education: Three point Quart am scale based on likert attitude construction procedure having ten statements five having positive meaning and five negative meaning had been interviewed and their responses are given in table

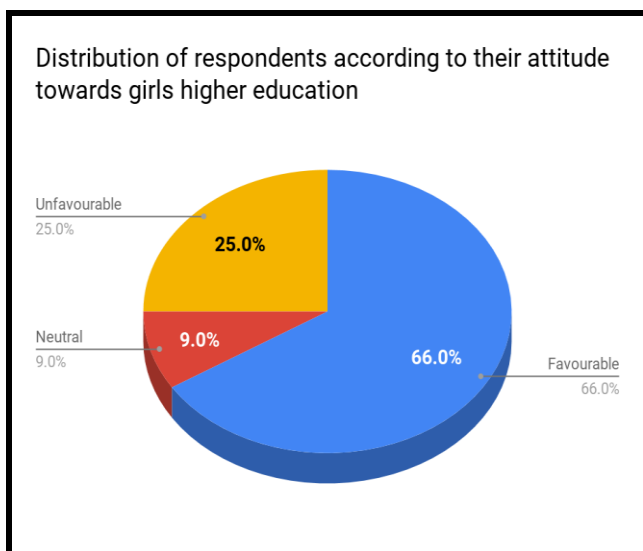


Table 10. Attitude of rural parents towards girls higher education.

S N	Statement	Favourable	Neutral	Undecided
1	Educated girls are more helpful to their parents than uneducated girls	95 (95.00)	3 (3.00)	2 (2.00)
2	There is more difficulty in the marriage of highly educated girls	51 (51.00)	11 (11.00)	33 (33.00)
3	Educated girls will turn into an ideal housewives	90 (90.00)	8 (8.00)	2 (2.00)
4	Girls become fashionable and lazy due to education	8 (8.00)	69 (69.00)	23 (23.00)
5	Education will help the girls to	98 (98.00)	2 (2.00)	0 (0.00)

	solve their day to day problems			
6	There is wastage of money for educating the girls	13 (13.00)	29 (29.00)	58 (58.00)
7	Educate the girls means to improve the generation to come	95 (95.00)	5 (5.00)	0 (0.00)
8	There is no necessity of girl education as they have to ultimately served their spouses	35 (35.00)	10 (10.00)	55 (55.00)
9	Education make the girls self sufficient	96 (96.00)	2 (2.00)	2 (2.00)
10	There is feeling of insecurity for keeping the girls outside for education	62 (62.00)	2 (2.00)	36 (36.00)

(figures in parenthesis indicate percentage)

Table 11: Distribution of the rural parents according to their attitude towards girls education

Sr.No	Favourable	Frequency	Percentage
1	Favourable	66	66.00
2	Neutral	9	9.00
3	Unfavourable	25	25.00

It is indicated that the majority of rural parents 66.00 per cent had favourable attitudes about girls education while about 25.00 per cent had unfavourable attitude and about 9.00 per cent of rural parents seemed to be undecided on the issue.

Table 12. Relationship between personal socio economic psychological variables with attitude.

Sr.No	Independent Variable	Correlation Coefficient(r)
1	Age	-0.418**
2	Education	-0.761**
3	size of family	-0.302**
4	Type of family	-0.148 ^{NS}
5	Land holding	0.218*
6	Occupation	0.370**
7	Annual income	0.289**
8	Social participation	0.376
9	Socio economic status	0.282**

*- Significant at 5% level **- Significant at 1% level
NS - Non significant

It is evident from table 12 that the result of correlation coefficient showed that variables viz, education (0.761), land holding (0.218), annual income (0.289) social participation (0.376), socio economic status (0.282) were positively and significantly related with attitude of rural parents towards girls higher education. The variables like age (-0.418) and size of family (-0.302) were negatively and significantly related with the attitude of rural parents towards girls higher education. the variables like type of family (-0.148) had non-significant relation with attitude of rural parents towards girls' higher education.

**Summary And Conclusion:
Personal Socioeconomic and psychological characteristics of rural parents.**

Majority(55.00 per cent) of the respondents were from middle group 35 to 60 years. Most of the respondents (30.00 per cent)

were illiterate and (16.00 per cent) were educated to primary level (I to V). Most of them 54.00 per cent belonged to medium family size i.e. up to 7 members. most of the respondents 61.00 per cent belonged to nucleus families, most of them(29.00per cent) possessed small land holding i.e. up to 2 to 3 ha. about (52.00 per cent) of the respondents had high level of annual income. while (21.00 per cent) had low level of annual income. about (52.00 per cent) of respondents had low level of social participation and (36.00 per cent) had medium level of social participation. Majority (39.00 per cent) of respondents had medium socio economic status. And (51.00 per cent) of respondents were engaged in farming occupation.

Attitude of rural parents towards girls higher education.

The study revealed that the rural parents had positive attitude towards girls higher education. Together majority of rural parents had favourable attitude (66.00 per cent) towards girls education, whereas (25.00 per cent)of rural parents had unfavourable attitude towards girls education, while only (9.00 per cent) of rural parents had neutral attitude towards girls education.

Relationship between personal, socio economic and psychological characteristics of rural parents and attitude towards girls education.

Higher education, annual income, land holding, social participation, socio economic status, occupation of rural parents had positive and significant relationship with attitude of rural parents towards girls higher education. This showed that rural parents having higher education, more annual income, possessing larger sized land holding, high level of social participation, higher socioeconomic status had favourable attitude towards girls higher education. Age and size of family had negative

and significant relationship attitude of rural parents towards girl's higher education.

Implications:

Following implication can be given based on the findings on the study In general most of the rural parents were inclined to educate their daughters but they were unaware about higher education. Most of them agreed with the benefit of education like more helpfulness of educated girls than uneducated. Educated girls are able to solve their day to day problems on their own and act as an ideal woman. There is improvement in further generation as a consequence of higher education. Higher education makes the girls explore the new aspects of life as well as technology. Despite several problems experienced by rural parents it was seen that they were in favour of educating their girls but has low awareness of higher education.

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