

ATTITUDE OF MUSLIM PARENTS TOWARDS GIRL CHILD EDUCATION

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INTRODUCTION:

“If you educate a Woman, you are educating a family.

If you are educating all women, you are educating the whole world”.

Education is the basic and fundamental requirement of the citizens of a nation, like food, water, and shelter. Man and women are almost equal in the global populace. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rises of feminist ideas have, however led to the tremendous improvement of women’s condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women right movements. Women education in India has also been a major pre occupations of the both the government and civic society as educated women can play very important role in the development of the country.

Women education refers to every form of education that aims of improving the knowledge, and skills of women. It includes general education of schools and colleges, vocational and technical education, etc. Women education encompasses both literacy and non-literacy education.

Education women escapable of bringing socio-economic changes, the constitution of almost all democratic countries, including India, guarantees equal right to both men and women.

In contemporary world particularly in developing countries modern education is seen as a means and goal for modernization. Growth of education is considered as a sign of human growth and development. In 1951 the literacy rate in India was 18.53%, which increased to 64.8% in 2001 and reached 74.04% in Census 2011. The literate population of India is 77, 84, 54,120 (2011 Census). The Census 2011 shows an increase in literate

population by 38.82 in comparison to Census 2001. According to census 2011, five states in India have highest literacy rates are, Kerala (93.91%), Mizoram (91.58%), Tripura (87.75%), Goa (87.40%), Himachal Pradesh (83.78%).

Research studies on Muslims in India are rather scanty. However it should be noted that the illiteracy dealing with the educational backwardness of Muslims is by and large impressionistic and speculative, reflecting more the general impressions of the observer. As a result most of the writings on the subjects in the post-independence periods are not only inadequate but are also by and large on sided (Phadke,1978). The study of non- Hindus and there tradition has been sadly neglected by both Indians and Foreigners (Ahmed, 1976). The studies on educational status of Muslims and their constraints to educational developments are practically very negligible. There are books on Muslims covering political religious issues but very little is known about their economic educational and social conditions (Khan,1984). Anthropological and sociological researches on Muslim education in India are very meager, some work of the following scholars are (Ahmed,1980) has analyses the problems of Muslims educational backwardness in contemporary India. His study illustrates the educational status of the Muslims as well as the educational problems as well as the socio-cultural constraints which they are facing in the context of educational upliftment among them. Ansari (1989) critically examined the educational problems of Muslim community of India with particular reference to West Bengal has been studied by Mondal (1989). A comprehensive and detailed account of educational growth and constraints on educational performance of the Indian Muslims has examined by peer (1991). In recent years fresh attention has been paid on education of minorities particularly of Muslims by appointment of Sachar Committee by the Prime Minister to study the social, economic and educational status of Muslims.

EDUCATIONAL STATUS OF MUSLIMS IN INDIA

Muslims in India accounted for 13.43% population of the country, and the second largest denomination, after Hindus who are 80.5%. About 35.7% Muslims live in urban areas of India and 36.92% Muslim survive below poverty line. The Sachar Committee was an eye opener as the problems was brought out, not in vague, but with the support of concrete facts and statistics. This report was probably the first attempt to analyze the conditions of the Muslim community using large scale empirical data. It clearly brought out the relative deprivation of Muslims in India in various dimensions including employment and education. Sachar committee finds that school enrollment rates were among the lowest for Muslims but had improved in recent years. This is also consistent with the perception that the community is increasingly looking at education as a means of improving socio-economic status. Sachar Committee Report (2006) confirmed that by most development indicators, Muslim

community is lagging behind other religious groups of India. Dropout rates are also highest among Muslims and this seems to go up significantly after middle school. Higher secondary attainment levels are also among the lowest for Muslims. The committee had identified poverty to be the major barrier to education amongst Muslim young children is expected to support their family rather than to study. The maternal mortality rates, incidence of underweight children and anemic mothers are comparatively higher among Muslims. Their nutritional status in terms of per capita calorie intake is also lower than the rest of the population. As we know, literacy is the first step in learning and knowledge building, and therefore, an essential indicator of human development. There are some states having highest percentage of Muslims are given in Table-1.

Table 1:- States with highest percentage of Muslims

State	Percentage
Jammu & Kashmir	67.0
Assam	30.9
West Bengal	25.2
Kerala	24.7

Source: - Census 2011

MAJOR OBJECTIVE OF THE STUDY:

The specific objectives are as under:-

- a) To measure the Attitude of Muslim parents towards girls' education.

STATEMENT OF THE PROBLEM:

In most family, the boys are more valuable to the parents than the girls. As a result of this the researcher deems it necessary to examine the attitude of parents of their girls' child's education under the following:-

- Women education and parental income
- Relationship between societal cultural and women education
- Lack of education of parents about the women education
- The number of female students in school and the educational level of their parents
- Academic performance of male and female student in schools.

The researcher finally framed the research title as “**ATTITUDE OF MUSLIM PARENTS TOWARDS GIRL CHILD EDUCATION**”.

SIGNIFICANCE OF THE STUDY:

The research is considered important especially in Muslim Girls Education because it will help to develop in Muslim parents positive attitudes towards the education of their female realizing the educated today, it will help them to contribute positively to the development of the society and in locate in their further generations. It also creates awareness to the parents on the needs to view education of their female student.

HYPOTHESES OF THE STUDY:

- H₁: There is significant mean difference between Rural Mothers and Rural Fathers towards girls' education.
 H₂: There is significant mean difference between Urban Mothers and Urban Fathers towards girls' education.
 H₃: There is significant mean difference between Urban Mothers and Rural Mothers towards girls' education.
 H₄: There is significant mean difference between Urban Fathers and Rural Fathers towards girls' education.
 H₅: There is significant mean difference between Urban Parents and Rural Parents towards girls' education.

DELIMITATIONS OF THE STUDY:

The present study was delimited to its sample, method, tools of the study:

- **Sample:** Hundred twenty sample parents of secondary school going girls would be selected for the study.
- **Area of Study:** The parents would be selected from Barasat sub division of North twenty Four Parganas of West Bengal.
- **Tools Used:** The tool to be used in this study would be a self-constructed Questionnaire.
- **Variable:** Only one variable (Attitude of the parents) would be identified for the present study.

REVIEW OF RELATED STUDIES:

- a) **Dr. Huma Hilal** (2016) in the study '**Parents attitude toward education among Muslim**'. The objectives of the study was examine the attitude of parents towards Education of their children and different attitude father & mother. The findings Show respondents were moderately favorable and positive attitude towards Education.
- b) **Rojalin Samal** (2012) '**Parents' Attitude towards Schooling and Education of Children**' found that the overall attitude of the respondents was moderately favorable and positive towards their children. The study covers Santoshpur village of Sundargarh district consisting largely of tribal population.

- c) **Habib** (2005) found out that girls aspired to the literary educational level were those whose parents had wider secondary education. In conclusion indicates that the educational background of parents is an important factor in the educational participation of girls.
- d) **Khan, Afaqi, Shah et al.** (2016) in their study ‘**Parents’ Attitudes about Their school going daughters at secondary level**’ conducted to find out the relationship between the attitude of parents and performance of their school daughters in district of Charsadda. It was concluded that there is a close relationship between the attitude of parents and these performance of their school going daughters.
- e) **Mrs. Okobia Esther Obeiagei and Rev. Sr. Ekejiuba Paulette** in the study **Parental attitudes and girls education on Edo State, Nigeria** (2015) found that attitude of the parents education towards their girl child is positive .And also result showed that parents the study showed no significant difference in the attitude of parents of high and low income group towards girls child education.
- f) **Atbara Cletus Stephen** in his study ‘**Attitude of Muslim parents towards girls child education**’ of East region of Ghana(2007) conducted a study and findings of the study established that Muslim communities women’s role is limited to kitchen as such she did not need formal education .
- g) **Pinar Mercan** in a study ‘**perception of parents regarding girls’ education sivas Case**’ (2010) found that purposes of the study was to identify the perception of the parents regarding girls education the result indicated that parents had positive thoughts and beliefs concerning girls’ education .Their ideas regarding benefits girls education wear positive regardless of their social and educational background.

DESIGN OF THE STUDY:

The present study is a survey type of research coming under the category of Descriptive research. The data relating to variable under consideration would be analyzed following descriptive and inferential data analysis techniques.

VARIABLES OF THE STUDY:

A variable is defined as quality which can take on a number of values, variable is a measurable characteristic which varies. In other words variables are logically related sets of attributes.

Researcher took one independent variable in the present research. That is –

- Attitude of the parents towards girls’ education.

Researchers took four discrete variables. Those are

- Father & Mother
- Rural & Urban

TOOLS OF THE STUDY:

For the purpose of this investigation the researcher prepared a questionnaire for measuring parental attitude. The questionnaire consisted of forty questions on various dimensions. The dimensions are Right to Education, Empowerment and Curriculum Restructuring.

SAMPLE OF THE STUDY:

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which drawn contrary to same popular opinion samples are not selected haphazardly. They are chosen in a systematically random way so that chance or the operation of probability can be utilized.

The dissertation total sample is 120 there are four category samples. The first sample is female category (60) and then male category (60). Female categories are divided two groups 30 samples is rural mothers and 30 samples is urban mothers. Male categories are divided two groups 30 samples is rural fathers and 30 samples is urban fathers.

CONSTRUCTION OF PARENTAL ATTITUDE SCALE:

The items of scale were assembled in a pre-try out from. Out of pool of fifty two items, the pre try out scale consisted of forty eight items. The item pool (having five responses- Strictly Agree, Agree, Undecided, Disagree, Strictly Disagree) was sent to expert to judge the items. Subject specialist was also arranged the items against each of the three dimensions selected for the scale.

DEVELOPMENT OF ITEM POOL:

On the basis expert view the pre try out from was scrutinized thoroughly and five items were further eliminated. The total number of items were selected for the try out from was forty three.

FINALIZATION OF THE SCALE:

Out of forty three items in tryout from of the scale three items had to be dropped on the basis of expert opinion. Thus the selected forty items was arranged randomly to prepare the final attitude scale.

ADMINISTRATION OF THE SCALE:

The final form of the attitude scale was administered on a large sample of 120 parents of secondary level girls' student duly selected for the purpose. Before passing out the booklets the researchers introduce themselves with the parents of the girl's student and established rapport with them to keep the environment congenial and favorable. The parents were then advised to read carefully the instructions printed on the front page of the front page of the booklet. They were encouraged to attempt all items. Each item has five responses options.

SCORING THE ANSWER SHEETS:

The attitude scale was comprised of statements with five responses alternatives viz. strictly disagree, disagree, undecided, agree, and strictly agree. For positive statement-items the response score weight 3,2,1,4,5 were assigned respectively for Strictly disagree, disagree, undecided, agree, and strictly agree while reverse scoring weights were assigned for the negative statements items. The total score of an individual would be considered as an index of attitude of the individual parents towards girls' education.

STATISTICAL TECHNIQUE:

In this study the data were analyses by employing Descriptive Statistics and Inferential Statistics. Descriptive statistics like mean, median and standard deviation were used to interpret variable selected. The t-test as inferential statistics was used to find out the significance of different strata.

ANALYSIS AND INTERPRETATION OF DATA BY t- TEST:

H_{01} : There is no significant mean difference between rural mothers and rural fathers towards girls' education.

Table 2: Mean difference between rural mothers and fathers

Group	N	Mean	SD	Mean Difference	SE _D	df	t-value
Rural Mothers	30	152.16	13.56	8.33	3.82	58	2.18*
Rural Fathers	30	143.83	15.95				

*Significant at 0.05 level.

Analysis: The findings of the t-test have revealed here statistically significant difference ($t=2.18$) between rural mother and rural fathers regarding their attitudes towards girls education. So the null hypothesis is rejected.

Interpretation: This significant t value indicates that there is a remarkable difference between these two groups under the study. On the basis of above findings the first Hypothesis (H_1) or the alternative hypothesis is accepted. It means that there is a significant mean difference between rural mothers and rural fathers regarding their attitude towards girls' child education.

H₀₂: There is no significant mean difference between urban mothers and urban fathers towards girls' education.

Table 3: Mean difference between urban mothers and fathers

Group	N	Mean	SD	Mean Difference	SE _D	df	t-value
Urban Mothers	30	160.17	11.84	22.34	4.00	58	5.57**
Urban Fathers	30	137.83	18.50				

**Significant at 0.01level

Analysis: The findings of the t-test have revealed here statistically significant difference ($t=5.57$) between urban mother and urban fathers regarding their attitudes towards girls education. So the null hypothesis is rejected.

Interpretation: This significant t value indicates that there is a remarkable difference between these two groups under the study. On the basis of above findings the second Hypothesis (H_2) or alternative hypothesis is accepted. It means that there is a significant mean difference between urban mothers and urban fathers regarding their attitude towards girls' child education.

H₀₃ : There is no significant mean difference between urban mothers and rural mothers towards girls education.

Table 4: Significant Mean difference between urban and rural mothers

Group	N	Mean	SD	Mean Difference	SE _D	df	t-value
Urban Mothers	30	160.17	11.84	8.01	3.28	58	2.44*
Rural Mothers	30	152.16	13.56				

*Significant at 0.05 level

Analysis: The findings of the t-test have revealed here statistically significant difference ($t=2.44$) between urban mothers and rural mothers regarding their attitudes towards girls education. So the null hypothesis is rejected.

Interpretation: This significant t value indicates that there is a remarkable difference between these two groups under the study. On the basis of above findings the third Hypothesis (H_3) or the alternative hypothesis is accepted. It means that there is a significant mean difference between urban mothers and rural mothers regarding their attitude towards girls' child education.

H₀₄ : There is no significant mean difference between urban fathers and rural fathers towards girls education.

Table 5: Mean difference between urban and rural fathers

Group	N	MD	SD	Mean Difference	SE _D	df	t-value
Urban Fathers	30	137.83	18.50	6.00	4.45	58	1.34 NS
Rural Fathers	30	143.83	15.95				

NS=Not Significant.

Analysis: The findings of the t-test have revealed here statistically no significant difference ($t=-1.34$) between urban fathers and rural fathers regarding their attitudes towards girls education. So the null hypothesis is accepted.

Interpretation: This no significant t value indicates that there is no remarkable difference between these two groups under the study. On the basis of above findings the fourth Hypothesis (H_4) or the alternative hypothesis is rejected. It means that there is no significant mean difference between urban fathers and rural fathers regarding their attitude towards girls' child education.

H₀₅ : There is no significant mean difference between urban parents and rural parents towards girls education.

Table 6: Mean difference between urban and rural parents

Group	N	Mean	SD	Mean Difference	SE _D	df	t-value
Urban parents	60	298.00	30.34	2.01	5.46	58	0.36NS
Rural parents	60	295.99	29.51				

NS=Not Significant.

Analysis: The findings of the t-test have revealed here statistically no significant difference ($t=0.36$) between urban parents and rural parents regarding their attitudes towards girls' education. So the null hypothesis is accepted.

Interpretation: This no significant t value indicates that there is no remarkable difference between these two groups under the study. On the basis of above findings the fifth Hypothesis (H_5) or the alternative hypothesis is rejected. It means that there is no significant mean difference between urban parents and rural parents regarding their attitude towards girls' child education.

FINDINGS OF THE STUDY:

The researcher had formulated five hypotheses. Thus it can be concluded from the study that-

- i. There existed significant mean difference between rural mothers and rural fathers towards girls' education.
- ii. There existed significant mean difference between urban mothers and urban fathers towards girls' education.
- iii. There existed significant mean difference between urban mothers and rural mothers towards girls' education.
- iv. There existed no significant difference between urban fathers and rural fathers towards girls' education.
- v. There existed no significant difference between urban parents and rural parents' attitude towards girls' education.

CONCLUSION OF THE STUDY:

From the findings of the whole study it could be concluded that there was significant relationship between attitudes of urban fathers and rural fathers and rural mothers and urban mothers towards girls' education.

There exist no significant mean difference between urban fathers and rural fathers and total urban and rural parents attitude towards girls' education.

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