

Parent's opinion about girls education

1 2 3 4
K.A. Thakkar, K.D. Solanki, M.C. Soni, N.V. Chaudhary,
5 6
M.A. Munshi, B.T. Patel

INTRODUCTION

Rate of education is an important indicator of development of any country. After independence, the Govt. of India has made intensive efforts to remove illiteracy. However, we are far behind so far as women's education is concerned. The literacy level of men and women in India and Gujarat is 48.28 per cent and 55.10 : 32.30 per cent respectively. This figure focuses upon the magnitude of the challenge that we are facing to day in case of women's education. Rani and Bhav (1982) reported that rural women took keen interest in the decision to be made about their children. Thombre *et al.* (1986) observed that 70 per cent women exhibited favourable opinion about girl's education. Now a days when education is open for all providing equal opportunity for boys and girls, we are however lagging behind in girls' education. In this situation, it is important to know parents' opinion about their girls' education. With this back ground in mind, 'A study of parents opinion about girls' education ' was under taken.

OBJECTIVES

1. To study the socio-personal and economic characteristics of the parents.

2. To know the parents' opinion about girls' education.
3. To findout relationship between parent's opinion and their characteristics.
4. To find out the problems of girls' education.

METHODOLOGY

The study was under taken in Palanpur taluka of Banaskantha district (Gujarat State). Palanpur taluka was purposively selected considering its educational facilities. Eight villages and ten families from each village were selected at random. Thus the total respondents were 160 i.e. 80 families. For weighing parent's opinion about girls' education, a teacher made test was developed and used. The independent variables viz. education, social participation and socio-economics status were measured with the help of the scale developed by Trivedi (1963). Considering the objectives of the study, a schedule was developed. The data were collected by personal interview. The data thus collected were analysed and salient interpretations were made. The statistical measures like frequency, percentage, mean, standard deviation, coefficient of co-relation, were used.

-
1. Assoc. Extension Educationist, Tribal Upliftment Project, GAU, Khedbrahma.
 2. & 4 Asstt, Prof. (Extension Education), College of Agriculture, GAU Sardar Krushinagar.
 3. Assoc, Prof. (Extension Education), College of Agriculture, GAU, Sardar Krushinagar.
 5. Prof. of Extension Education, College of Agriculture, GAU, Junagadh.
 6. Dy. of Extension Education (Zone), GAU, Sardar Krushinagar.

FINDINGS AND DISCUSSION

(A) Socio-personal characteristics:

Table : 1 Personal characteristics of parents.

(n=160)

Sr. No.	Variable	Category	Respondents	
			Frequency	Percentage
1	Age	Young (Below 35 yrs.)	80	50.00
		Adult (35-50 yrs.)	57	35.62
		Old (above 50 yrs)	23	14.38
2	Education	Illiterate	77	48.12
		Can read & write	7	4.38
		Upto 4th Std.	17	10.62
		5-7 Std.	27	16.88
		8-10 Std.	16	10.00
		Higher secondary	8	5.00
		College Education	8	5.00
3.	Type of family	Nuclear	96	60.00
		Joint	64	40.00
4	Size of family	Small (upto 4)	43	26.88
		Medium (5 to 7)	96	60.00
		Large (8 and above)	21	13.12
5	Occupation	Agril. labours	22	13.75
		Caste occupation	14	8.75
		Skilled labours	6	3.75
		Business	6	3.75
		Farming	94	67.50
		Service	18	11.25
6	Family education	Low (upto 5 score)	27	16.88
		Medium (6-18 score)	108	67.50
		High (above 18 scoe)	26	15.62
7	Annual income	Low (upto 2500 Rs.)	11	6.88
		Medium (2500 to 20500 Rs.)	124	77.50
		High (above 20500 Rs.)	25	15.62

Sr. No.	Variable	Category	Respondents	
			Frequency	Percentage
8.	Land holding	Landless	47	29.38
		Marginal (less than 2, 5Acre)	29	18.12
		Small (2.6 to 5 Acre)	31	19.37
		Medium (5.1 to 12.5 Acre)	42	26.25
		Large (above 12.5 Acre)	11	6.88
9.	Social Participation	Nil (0 score)	128	80.00
		Low (1 score)	10	6.25
		Medium (2 score)	7	4.38
		High (3 & above score)	15	9.37
10	Socio-economic status	Low (upto 6 score)	30	18.75
		Medium (7 to 26 score)	104	65.00
		High (above 26 score)	26	16.25

It is evident from Table 1 that about fifty per cent respondents were of young age (50%) and illiterate (48.12%). Their family type tended to be nuclear (60%) with 5-7 members in their family. A little more than half (58.75%) of the families belonged to farming. Regarding family education, nearly two-third (67.50%) of the families were medium followed by low family education (16.88%). Their annual income ranged from Rs. 2500 to 20500 for 77.50 percent respondents. As far as land holding, 29.38 per cent respondents were found not to be cultivating any land. On the other hand, 26.25 per cent respondents were having medium size of land holding followed by small and marginal land holders. Further it was observed that social participation of the majority respondents (80%) was null. So far as socio-economic status

is concerned, about two-third respondent (65%) were having medium socio-economic status.

(B) Parent's opinion about girls' education:

It is found from Table 2 that a major portion of the respondents i.e. 73.13 per cent exhibited neutral opinion about girls' education, while 17.50 per cent parents showed unfavourable opinion. Remaining 9.37 per cent parents seemed to possess favourable opinion. It can be inferred from the results that majority respondents possessed the neutral or unfavourable opinion regarding girls' education, which may be the probable reason for low rate of girls' education in Banaskantha district of Gujarat.

Table : 2 Parent's opinion about girls' education.

(n=160)

Sr. No.	Categories	Father's opinion		Mother's opinion		Parent's opinion	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Favourable opinion (above 112)	10	12.50	05	6.25	15	9.37
2	Neutral opinion (82-112)	52	65.00	65	81.25	117	73.13
3	Unfavourable Opinion (below 82)	18	22.50	10	12.50	28	17.50

(C) Relationship between characteristics of parents and their opinion about girls education :

The findings depicted in Table 3 indicate that the variables viz. education, family education, annual income, and socio-economic status were found positively and

significantly related with parents opinion. The remaining variables were not found related. It clearly indicates that education, income and socio-economic status have a great bearing in the formation of positive attitude of parents towards girls' education.

Table : 3 Relationship between personal characteristics with parents opinion about girls' education.

(n=160)

Sr. No.	Characteristics	"r" value
1	Age	0.010
2	Occupation	0.035
3	Family type	-0.082
4	Family size	0.055
5	Education	0.602 **
6	Family education	0.301 **
7	Annual income	0.306 **
8	Land holding	0.039
9	Social participation	0.150
10	Social economic status	0.156 *
11	Availability of educational facility	0.071

* Significant at 5 per cent level.

** Significant at 1 per cent level.

(D) Problem of parents in girls' educations :

The data presented in Table 4 revealed that poor economic condition was the main hindrance in girls' education as expressed by half of the respondents Lack of Sepa

rate educational facility, girls education being not valued by the society and lack of security against evil elements as well as girls' keeping away from their family were the major problems to be faced by the parents with regard to girls' education.

Table : 4 Problems of parent's in educating girls.

(n=160)			
Sr. No.	Problems expressed by parent	Frequency	Percentage
1	Poor economic condition	80	50.00
2	Lack of educational facility	72	45.00
3	Girls education is not valued by the society	64	40.00
4	No security is assured against evil elements while girls are keeping away from their family	56	35.00
5	Keeping girls outside is criticised by the people	50	31.25
6	Long distance of girls school	28	17.50

CONCLUSION

Only 9.37 per cent possessed favourable opinion regarding girls' education. The characteristics viz. education, family education, annual income, socio-economic status showed positive and significant relationship between parents' opinion about girls' education. Hence, parents should be motivated to modify these characteristics in such a way that they will become helpful in improving favourable attitude towards girls' education. The major problems of parents in girls education were poor economic condition, lack of separate educational facility and female literacy being undervalued by society.

IMPLICATIONS

The findings suggest that there is an urgent need to improve the opinion of parents towards girls' education in the positive direction. The parents should be motivated to improve the characteristics like education, income and socio-economic status which are positively and significantly related with parents' opinion. The problems of parents in girls' education should be solved by providing the facilities like free education, scholarship and by providing security to girls in their education as well as environment.

REFERENCES

- Jhansi Rani and Bhave, A.M. 1982 Actual and desired type of participation by rural women in selected areas of decision making. Ind Jour. of Ext. Edn. (18, 1 & 2) : 83-89.
- Thombre, B.M., Chole, R.R. and Deshmukh N.D. 1986 Farm women's opinion about girls' education. Maha. Jour. of ext. Edn., Vol, 5 : 79-83.
- Trivedi, G. 1963 Measurement analysis of socio-economic status of rural families. Thesis. (Ph.D.) IARA, New Delhi.

ANSWER THIS

Which is the lesser of two evils :

Food going to waste ... or to waist?

- Frances Schmetzer

If you write a book entitled " How to fail"
and it fails, is it a success?

**- Ron Luciano & David Fisher
The fall of the Roman Empire**

What good is it to bring home the bacon, when the family
wants to eat out all the time?

- Current Comdey

If the product being advertised is so great, why is it always
compared to the leading brand?

-Ivern Ball in American Legion Magazine

Why is it that children seem to grow up so fast and leave
home to slowly?

- Orben's Current Comedy.