

Parental Attitude towards Girl's Education

*Dr. Tomba Chingtham¹, Tinkhoiling Guite²

¹Assistant Professor D.M. College of Teacher Education, Imphal, Manipur

²Research Scholar

Corresponding Author: Dr. Tomba Chingtham

Abstract: *The present investigators aims to study the contribution of the areas related to the Parental Attitudes Towards Girl's Education. This paper attempts to make a thorough, comprehensive and analytical study by exploring the educational background of the parents, different parental income, different occupation of the parents, lack of education and cultural lag of parents and the effect it has on the education of girls. From the result of the research the urban, it is observed that parents have more understanding about the necessity of education and its impact on being a good citizen than the rural parents. They know that educated girls have more understanding about their rights and duties towards the nation which is not so in case of the uneducated girls. And also uneducated parents create problems in their own lives as well as for the society as a whole.*

Keywords: *Education, Girl's education, Parental Attitude.*

Date of Submission: 10-07-2017

Date of acceptance: 27-07-2017

I. 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, decrease family income, reduce health, put women and girls at risk of trafficking and exploitation and limit the economic advancement of the entire country.

The girl child of today is tomorrow's woman. If tomorrow's woman is to become equal partner with man, there is a great need to accord the girl child her rightful share of dignity and opportunity. The system of patriarchy, tradition and culture have greatly hindered the maximum exploration of girl's strength and intelligence in the educational process. Women are often perceived as a utility asset to undertake all household chores in a traditional society and the ideal roles assigned to them are those of daughter, sister, wives and mothers. In such a society, it is a common belief that women are inferior to men. Opinions and advices of women are not entertained by men in all forms of decision making.

Pandit Jawaharlal Nehru once said, "To awaken the people, it is the women who must be awakened; once she is on the move, the family moves, the nation moves". Society cannot progress with educated men and uneducated women. No society can develop materially and morally where the bulk of its female members remain illiterate and devoid of education.

Better education for girls and women is necessary for the progress of a society and also to raise the quality of life of the peoples. Education liberates women from ignorance, increased self esteem, and helps them to take control over their own lives and guides the progress of their families and the entire nation. As Gandhi said, "Give me an educated mother, I promise you the birth of a civilized nation". Girl's education brings about rationality and adaptability. It modifies women belief and superstitions. Educated mother becomes more knowledgeable and can bring up children in a more fruitful way. It is pointed out that there is a strong positive correlative between female literacy rate and life expectancy.

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. It is impossible to build a healthy society without providing proper education to women. Women as an individual mother play the most important role in shaping the family and the society. Educated mother can provide better education to their children. The real progress of any community is possible only when all its members, especially the women, where education is ignored in certain sections of the society are brought under the umbrella of universal education. Education makes women fully aware of their rights and duties.

In October 2005 the general conference of UNESCO approved the establishment of the International Centre of Women's and Girl's Education in Africa, under the auspices of UNESCO, with the goal of "promoting the genuine participation of women in decision-making at the community, national, regional and international levels". Furthermore, UNESCO supports efforts aimed at increasing women's participation in

peace building process and post conflict situation through projects, for example, in the Great Lakes region, Iraq and Palestine. The UNESCO Global Monitoring Report 2003-04 Education for All(EFA) stated that the literacy rate of this region (Bangladesh, India and Pakistan) reported world lowest for age group 15 years and above who are able to read and write is well below that of the world 80% average. About two-third of the region adult illiterates are reported as women, a proportion expected to increase in time if proper steps are not taken immediately. India has undertaken and proposed certain initiatives and steps in the form of Universalization of Elementary Education, National Program for Education for girls to cover educationally backward blocks having low female literacy and ST/SC etc; residential school for girls and women empowerment through education to achieve gender parity index.

Parent's positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favorable attitude towards schooling and education enhance parental involvement in children's present and future studies. Parent's attitude towards their children's education is affected adversely by low socio-economic status. It is expected that the attitude of parents of tribal children will be unfavorable towards education. Parent's attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than formal school. Talt (1972) opines that the parents' psychological well being and the ease or difficulties with which they decipher the cues that facilitate the socialization process influence the personal and social development of the child. It is the parents who exert the major development on the child from birth to maturity. The role of parents in the education of their children needs no emphasis. The educational level of parents, principally of mothers is determining the educational achievement of their children. Greater the involvement of the parents in the education of their children, greater is the degree of achievement in the academic career of their children. Women are self essential in bringing the fundamental institutions-family, society and school together to achieve a relevant lifelong education for all. Cultural identity and family values are largely passed on to new generation by women (Rao *et.al*,2001).

Need of the study

The world cannot exist without women. They have every right as men but the traditional society has been blinded by a false notion by considering women as being beneath the men in all the sphere of life. As a result it has become very important to remove this particular notion and assigned the women her rightful position i.e. on the same platform as men. This can only be achieved when girls are educated and they realized their true position. Therefore, educations of girls have become very important. The other way of removing these atrocities is by erasing the traditional attitude of the parents toward education of the girls into a favorable and supportive attitude. Senapati is a hilly district, inhabited by tribes' community in the northern part of the state of Manipur. Senapati district has one of the lowest girls' literacy rate in the state of Manipur. It is important for the parents to truly and honestly develop a favourable attitude towards the education of girls. This study is an attempt to explore the extent and magnitude to maximise girl's education and to suggest the remedial measures to improve and develop girl's education

Objectives of the study

- 1 To find out the attitude of the parents of different educational level towards education of girls.
- 2 To find out the attitude of parents towards the education of girls with different level of income.
- 3 To find out the attitude of parents towards the education of girls with different occupation.
- 4 To find out the attitude of the parents from rural and urban areas towards the education of girls.
- 5 To find out whether the lack of education of parents has influence towards the education of girls.
- 6 To find out whether the cultural lag of parents has effect on the education of girls.

Hypotheses

- 1 There is no significant difference in the attitude of the parents of different education level towards the education of girls.
- 2 There is no significant difference in the attitude of the parents of different income level towards the education of girls.
- 3 There is no significant difference in the attitude of the parents of different occupations towards the education of girls.
- 4 There is no significant difference in the attitude of the parents from rural and urban areas towards the education of girls.
- 5 There is no significant difference in the lack of education of the parents over the education of girls.
- 6 There is no significant difference in the cultural lag of the parents on the education of girls

II. Method Of The Study

The methodological framework of this study was descriptive survey method. Descriptive survey method is preferred over other method as it enables to make investigation with, narration of events, comparisons and drawing conclusions based on the information obtained from relatively large and representative sample of the target population. It is an organised attempt to analyse, interpret and report the present status of a social institution, group area.

Population

The population for the present study was confined to the parents of girls' child in the Senapati district of Manipur.

Sampling

Sampling procedures provide generalisation on the basis of a relatively small proportion of the population. The sample for the present study consists of 100 parents, out of which 50 will be urban area and 50 from rural areas of Senapati district Manipur. The simple random sampling method is applied for the present study.

Tools used

The major tool used was questionnaire as it was the most flexible tool for collection of both qualitative and quantitative information. For the present study, a questionnaire was constructed by the researchers themselves to fulfil the mission of the study.

Statistical Analysis

Analysis of data for the present study has been made in conformity with the objectives as formulated by the investigators. Statistical techniques like number and percentage were used to analyse the data

III. Results And Discussion

Table -1 Educational Background of the Parents **N=100**

Qualification	Numbers	Percentage
Illiterates	17	17%
Under matriculate	26	26%
Matriculation	16	16%
+2	21	21%
Graduate	20	20%
Total	100	100

From the above table it shows that 17% of the parents were illiterate and 26% were under matriculate. Only 16 % were matriculate. It also shows that 21% of the parents were +2 and 20% were graduates. Thus it can be concluded that educational levels of the parents have huge influence on the girl's education. Parents with higher educational qualification have more understanding and awareness towards the education of girls than the parents with less educational qualification.

Table – 2 Economic Background of the Parents **N= 100**

Income of the parents per month	Number	Percentage
Rs.5,000-10,000	32	32%
Rs.10,000- 20,000	31	31%
Rs.20,000-30,000	14	14%
Rs.30,000-40,000	15	15%
Rs.40,000 and above	8	8%
Total	100	100

The economic background of the parents reveals that majority of the students belong to the lowest two income groups, i.e. 32% were earning between Rs. (5000-10000) and 31% earned between Rs. (10000-20000). Out of the remaining students, the parents i.e., 14% were earning between Rs. (20000-30000) and 15% of them earned between Rs 30000-40000. Only 8% of the parents were earning Rs.(40000 and above). Thus it can be concluded that parents from the higher income group have more understanding and lower income group have less understanding toward the necessity of girls' education. Therefore, parents with higher income have more awareness towards the education of girls.

Table- 3 Occupational Level of the Parents N=100

Occupation	Numbers	Percentage
Cultivator	45	45%
Business	17	17%
Government employees	27	27%
Private employees	11	11%
Total100		100

The above table shows that 45% of the parents were cultivators, 17% were business, and 27% were government employees and 11% works in the private sector. Thus it can be concluded that the occupation of the parents have a great influence on their attitude towards girls education. The cultivator parents constitute the highest percentage of occupation i.e. 47%, therefore it can be interpreted that occupation also influence on the perception of the parents towards girl's education. Thus, occupation like government employees and businessmen hold more awareness towards girl's education.

Table – 4 Lack of Education N=100

Sl.No.		Rural			Urban	
			Numbers	Percentage	Numbers	Percentage
1	Girls should be educated as an integral part of the social development	Yes	14	28%	47	94%
		No	36	72%	3	6%
2	Educated girls make a better citizen than an uneducated girl	Yes	13	26%	45	90%
		No	37	64%	5	10%
3	Parents neglect the education of their daughter so that their son can get education	Yes	40	80%	15	30%
		No	10	20%	35	70 %
4	Girls should give more priority in learning household activities than education	Yes	26	52%	7	14%
		No	24	48%	43	86%
5	Girls are a burden for their parents as they will be married off to other family	Yes	35	70%	4	8%
		No	15	30%	46	92%
6	Large number of children in a family makes parent difficult to educate all girls	Yes	50	100%	30	60%
		No	0	0%	20	40%
7	Parents prefers girls dropping out of school than boys dropping out	Yes	41	82%	6	12%
		No	9	18%	44	88%
8	Distance of the available schools discourage girl education	Yes	34	68%	9	18%
		No	16	32%	41	82%

From the above table the first point shows that only 14 i.e. 28% of the rural parents agreed that girls should be educated as an integral part of the social development but 47 i.e. 94% agreed with the statement. Thus it can be concluded that urban parents have better knowledge on the necessity of girl's education and have more understanding about the education and its impact on social development. In the second point it shows that only 13 i.e. 26% of the rural parents think that educated girls make a better citizen than an uneducated girl while on the other hand 45 i.e. 90% of the urban parents agreed that educated girls make a better citizen than an uneducated girl. Thus it can be concluded that urban parents have more understanding about the rights and duties of a citizen. In the third point it shows that 40 i.e. 80% of the rural parents neglect their daughter education so that their son can get the education but only 15 i.e. 30% of the urban parents agreed with this statement. Thus it can be concluded that educated urban parents have less discrimination of gender as compared with the rural parents.

In the fourth point it shows that 24 i.e. 48% of the rural parents responded negatively but only 7 i.e. 14% of the urban parents agreed that girls should be given more priority in learning household activities than education. Thus it can be stated that urban parents have more positive attitude towards girl's education than the rural parents. In the fifth point it shows that 35 i.e. 70% of the rural parents and only 4 i.e. 8% of the urban parents think that girls are a burden to their parents as they should be married off to other family. Thus it can be concluded that urban parents are more understanding about the responsibility of the girl's education as compared with rural parents. In the sixth point it shows that 50 i.e. 100% of the rural parents and 30 i.e. 60% of the urban parents agreed that large number of children in a family makes parent difficult to educate all girls. Thus it can be interpreted that both the parents from rural and urban have their own level of discrimination as they prefer to educate their boy's children than their girl's child when they have to make decision on the two, being a large families. In the seventh point it shows that 41 i.e. 82% of the rural parents prefer their daughter to drop out of school than their son dropping out of school but on the other hand only 6 i.e. 12% of the urban parents agreed with the statement. Thus it can be concluded that rural parents have higher level of discrimination of gender as compared with the urban parents. In the eighth point it shows that 34 i.e. 68% of the rural parents think that distance of the available schools discourage girls' education but only 9 i.e. 18% of the urban parents agreed to the statement. Thus it can be concluded that rural parents feel more insecure about their daughters as compared with the urban parents.

Table – 5 Cultural Lag of Parents N=100

Sl.No		Rural			Urban	
			Number	Percentage	Number	Percentage
1	Girls are preferred more as a helping hand in household activities	Yes	46	92%	42	84%
		No	4	8%	8	16%
2	Girls alone can look after their sibling in their parents absent	Yes	7	14%	16	32%
		No	43	86%	34	68%
3	Marriage is more important for girls than education	Yes	30	60%	10	20%
		No	20	40%	40	80%
4	Education for girls should be allowed even after marriage	Yes	15	30%	40	80%
		No	35	70%	10	20%
5	Girls education and career should be decide by their parents	Yes	37	74%	22	44%
		No	13	26%	28	56%
6	Knowing how to read and write is enough for girls and need not go for further studies	Yes	30	60%	0	0%
		No	20	40%	50	100%
7	Educating a girl is a waste of time and money	Yes	22	44%	0	0%
		No	38	56%	50	100%
8	Peoples prefer uneducated girls with good household activities for marriage than educated girls	Yes	41	82%	11	22%
		No	9	18%	39	78%

From the above table the first point shows that 46 i.e.92% of the rural parents and 42 i.e. 84% of the urban parents prefer girls as a helping hand in household activities. Thus it can be concluded that parents from both rural and urban feels that girls are more suitable in doing household chores as compared with boys. In the second point it shows that only 7 i.e. 14% of the rural parents and 16 i.e. 32% of the urban parents agreed that girls alone can look after their sibling in their parents absence. Thus it can be interpreted that parents from both rural and urban feel that girls alone are not capable of taking care of their sibling in their parents absence. In the third point it shows that 30 i.e. 60% of the rural parents agreed that marriage is more important for girl than education but only 10 i.e. 20% of the urban parents agreed to the statement. Thus it can be concluded that urban parents have more understanding on the necessity of girl's education as compared with rural parents. In the fourth point it shows that 15 i.e. 30% of the rural parents agreed that education for girls should be allowed even after marriage but on the other hand 40 i.e. 80% of the urban parents agreed on the statement. Thus it can be concluded that urban parents have more understanding on the necessity of girl's education as compared with the rural parents.

In the fifth point it shows that 37 i.e. 74% of the rural parents and only 22 i.e. 44% of the urban parents feel that education and career should be decided by the parents. Thus it can be concluded that urban parents have more understanding about the education and they give more rights to their daughters to decide their own career than the rural parents. In the sixth point it shows that 30 i.e. 60% of the rural parents agreed that knowing how to read and write is enough for girls and need not go for further studies but on the other hand none of the urban parents agreed with this statement. Thus it can be concluded that urban parents have understanding and awareness about girl's education than the rural parents. In the seventh point it shows that 22 i.e. 44% of the rural parents agreed that educating a girl is a waste of time and money but on the other hand none of the urban parents agreed to the statement. Thus it can be concluded that urban parents have more understanding towards the needs for girls' education as compared with the rural parents. In the eighth point it shows that 41 i.e. 82% of the rural parents prefer girls with good household activities for marriage than educated girls but only 11 i.e. 22% agreed with the statement. Thus it can be concluded that urban parents have more understanding that educated girls have better knowledge about the household work and can manage their families better than the uneducated girls as compared with the rural parents.

IV. Conclusions

In short we can conclude that education of the parents highly influence on their attitude towards girl's education. Those parents from urban who have attained better education have more understanding towards the necessity of girl's education and have more positive attitude towards the education of girls than those parents from rural who are less educated. The economic backgrounds and occupational levels of the parents have influence on their attitude towards girls' education. And on the other hand no matter how developed and educated the people are, their cultural lag still prevent them from broadening their mindset towards girls and girls education. And the discrimination of gender prevail in the society, though it still exist in different forms and in different degrees. Both the parents from rural and urban show some level of discrimination as they prefer their sons than their daughters in every angle. Therefore though education of the parents give positive attitude, cultural lag of the parents on the other hand give negative attitude towards girl's education.

V. Suggestions

1. An awareness campaign on the necessity of the girl's education can be organized for the rural parents. It is very much important to make the uneducated parents realized that girls are not a burden but a pride for the parents.
2. An awareness campaign regarding the facilities provided by the government for the girl's education can be organized for the poor rural parents.
3. The facilities of adult education specially focusing on the uneducated rural parents are the need of the time. Education can enlighten them and remove their prejudice towards girls and their education.
4. Better employment opportunities and income generation plans would go a long way in improving the financial status of the poor rural parent and thereby enhancing their favorable attitude and interest in educating all their children including girl child.
5. Cultural lags which play a role in discrimination of gender needs to be removed through proper education. Education can bring social development and eradication of cultural lagged parents.
6. Both parents and children are needed to be educated about the rights they enjoy and duties they have towards the society. This will make the parents realized about their duties towards their daughters and the daughters about their rights.
7. It is the duty of the teacher or the school authority to make the parents realized that education do not make their daughter lazy, instead it improves them in the way they do their works at home and how they manage themselves.
8. As parental attitudes have huge influence on the education of girls, parental education is a must. It is the education of the parents which can change their negative attitudes to positive attitudes towards their daughters' education. In short, education can bring an overall development of the parents as well as the society. Therefore it is the duty of the government to impart education not only for children but also for the parents.

References

- [1] Luxmi, M. (1966) Education of Women. New Delhi: Macmillan Publisher
- [2] Hate, C.A. (1969) Changing status of women in Post Independence India. Calcutta: Allied Publishers.
- [3] Muthayya, B. C. (1972) Attitude of Children's Education, an opinion Analysis of Villagers in Developmental Block in Hyderabad District. National Institute of Urban and Rural Development. Paramount Publishing House, Hyderabad.
- [4] Papaneck, H. (1973). Changing Women in Changing Society, University of Chicago Press, USA.
- [5] Dutt, (1979) A Study on the Problem of Girls Education. ABS Publishing House, West Bengal.
- [6] Alluwalla B.K and Alluwalla Shashi (1984) Social change in Manipur. Cultural Publishing House, Manipur.
- [7] Mazumdar, V. (1981). Women and Educational Development. ICSSR, New Delhi.
- [8] Vidya, B. and Sachdeva, D.R. (1987), An Introduction to Sociology. Kitab Mahal Publishing, New Delhi.
- [9] Natarajan, S. (1990), Introduction to Economic of Education. New Delhi: Sterling Publishing Pvt, Ltd.
- [10] Ngailiankim, C. (1993). A Study on the Attitude of Parents Towards Women's Education in Imphal Area. M.ed Dissertation. Manipur University.
- [11] Ghosh, G.K. (1997). Women of Manipur. New Delhi: A.P. Publishing Corp.
- [12] Beteille, Andre. (1998). Equality and inequality: Theory and Practice. New Delhi: Oxford University Press.
- [13] Sandhya, Arya. (2000). Women, Gender Equality and the State. New Delhi: Deep and Deep Publishing House.
- [14] Anita, Arya. (2000). Indian Women. New Delhi: Gyan Publishing House.
- [15] Rao, B.B Pushpalata, D, and Harshita, D. (2001). Women as Educators. New Delhi: Discovery Publishing House.
- [16] Sharma, A. (2002). Women in Indian Religions. New Delhi: Oxford University Press.
- [17] Dasai and Thakur (2005). Women in Indian Society. National Book Trust, New Delhi.
- [18] Devi, Jamini. (2006), Education in Manipur. Rai Pravina Brothers Publishing House, Imphal.
- [19] John W, Best, James V, Kahn. (2007), Research in Education. New Delhi: Dorling Kindersley Publishers (India) Pvt. Ltd.
- [20] Choudary, A. (2010) State Initiative for Improvement of the Status of Women through Empowerment. New Delhi: Neutral Publishing House Ltd.

Dr. Tomba Chingtham. "Parental Attitude towards Girl's Education." IOSR Journal of Pharmacy and Biological Sciences (IOSR-JPBS) 7.4 (2017): 01-06.