

Parental attitude towards girl's education: A case study in Jahangirabad, Bhopal

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Abstract

Present investigation paper tried to identify the perception of the parents regarding girls' education in Jahangirabad area of Bhopal (M.P.) during 2016-17. The data was collected from 100 parent respondents (both male and female) for knowing their attitude towards girl's education. The results indicated that parents majority (43%) of the girls in Jahangirabad are very poor whose income fall in the range of 5001-10000 Rs. per month. Further highest numbers of male parents (37%) were labours and maximum numbers of female parents (88%) were housewives while as only one among them was found as govt. employee. Education level of the highest number of male parents (29%) was secondary while as lowest number of male parents (11%) was primary. Similarly in case of female parents, data indicated that education level of the highest percentage of female parents (25%) was secondary while as lowest percentage of female parents (7%) was post-graduation.

Keywords: girls' education, parental attitude, Jahangirabad

Introduction

Girl child education is that type of education which equips the women with all the necessary tools needed for the effective discharge of their own peculiar roles in the service of the nation and indeed, to booster their personal development as well. It is also an avenue that prepares an individual to acquire knowledge and skills that are life- long assets to them during the cause of their stay in this world. It is that process which becomes girl's reality effective. An educated woman understands her world and deals with society well effectively. In the opinion of Imogie ^[1] the prosperity of a country depends not only on the strength of neither fortifications nor the abundance of its income, but depends on the number of well and quality based citizens, that is character, enlightenment and women education.

Education is the right of every girl everywhere and also the key to transforming both the life of girl and the life of her community. Girls without education are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world at large.

Girls' education has been viewed as a primary predictor for a number of development indicators including national fertility rates, infant mortality, family income and productivity. World Bank economists have recognized girls' education as single development intervention with the greatest individual and social returns ^[2]. It is not only important as a social indicator or an engine for economic development leading to a greater level of health, economy, security, liberty and participation in social and political activity, but can possibly yield higher rate of return than any other investment available in developing world ^[3].

United Nations Secretary-General Kofi Annan has clearly identified girl's education as an urgent development priority for the entire UN system where he is reported to have said that:

Parents' attitude towards their child's education is important in determining his/her attendance and academic achievement of the child. Favourable and optimistic attitude towards

education enhances parental involvement in their child's present and future studies. Low socio economic status of the parent's affects their attitude towards their children's. In the recent years, the concept of education is beginning to be equated with learning, irrespective of where, when and how often it occurs. Parental attitude is a measure or an index of parental involvement. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC] ^[4]). It is, therefore, a key component of national educational policies and early childhood programs. In a recent survey it was found that a child, brought up with affection and care in the least restrictive environment copes up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Turnbull ^[5] has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. It is essential that the home and school work closely together, especially for children with disabilities as the parent's attitude is so important. The Warnock Report ^[6] stresses the importance of parents being partners in the education of their children. The foremost role of any parents should be: firstly actively support and secondly enrich the educational processes. Korth ^[7] in his study states there are two important persons in any child's educational life. One is his/her parents while the other one is the professional of that institute. He states that parents are recognized as the major teacher of their children while the professional should be considered consultants to parents.

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing and academic achievement of the child. Favourable attitude towards

schooling and education enhances 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.

The growing awareness regarding education makes many families aware about the value of girl’s education and act favourably towards schooling and education of the girls. They become a part of the decision making process of school, and decide the girl’s future regarding higher education. Since the literature reveals that no study related to present topic has been conducted in Jahangirabad area of Bhopal, hence the present investigation has been conducted with following objectives.

1. To know the educational and school attitude of parents towards girl education.
2. To know the future planning and aspirations of the parents towards girl education.
3. To know about perceptions of parents regarding the benefits of girl education.

2. Materials and Methods

2.1 Area of Study

Jahangirabad a part of Y class city of Bhopal Madhya Pradesh India was selected for present investigation. The socio economic condition of most of the people in this area is very weak because majority of them are land less labours. Education standard of majority of people is also very low and this area is lagging behind on all other fronts. The area is dominated by Muslims and low cast people of other religions. Majority of the parents have a positive attitude towards girl’s education but find difficulties in sending their girls due to lack of govt. policies. The head of the family are males, while the females took care of the children. In many fields girls are ignored especially in receiving education.

Parents made all efforts to ensure their boys attend school and make them in better position in society than girls. Girl’s education in the past was considered as wastage of time and money. Some parents believed that female are only for domestic purpose. After getting married, they focus their new home and tend to forget their parents. Males are respected by their family members. Without a male child home is considered as incomplete. In this area of Bhopal, girls are forced to get early marriage.

2.2 Sample

In order to achieve all the objectives of present investigation, the study consisted of residents of Jahangirabad Bhopal. The

data was collected from 100 parent respondents (both male and female) for knowing parental attitude towards girl’s education.

2.3 Tool

An attitude scale was prepared by the researcher with the purpose to know the attitude of parents towards girl’s education in Jahangirabad Bhopal. The data was collected through a scale consisting of 26 statements, all pertaining to schooling and education of girls. The respondent’s attitude was rated on a three-point Likert scale (Agree, Disagree and No decision). The parents were also asked to provide information regarding their income, occupational and educational background. The data was analysed by applying the percentage statistics.

3. Results & Discussion

The results pertaining to the present study “Parental attitude towards girl’s primary education” are presented in the sub headings as follows.

Table 1: Monthly income of 100 selected households.

S. No.	Monthly Income range (Rs.)	Respondent (Number)	Percentage
1.	1001 - 5000	41	41%
2.	5001 - 10000	43	43%
3.	10001 - 15000	04	04%
4.	15001 - 20000	07	07%
5.	20001 - 25000	02	02%
6.	25001 - 30000	01	01%
7.	30001 – 35000	00	00%
8.	35001 - 40000	02	02%
Total		100	100

Data in Table 1 & Fig. 1 indicated that highest number of parents were 43 (43%) which fall in the income range of 5001-10000 Rs. per month while as minimum were 01 (01%) whose income was found as Rs. 25001-30000 per month. Further 41% of the parents were found very poor whose income ranged between 1001 – 5000 Rs per month. The data also revealed that %age of parents who had 10001 – 15000, 15001 – 20000, 20001 – 25000 and 25001- 30000 average income per month were 4%, 7%, 2% and 1% respectively. The results are in conformity with those of Tansel [8] and Tunali [9] who reported that Parental socioeconomic status as measured by household income and parental education are among the determining factors of children’s education.

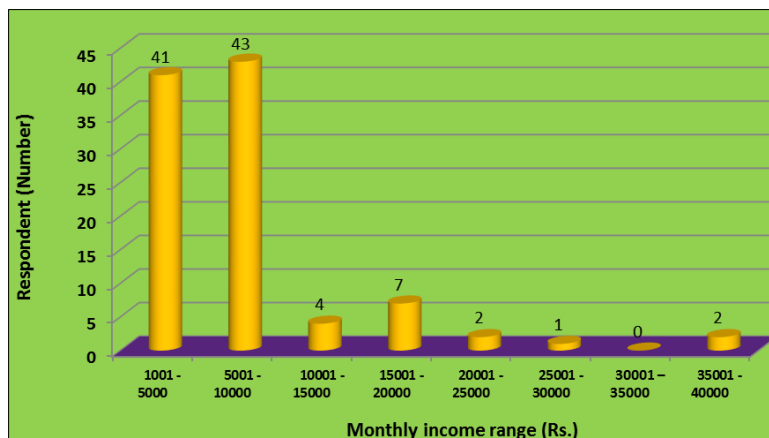


Fig 1: Monthly income of 100 selected households in Jahangirabad.

Table 2: Occupation of parents (male and female) of 100 selected girls.

S. No.	Occupation	Parent			
		Father		Mother	
		Respondent (No's)	%age	Respondent (No's)	%age
1.	Govt. Service	08	08	01	01
2.	Private job	14	14	07	07
3.	Business	36	36	-	-
4.	Household work	-	-	88	88
5.	Labour	37	37	04	04
6.	Disable	05	05	-	-
Total		100	-	100	-

Results indicated that highest percentage of male parents (37) were labours while lowest percentage of male parents (08) were govt employee (Table 2 & Fig. 2). Further the %age of male parents who had private job and business were 14% and 36% respectively. In addition to that 3% of male parents were found unable to work because of disability.

Similarly in case of female parents results revealed that maximum of them (88%) were housewives while as only one among them was found as govt. employee. Further the %age of female parents who were private employee and labour were 7% and 4% respectively. Njoki [10] also found that parental level of education, family economic status/occupation, family size and cost of education had a great impact towards students' access to secondary schools.

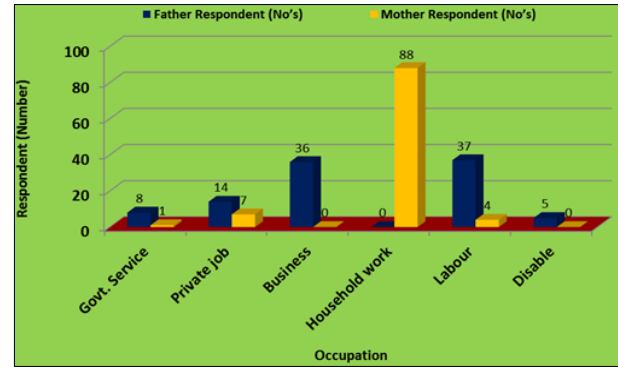


Fig 2: Occupation of parents (male and female) of 100 selected girls in Jahangirabad.

Table 3: Education level of parents (male and female) of 100 selected girls.

S. No.	Education	Parent			
		Father		Mother	
		Respondent (No's)	%age	Respondent (No's)	%age
1.	Illiterate	19	19	24	24
2.	Primary	10	10	08	08
3.	Middle	11	11	14	14
4.	Secondary	29	29	25	25
5.	Sr. Secondary	14	14	10	10
6.	Graduation	17	17	12	12
7.	Postgraduation	-	-	07	07
Total		100	-	100	-

Data in Table 3 & Fig. 3 shows that the education level of the highest percentage of male parents (29) was secondary while as lowest percentage of male parents (11) was primary. Further the percentage of male parents with education level of middle, Sr. Secondary and graduation were 11%, 14% and 17% respectively. In addition to that 19% of male parents were found illiterate and none of them was found Post graduate. Rankin and Aytac [11] also asserted that family resources, especially parental education are important determinants of education for both boys and girls.

Similarly in case of female parents, data in Table 3 shows that the education level of the highest percentage of female parents (25) was secondary while as lowest percentage of female parents (07) was post graduation. Further the percentage of female parents with education level of primary, middle, Sr. Secondary and graduation were 08%, 14%, 10% and 12% respectively. In addition to that 24% of the female parents were found illiterate. Dilli [12] stated that mothers' educational attainment and opportunities. More specifically, mother's level of education impacts the quality of girls' education as revealed by the international studies. Roudi, Fahimi and Moghadam [13] also asserted that girls have higher level of enrollment and attainment when mothers are educated.

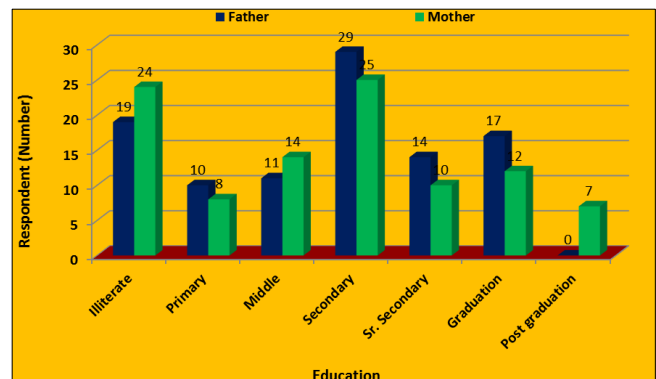


Fig 3: Education level of parents (male and female) of 100 selected girls in Jahangirabad.

Data in Table 4 indicated that in terms of parental attitude towards girl's education, it was found that 100% parents were agreeing with statements that girl's education is essential for the society, educated girls will be more knowledgeable about raising children in future, girl's education contributes to economy of the country in the long run, education enables girls to be good house-wives in the future, girls should be provided with equal educational opportunities as boys,

families should support girl’s education, girls can be successful as boys at school, girls contribute to social development and educated girls support their family financially. The results are in conformity with those of Miller ^[14] who also found a positive relationship between parental attitudes and girls’ educational attainment. Also, it was found that 100% parents were disagreeing with that girls should educate at home only and it is more important to spare money for boy’s education, 3% parents agreeing that it is morally wrong to send girls above certain age to school, 93% were disagreeing and 4% were not decided. Also, it was found that regarding the statement it is more essential for girls to learn house hold chores than going to school, 1% parents agreed, 95% disagreed and 4% were not decided. Further, 2% parents agreeing that it is not necessary for girls to go to school as their husband will take care of them when they get married while 98% disagreeing. It was found that 8% parents. agreeing that it is not right to send girls to school as they will be in the same environment with the boys, 80% disagreeing and 2% were not decided. It was found that 1% parents were agreeing that it is not essential for girls to become educated and get a job to maintain the family while 99% were disagreeing. It was found that 1% parents were agreeing that it is unnecessary to send girls to school as they will eventually get married and leave home while 99 were disagreeing. It was found that 1% parents were agreeing that it is more essential for girls to learn child care at home than going to school while

99% were disagreeing. It was found that 1% parents were agreeing that it is not appropriate to send girls to school as they might make harmful friends at school, 93% were disagreeing and 6% were not decided. It was found that 100% parents were disagreeing that it is not right for girls to go school in our religion and is not appropriate for girls to be educated according to our customs and traditions. It was found that 36% were agreeing that it not appropriate for girls to go another place for education, 63% were disagreeing and 1% were not decided. It was found that 1% parents were agreeing that girl’s will be more rebellious if they are sent to school, 90% were disagreeing and 9% were not decided. It was found that 30% parents were agreeing that it is not appropriate to send girls to school unless their teacher is female, 68% were disagreeing and 2% were not decided. It was found that 2% parents were agreeing that girls cannot be successful as boys at school, 95% were agreeing and 3% were not decided. It was found that 99% parents were agreeing that educated girls can take decisions about themselves independently while 1% was disagreeing. Buzdar and Ali ^[15] also investigated the parents’ attitudes toward their daughters’ education in tribal areas of district Dera Ghazi Khan (Pakistan) in which the findings disclosed the parents’ positive perceptions toward their daughters’ education but at the same time severe scarcity of human and physical infrastructure for girls’ education was also presented in the area.

Table 4: Parental attitude toward girl’s education in Jahangirabad.

S.No.	Statement	Agree	% age	Disagree	%age	No-Decision	%age
1.	Girl’s education is essential for the society.	100	100	-	-	-	-
2.	Educated girls will be more knowledgeable about raising children in future.	100	100	-	-	-	-
3.	Girl’s education contributes to economy of the country in the long run.	100	100	-	-	-	-
4.	Education enables girls to be good housewives in the future.	100	100	-	-	-	-
5.	Girls should be provided with equal educational opportunities as boys.	100	100	-	-	-	-
6.	Families should support girl’s education.	100	100	-	-	-	-
7.	Girls can be as successful as boys at school.	100	100	-	-	-	-
8.	Educated girls contribute to social development.	100	100	-	-	-	-
9.	Educated girls support their families financially.	99	99	-	-	01	01
10.	Educated girls can take decisions about themselves independently.	100	100	-	-	-	-
11.	It is not appropriate for girls to be educated according to our customs and traditions.	36	36	63	63	01	01
12.	Girls will be more rebellious if they are sent to school.	30	30	68	68	02	02
13.	It is not right to send girls to school as they will be in the same environment with the boys.	08	08	80	80	02	02
14.	It is morally wrong to send girls above certain age to school.	03	03	93	93	04	04
15.	It is not necessary for girls to go to school as their husband will take their care after marriage.	02	02	98	98	-	-
16.	It is not appropriate to send girls to school unless their teacher is female.	02	02	95	95	03	03
17.	It is more important to spare money for boy’s education.	-	-	100	100	-	-
18.	It is more essential for girls to learn household chores than going to school.	01	01	95	95	04	04
19.	It is not essential for girls to become educated and get a job to maintain the family.	01	01	99	99	-	-
20.	It is unnecessary to send girls to school as they will eventually get married and leave home.	01	01	99	99	-	-
21.	It is more essential for girls to learn child care at home than going to school.	01	01	99	99	-	-
22.	It inappropriate to send girls to school as they might make harmful friends there.	01	01	93	93	06	06
23.	It is not appropriate for girls to go another place for education.	01	01	90	90	09	09
24.	It is not right for girls to go to school in our religion.	-	-	100	100	-	-
25.	Girls should be educated at home only.	-	-	100	100	-	-

4. Conclusion

From the above it is concluded that majority of the people in Jahangirabad are very poor. Male parents of most students are labours while as majority of female parents are house wives. Education standard of male parents is also low than female

parents. However they have a positive attitude towards girl’s education. Some respondent find difficulties in sending their girls to school due to lack of govt. policies, long distance, shortage of female teachers, financial problems etc. The other causes of dropout rate of girls in Jahangirabad are lack of

parent's interest, poverty, illiteracy, non-availability of facilities and excessive home work.

5. Acknowledgement

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