

Attitude of Parents Towards Girls' Education – A Case Study in Nalbari District of Assam

Rahul Kalita

Assistant Professor, Department of Education, Tihu College, Tihu, Nalbari, Assam, India

Email- Kalitar416@gmail.com

Dr. Sunil Kumar Das

Assistant Professor, Department of Education, Tihu College, Tihu, Nalbari, Assam, India

Email: sunil_das2011@rediffmail.com

Abstract-

Everyone has the rectitude to be educated without any bigotry of gender, color, location, or caste. The English word 'Education' emanated from the Latin word 'Educare' implies nourishing. Society's advancement is enormously impacted by women's education. Society can never be subsisted without women. They have all the liberties as men. But the inherited society has been overwhelmed by the erroneous notion of contemplating women as behind men in all orbs of life. As a result, it has become very substantial to remove this impulse and entrusted the woman to her reasonable position. This can only be achieved when girls are educated and they acknowledged their status. Consequently, the education of girls has become exceedingly substantial. Another path to peel off this notion by building up the mindset of parents toward girls' education. Parents need to evolve an admirably encouraging attitude toward the education of girls.

Keywords- Girls' Education, Parental attitude, Education.

Introduction-

Parents are particularly exploited by conventional opinions considering the flawless functions of women and girls in society. Traditionally, the only functions obtainable to females were those of misses and mothers. Women were therefore noticed as nurturers and primarily as equipping backing for men who performed to furnish for the family. Being physically ineffectual, women were hence also sensed as standing nominal competent and instructing the security and recommendation of men. These perspectives have persisted even in contemporary times when socio-economic transitions have made tertiary education essential, not just to furnish income-earning possibilities with degrees but also for the possibility to contribute to the advancement in the criteria of living of individuals, families, and communities.

Education is one of the fundamental compromises of human and artistic self-realization as well as a compromise of acknowledging the effective strength of a nation. Education is generously considered as that structure of learning which oversees the accession of proficiency, mastery, and philosophy which facilitate one to accommodate and pitch into the atmosphere one uncovers himself/herself. It is the traditional type obtained in establishments, as well as the variety developed in the casual setting, combining adult and non-formal education. It also exemplifies the different forms of learning which oversee the investment of endless literacy.

Education is very significant for every youngster whether boys or girls. But it is unfortunate that some societies even differentiate against the education of the girl child. Women and girls in developing countries usually renounced possibilities for education. The scarcity of education limits and opportunities decreases family income, put women and girls at threat of trafficking and exploitation, and alters the economic advancement of the whole country. About two centuries back, education was simply edifying. Today the world is enacting instantaneous modifications. For a country that has received the goal of a democratic levelersociety, the publicity and growth of women's education is a foregone responsibility. Clearly, in the all-around development of a country, women's education is strongly required and it is also the key to opening the door to modernization. World education acknowledges that education for girls is the single most adequate path to enhance the lives of individual households

as well as to carry economic growth to needy communities worldwide. The girl child of today is tomorrow's woman. If tomorrow's woman is to come to be a comparable spouse to man, there is a tremendous necessity to accord the girl child her reasonable share of pride and possibility.

Assam is a state of heterogeneous people with socio-cultural and ethnic diversity. According to the 2011 census study, the total literacy rate of Assam is 72.19%. The male literacy rate is 77.85% and the female literacy rate is 66.27% in Assam. Among the districts of Assam, Kamrup Metropolitan (Urban) ranks first with 91.19% out of which male and female literacy rates were 94.08% and 88.09% respectively and Dhubri ranks last with 58.34% literates out of which male and female literacy rates were 63.10% and 53.33% respectively as per the 2011 census study. The literacy rate in rural areas of Kamrup Metropolitan District is 76.45% out of which male and female literacy rates were 82.36% and 70.22% respectively as per census data of 2011. The Nalbari district of Assam ranks fifth with 78.63% out of which male and female literacy rates were respectively 84.36% and 72.57% as per the 2011 Census report.

Need and Justification of the Study-

Education of girls has an encouraging consequence in their observatory which enables them to turn over a new leaf in their position. Education disseminates their watchtower in various sectors and their outlook was enlarged. They evolve frugality independently and thus heighten their norm of living. Home is the first school and the mother is the first teacher. And accordingly, a society cannot process virtually when the females are untaught and ignorant. Therefore, girls' education is very essential for the expansion of society or the nation. An ordinary belief that disbursing funds on girls is worthless or that it's a sumptuous thing to educate them as they will be married off to another family impedes their education. Though girls obtaining an education through academies are the single largely adequate path to diving into poverty. It improves life yearning, decreases family size, enhanced child survival, puts forward productivity, and enables women to mandate a voice in both private and general life. According to Jawaharlal Nehru, "Education of boys is the education of one person, but the education of a girl is the education of the entire family". Thus, to convey the upliftment of the society and growth education of girls is the prerogative stage to be taken up. Among the North-Eastern States of India, Mizoram (91.58%) ranks first and Assam (72.19%) ranks seventh according to the census report of 2011. Table-1 illustrates the literacy rate of districts of Assam. Table-2 shows the literacy rate of ten selected villages in the Nalbari district. For this study, ten selected villages of the Nalbari district have been taken up. These ten villages have been taken up as these are the most advanced villages in the whole of Nalbari district in the area of women's education. Therefore, it is contemplated justified to do the study in these particular villages.

Table-1: Literacy rates of districts of Assam, 2011 Census

| District | Male (In percentage) | Female (In percentage) | Total (In percentage) |
|------------|-------------------------|---------------------------|--------------------------|
| Kamrup (M) | 92.13 | 85.07 | 88.71 |
| Jorhat | 87.63 | 76.45 | 82.15 |
| Sivasagar | 85.84 | 74.71 | 80.41 |
| Cachar | 72.21 | 62.82 | 79.34 |
| Nalbari | 84.36 | 72.57 | 78.63 |
| Karimganj | 69.65 | 59.61 | 78.22 |
| Dima Hasao | 83.29 | 71.33 | 77.54 |
| Golaghat | 83.56 | 71.09 | 77.43 |
| Lakhimpur | 83.52 | 70.67 | 77.20 |
| Dibrugarh | 82.82 | 68.99 | 76.05 |

| | | | |
|---------------|-------|-------|-------|
| Kamrup ® | 82.36 | 70.22 | 75.55 |
| Hailakandi | 80.74 | 67.6 | 74.33 |
| Dhemaji | 79.84 | 65.21 | 72.70 |
| Nagaon | 76.51 | 68.07 | 72.37 |
| Bongaigaon | 74.87 | 64.43 | 69.74 |
| Tinsukia | 77.19 | 61.73 | 69.66 |
| Baksa | 77.03 | 61.27 | 69.25 |
| Karbi Anglong | 76.14 | 62 | 69.25 |
| Morigaon | 71.9 | 64.04 | 68.03 |
| Goalpara | 71.46 | 63.13 | 67.37 |
| Sonitpur | 73.65 | 60.73 | 67.34 |
| Udalguri | 72.58 | 58.05 | 65.41 |
| Kokrajhar | 71.89 | 58.27 | 65.22 |
| Barpeta | 69.29 | 58.06 | 63.81 |
| Chirang | 70.24 | 56.65 | 63.55 |
| Darrang | 67.87 | 58.04 | 63.08 |
| Dhubri | 63.10 | 53.33 | 58.34 |

Source: 2011 Census report

Table-2: Literacy rates of ten selected villages of Nalbari District, 2011 Census

| Villages | Male (In percentage) | Female (In percentage) | Total (In percentage) |
|-------------|-------------------------|---------------------------|--------------------------|
| Japarkuchi | 89.06 | 85.80 | 87.44 |
| Namati | 85.44 | 71.8 | 78.82 |
| Barkura | 92.77 | 83.7 | 88.38 |
| Madhapur | 74.34 | 63.80 | 69.19 |
| Mugkuchi | 85.81 | 74.05 | 80.07 |
| Majdia | 88.18 | 82.30 | 85.31 |
| Kumarikata | 90.88 | 78.95 | 85.22 |
| Paila | 94.70 | 81.79 | 88.40 |
| Balilesha | 86.32 | 75.23 | 80.97 |
| Paikarkuchi | 95.63 | 86.68 | 91.23 |

Source: 2011 Census report

Literature Review-

Very little research work on the current area of research has been done. The present study also attempts to fill up the gap in this area of research.

- Dr. Joyashree (2022) determined the problems of girls' education at the secondary stage of Darrang District of Assam. The study disclosed that financial difficulty, co-education problems, transport problems, etc. had a great effect on the enrolment and dropout situation of girls.
- Gogoi, Diganta Kr. and Handique Madhumita, in their study on Girl Child Education among Tea-Tribes in Rajgarh Tea Estate of Dibrugarh District of Assam, noted some factors such as parents' attitude, financial problems, and lack of proper facilities that induce low educational velocities among the girl child belonging to the Tea- Tribe community
- Bora, in his study Education of Tea Tribe Children (2002): A case study of Udalguri District of Assam researched the tea gardens of Dibrugarh District and found that due to early marriage, the enrolment status of girls is low in comparison to boys. He also stated that schools could not create motivation among the child.

- Sahu Ekta and Bhuyan Shyamolee (2022) in their study on the educational status of the Tea-Tribe Community in Assam found that there are so many factors that affect girls' education. These factors are the joint family system, school dropout, parental attitude, financial problems, etc. The review of related literature shows that there are so many different aspects that influence the educational development of girls and the investigators have found a smaller number of studies regarding parents' attitudes toward girl's education.

Objectives of the Study-

The main objectives of the study are-

1. To know the attitude of parents of different educational levels towards the education of girls.
2. To know the attitude of parents of different income levels towards the education of girls.
3. To know the attitude of parents engaged in different occupations towards the education of girls.

Hypotheses of the Study-

1. There is no significant difference in the attitude of parents of different education levels towards the education of girls.
2. There is no significant difference in the attitude of parents of different income levels towards the education of girls.
3. There is no significant difference in the attitude of parents of different occupations towards the education of girls.

Significance of the Study-

The present study is significant because the selected villages have a lower population. The majority of women in all the selected villages know about girls' education.

The study is also significant to universalize education as the government has initiated many programs regarding girls' education.

Methods and Tools Used-

A self-made interview schedule has been made to collect primary data besides an interview has been taken with a few teachers of the village. Therefore, the method used for the present study is the descriptive survey method. Besides this, the investigators have also collected secondary data from various journals, articles, books, websites, newspapers, etc. The collected data is analyzed using algebraic analysis and have been represented using graphical techniques such as pie chart and bar diagrams.

Definition of the Keyword used-

- **Girls' Education-** Girl child education refers to the aspect of education that aims at expressing the command and knowledge of girls and women from all castes, races, and backgrounds.
- **Parental Attitude-** Parental attitude denotes the parents' expression towards their child. It expresses parents' edge of mind and standards for their involvement in a child's life. It contemplates their effect on children's choices, actions, responses, behavior, and overall personality.
- **Parental Education-** Parent education stresses improving parenting practices and compartments, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones, endorsing positive play and communication between parents and children, and placement and retrieving community services and supports.

Sample of the study-

In the present study, the simple random sampling method was used. The sample for the present study consists of a total of 100 parents from the selected villages of the Nalbari district out of which 10 parents have been selected from each village randomly.

Administration of the study-

To complete the present study, the researcher designed a self-developed questionnaire. For the construction of the questionnaire, the researcher made 50 questions for the parents of the villages of the Nalbari district. The subject was also informed that there were no right or wrong answers. The researcher was requested to be cooperative and honestly mark their answers. The time varies from person to person to fill up the questionnaires. The educated parents took less time to fill up the questionnaire. But the illiterate parents took more time to fill up the questionnaire. So usually, parents took 20 to 35 minutes to complete all the questions prescribed in the questionnaire. Then the researcher adopted percentages to assess the significant differences in parental attitudes toward girls' education.

Analysis and Interpretation-

Analysis and interpretation are also important steps of research work. They provide answers to the research questions suggested in the particular study. Analysis means assembling, operating, and summarizing data, and interpretation gives the results of the analysis. Here the investigators analyze the research objectives and based on these analyses, the investigators have also interpreted the data.

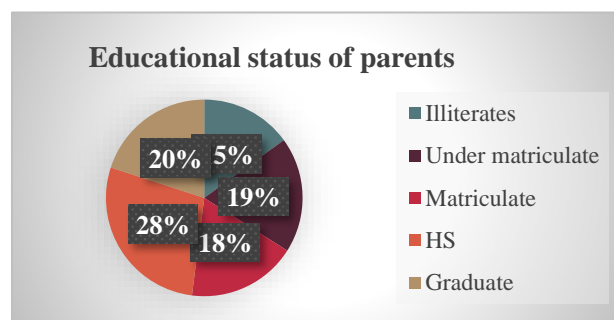
First Objective-To finds out the attitude of parents of different educational levels towards the education of girls.

Table -3: Educational Background of the Parents.

| Qualification | Numbers | Percentage |
|-------------------|---------|------------|
| Illiterates | 15 | 15% |
| Under matriculate | 19 | 19% |
| Matriculate | 18 | 18% |
| HS | 28 | 28% |
| Graduate | 20 | 20% |

Source: Investigators' field survey

Figure-1: Parents' educational background



Source: Investigator's field survey (Table No 3)

Table-4: Educational Background of parents and their attitudes towards girl education.

| Qualification | No. of Parents | Positive Attitude Towards Girl Education | | Negative Attitude Towards Girl Education | |
|-------------------|----------------|--|------------|--|------------|
| | | No. | Percentage | No. | Percentage |
| Illiterates | 15 | 10 | 66.67% | 5 | 33.33% |
| Under Matriculate | 19 | 14 | 73.68% | 5 | 26.32% |
| Matriculate | 18 | 12 | 66.67% | 6 | 33.33% |
| HS | 28 | 21 | 75% | 7 | 25% |
| Graduate | 20 | 15 | 75% | 5 | 25% |

Source- Investigators' own field survey.

The above figure-1 indicates that 15% of the parents were illiterates and 19% were under matriculation. Only 18% were matriculated. It also indicates that 28% of the parents were Higher Secondary passed and 20% were graduates.

The above Table No. 4 indicates that out of 15 parents who are illiterates 10 (66.67%) have a positive attitude towards girl education and 5 (33.33%) have a negative attitude towards girl education. Out of the 19 under matriculate parents 14 (73.68%) have positive attitudes and 5 (26.32%) have negative attitudes towards girl education. Out of the 18 matriculate parents 12 (66.67%) have a positive attitude and 6 (33.33%) have a negative attitude towards girl education. Out of the 28 parents who have passed higher secondary, 21 (75%) have a positive attitude and 7 (25%) have a negative attitude towards girl education. The number of graduate parents is 20. Out of this 15 (75%) have a positive attitude and 5 (25%) have a negative attitude towards girl education.

Thus, it can be speculated that the parents' educational levels have an enormous impact on the girl's education. So, the first Hypothesis of the study that "There is no significant difference in the attitude of the parents of different education levels towards the education of girls" is rejected as Parents with higher educational qualifications have more compassion and awareness towards the education of girls than the parents with less educational qualifications.

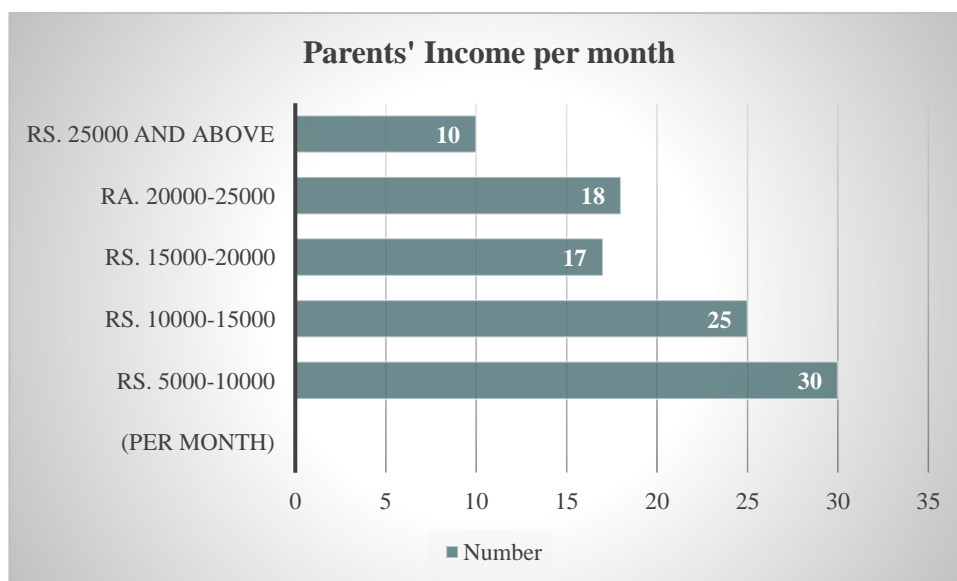
Second Objective- To know the attitude of parents of different income levels towards the education of girls.

Table-4: Economic Background of the Parents.

| Parent's Income (Per Month) | Number | Percentage |
|-----------------------------|--------|------------|
| Rs. 5000-10000 | 30 | 30% |
| Rs. 10000-15000 | 25 | 25% |
| Rs. 15000-20000 | 17 | 17% |
| Rs. 20000-25000 | 18 | 18% |
| Rs. 25000 and above | 10 | 10% |

Source- Investigators' own field survey

Figure-2: The monthly income of parents.



Source: Investigators' field survey (Table No 4)

Table-5: Parents' income and their attitude toward Girls' education

| Parents' income (per month) | No. of parents | Positive attitude toward girl education | | Negative attitude toward girl education | |
|-----------------------------|----------------|---|------------|---|------------|
| | | No | Percentage | No | Percentage |
| Rs. 5000-10000 | 30 | 6 | 20% | 24 | 80% |
| Rs. 10000-15000 | 25 | 8 | 32% | 17 | 68% |
| Rs. 15000-20000 | 17 | 9 | 52.94% | 8 | 47.05% |
| Rs. 20000-25000 | 18 | 10 | 55.55% | 8 | 44.44% |
| Rs. 25000 and above | 10 | 10 | 100% | 0 | 0 |

Source: Investigators' own field survey.

The above figure-2 indicates that the majority of students belong to the lowest-income group which is 30% of parents earned between Rs 5000-10000, and 25% earned between Rs 10000-15000. The remaining 17% of parents earned Rs between 15000 to 20000 and 18% of parents earned between 20000 to 25000 rupees. Foremost 10% of parents were earning 25000 and above.

The above Table No. 5 shows that out of the 30 parents whose earning is 5000 to 10000 rupees 6 (20%) have a positive attitude and 24 (80%) have a negative attitude towards girl education. Out of the 25 parents who earned 10000-15000 rupees 8 (32%) have a positive attitude and 17 (68%) have a negative attitude towards girl education. Out of the 17 parents who earned 15000-20000 rupees, 9 (52.94%) have a positive attitude and 8 (47.05%) have a negative attitude towards girl education. Out of the 18 parents whose earning is 20000-25000 rupees, 10 (55.55%) have a positive attitude and 8 (44.44%) have a negative attitude towards girl education. 10 parents who earned 25000 rupees and above, all the parents have a positive attitude towards girl education.

Hence, the study's second hypothesis that "There are no significant differences in the attitude of parents of different income levels towards the education of girls" is denied as parents with higher income earnings have more understanding towards girls' education than parents with less income.

Third Objective- To find out the attitude of parents with different occupations towards the education of girls.

Table-5: Occupational Level of the Parents.

| Occupation | Numbers | Percentage |
|----------------------|---------|------------|
| Farmer | 42 | 42% |
| Business | 19 | 19% |
| Government Employees | 25 | 25% |
| Private Employees | 14 | 14% |

Source- Investigators' own field survey.

Figure-3: The occupation of parents.

Source: Investigators' field survey (Table No 5)

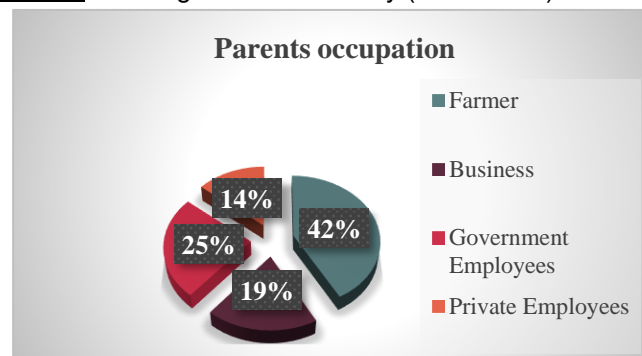


Table-6: Different occupational levels of parents and their attitude toward girl education.

| Occupation | No. of parents | Positive attitude toward girl education | | Negative attitude toward girl education | |
|----------------------|----------------|---|------------|---|------------|
| | | No | Percentage | No | Percentage |
| Farmer | 42 | 10 | 23.80% | 32 | 76.19% |
| Business | 19 | 16 | 84.21% | 3 | 15.79% |
| Government Employees | 25 | 23 | 92% | 2 | 8% |
| Private Employees | 14 | 10 | 71.42% | 4 | 28.57% |

Source- Investigators' own field survey.

The above figure-3 indicates that 42% of parents were farmers, 19% were businessmen, 27% were government employees, and the remaining 14% of parents were private employees. Thus, it can be concluded that parents' occupations have very significant implications for girl education. The parents who are farmers constitute the highest percentage of occupation that is 42%.

The above Table No. 6 indicates that out of the 42 parents who are farmers, 10 (23.80%) have a positive attitude and 32 (76.9%) have a negative attitude towards girl education. Out of the 19 parents who are businessmen, 16 (84.21%) have positive attitudes and the remaining 3 (15.79%) have negative attitudes towards girl education. Out of the 25 parents who are government employees, 23 (92%) have positive attitudes and the rest of the 2 (8%) have negative attitudes towards girl education. Out of the 14 private employees' parents, 10 (71.42%) have positive attitudes and the remaining 4 (28.57%) have negative attitudes towards girl education.

Therefore, the third hypothesis of the study "There are no significant differences in the attitude of parents of different occupations towards the education of girls" is also denied as government employees and businessmen hold more awareness towards the education of girl children.

Major Findings of the Study-

- i.* In the present study, it has been found that the educational level of the parents has a huge influence on the girl's education. The more educated parents have more awareness of the girl's education than the parents of the less educated.
- ii.* In the present study, it has been found that the parents who earned more income have more understanding of girls' education and the parents who earned less income have less understanding of the education of girl children.
- iii.* In the present study, it has been found that the occupation of parents also influences the attitude of parents toward girl education. Occupations like government employees, and businessmen hold more understanding towards girl education than occupations like farmers.

Suggestions-

- i.* Educational awareness campaigns should be held especially in remote areas to make people conscious of the importance of girl education.
- ii.* Opportunities for scholarships for bright students whose parents earned less income but who want to pursue higher education.
- iii.* Educational facilities should be furnished to the state administration in the rural area from pre-primary to higher education as education has great importance in the life and attitude of parents towards their girl's children as education is the means of change and transformation.
- iv.* Education, income, and the job of the parents play a great role in the education of girl's education. It is therefore, state administration will try to provide the opportunity to get educational facilities, income generation programs from the different funding agencies, and employment facilities in the said community. So that, most of the parents will have the chance to improve their educational level, income level as well as job opportunities to improve the quality and quantity of girls' education in rural areas.

Conclusion-

The parents should be encouraged by teachers to send their girls to school. Particularly parents who are hesitating to do so because they are uneducated. It is also advised that female schools be raised. A respectable idea is to provide compensation to enroll girls in school. Compensation should be given to disadvantaged parents so that they can have the money to send their daughters to private schools. Lastly, it can be inferred that when women are educated, their countries become stronger and booming.

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