

## Perceptions of parents regarding girls' education

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### ABSTRACT

In India, particularly in Tamil Nadu female children are being excluded from their right to development because education plays vital role in their development. Education is the basic rights to every individual of world. it has been rest in male and it was understood as education is only for men. men are the bread winner of the family and he needs skills and knowledge so that he can manage and maintain family. In this paper the researcher discussed about the attitudes of parents towards the girl's education and about the awareness of parents related to importance girl's education.

Key words: girl's education, gender bias and parents' attitudes.

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### GIRLS' EDUCATION

-Aristotle: education means, –Creation of sound mind in a sound bodyll.

Education develops human minds. education helps them to enjoy the contemplation of supreme truth, goodness & beauty. An education helps them to understands his/her world well enough to deal with it effectively. not only understanding but also make them to realize the current situation of them.

Education is not only the rights of men but women also must enjoy. Education of the female is the important variables in country development. Without education of female, we cannot expect the country development. Women plays vital role in all ways and means of countries development. they are the real pillars of the nations. it was insisted by the Father of our Nation-Mahatma Gandhi and Jawaharlal Nehru. MahakaviBharathiyar also insisted that without the education of women are equal to waste land, if we educate a female in family, we educate the whole family.

### PARENTAL PERCEPTION AND GENDER BIAS IN EDUCATION:

**This** study found a general awareness among the people regarding the importance of acquiring some education. There is a universal feeling among all the parents that education is important for their children. The various reasons regarding why parents feel that education is a necessity have been grouped into three categories:

- i. To enrich quality of life which includes responses like education is necessary for everyday life, gain knowledge and improve quality of life.
- ii. Gain social status; some parents felt that education leads to a better social position.
- iii. Improvement in economic condition; education results in a general improvement of economic condition and improves job prospects.

### THE PURPOSE OF THE STUDY:

the present study was to identify the perception of the parents regarding girls' education in Dharmapuri Districts and to explore whether their perceptions show significant differences with respect to certain background variables. More specifically, parents' perception of benefits of girls' education and barriers to girls' education were studied.

**STATEMENT OF THE PROBLEM:**

There are many schemes to improve access to female education. Even after the introduction of free and compulsory education by the Government of Tamil Nadu across the districts, there is no significant increase in the enrolment of girls in schools. The Census data 2001 and 2011 shows that literacy rate of Dharmapuri at gender wise, male and female literacy were 70.52 per cent and 49.52 per cent respectively in 2001 census and 76.85 per cent and 59.80 per cent respectively in 2011 census.

**OBJECTIVES OF THE STUDY**

1. To study the attitudes of parents towards the girl’s education.
2. To find out the awareness of parents related to importance girl’s education.

The sample consisted of 250 parents who have daughters in Dharmapuri Districts. For the collection of data, have adopted interview schedule and observation as major technique. Statistical program, SPSS, was utilized to carry out the statistical analyses.

**INDEPENDENT T-TEST** was employed to explore whether there were significant differences between parents’ perceptions of benefits of girls’ education and barriers to girls’ education with respect to certain background variables.

AN INTERVIEW SCHEDULE was formulated and question contained in questionnaire were about their age, caste, education, occupation, awareness of girl’s education etc.

**Null Hypothesis: There is no significant difference between male and female respondents with respect to the reasons for not sending the Girl Children to School.**

**TABLE – 1: The independent t-test for the difference between male and female respondents with respect to the reasons for not sending the Girl Children to School**

**GROUP STATISTICS**

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Reason Scores	Male	170	38.02	5.799	.445
	Female	130	40.95	5.010	.439

**INDEPENDENT SAMPLES TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ReasonScores	Equal variances assumed	3.707	.055	-4.606	298	.000	-2.936	.637	-4.191	-1.682
	Equal variances not assumed			-4.696	293.543	.000	-2.936	.625	-4.167	-1.706

**INTERPRETATION**

VARIABLE	GENDER						t - value	p - value
	Male			Female				
	N	Mean	SD	N	Mean	SD		
Reasons for not sending to School	170	38.02	5.799	130	40.95	5.010	-4.696	.000

**An independent-samples t-test was conducted to compare the reasons for not sending the Girl Children to School among the male and female respondents.**

VARIABLE	t - Value	P - Value	Level of significance	RESULT	
				Significance	Null Hypothesis
Reasons for not sending to School	-4.696	.000	0.05	Significant	REJECTED

As the P value is lesser than Sig. value (0.05), the Null Hypothesis is rejected. Hence, it is concluded that there is a statistically difference in the reasons for not sending the Girl Children to School among the male and female respondents. Based on the mean scores, we can say that the Female respondents (M = 40.95) have more scores on the reasons for not sending the Girl Children to School than the Male respondents (M = 38.02).

**Null Hypothesis: There is no significant difference between male and female respondents with respect to the reasons for not continuing school education of Girl Children.**

**TABLE – 2: The independent t-test for the difference between male and female respondents with respect to the reasons for not continuing school education of Girl Children**

**GROUP STATISTICS**

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Dropout Scores	Male	170	57.08	6.870	.527
	Female	130	55.48	6.191	.543

**INDEPENDENT SAMPLES TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
DropoutScores	Equal variances assumed	1.823	.178	2.085	298	.038	1.600	.767	.090	3.109
	Equal variances not assumed			2.114	290.027	.035	1.600	.757	.110	3.089

**INTERPRETATION**

	GENDER						t - value	p - value
	Male			Female				
	N	Mean	SD	N	Mean	SD		
Reasons for not continuing school education	170	57.08	6.870	130	55.48	6.191	2.114	.035

An independent-samples t-test was conducted to compare the reasons for not continuing school education of Girl Children.

VARIABLE	t - Value	P - Value	Level of significance	RESULT	
				Significance	Null Hypothesis
Reasons for not continuing school education	2.114	.035	0.05	Significant	REJECTED

As the P value is lesser than Sig. value (0.05), the Null Hypothesis is rejected. Hence, it is concluded that there is a statistically difference in the reasons for not continuing school education of Girl Children among the male and female respondents. Based on the mean scores, we can say that the Male respondents (M = 57.08) have marginal increase in the scores on the reasons for not continuing school education of Girl Children than the Female respondents (M = 55.48).

**Null Hypothesis: There is no significant difference between male and female respondents with respect to the importance given for girl child education.**

**TABLE – 3: The independent t-test for the difference between male and female respondents with respect to the importance given for girl child education**

**GROUP STATISTICS**

	Sex	N	Mean	Std. Deviation	Std. Error Mean
ImpGEScores	Male	170	111.88	5.276	.405
	Female	130	107.06	8.363	.733

**INDEPENDENT SAMPLES TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ImpGEScores	Equal variances assumed	24.389	.000	6.089	298	.000	4.815	.791	3.259	6.371
	Equal variances not assumed			5.748	204.986	.000	4.815	.838	3.163	6.466

**INTERPRETATION**

VARIABLE	GENDER						t - value	p - value
	Male			Female				
	N	Mean	SD	N	Mean	SD		
Importance given for girl child education	170	111.88	5.276	130	107.06	8.363	5.748	.000

An independent-samples t-test was conducted to compare the scores on the importance given for girl child education among the male and female respondents.

As the P value is lesser than Sig. value (0.05), the Null Hypothesis is rejected. Hence, it is

VARIABLE	t Value	P Value	Level of significance	RESULT	
				Significance	Null Hypothesis
Importance given for girl child education	5.748	.000	0.05	Significant	REJECTED

concluded that there is a statistically difference in the scores on the importance given for girl child education among the male and female respondents. Based on the mean scores, we can say that the Male respondents (M = 111.88) have little more scores on the importance given for girl child education than the Female respondents (M = 107.06).

**FINDINGS:**

**There is no significant difference between male and female respondents with respect to the reasons for not sending the Girl Children to School. (Rejected)**

**There is a significant difference between male and female respondents regarding to the reasons for not sending the Girl Children to School.**

Independent sample t- Test proved that there is a significant (0.05) difference between male and female respondents with respect to the reasons for not sending the Girl Children to School. Based on the mean scores, It is concluded that that the Female respondents (M = 40.95) have more scores on the reasons for not sending the Girl Children to School than the Male respondents (M = 38.02).

**2. There is no significant difference between male and female respondents with respect to the reasons for not continuing school education of Girl Children. (rejected)**

**There is a significant difference between male and female respondents with respect to the reasons for not continuing school education of Girl Children.**

As the P value is lesser than Sig. value (0.05), the Null Hypothesis is rejected. Hence, it is concluded that there is a statistical difference in the reasons for not continuing school education of Girl Children among the male and female respondents. Based on the mean scores, we can say that the Male respondents (M = 57.08) have little more scores on the reasons for not continuing school education of Girl Children than the Female respondents (M = 55.48).

**3. There is no significant difference between male and female respondents with respect to the importance given for girl child education. (rejected)**

**There is a significant difference between male and female respondents with respect to the importance given for girl child education.**

As the P value is lesser than Sig. value (0.05), the Null Hypothesis is rejected. Hence, it is concluded that there is a statistical difference in the scores on the importance given for girl children education among the male and female respondents. Based on the mean scores, we can say that the Male respondents (M = 111.88) have little more scores on the importance given for girl child education than the Female respondents (M = 107.06).

## **SUGGESTIONS:**

The fear of Sexual abuse is the main reason for not continuing the education of girl children. Hence each school should have School counselors. The counselor should educate the female child about good and bad touch and community should help to inculcate the spirit within themselves, the boys at a young age should be educated to respect the opposite sex, and should be taught not to treat the girls as an object of ridicule and harassment.

## **CONCLUSION:**

In view of the findings of the study the following conclusions were formed; Mothers have comparatively more favorable attitude towards the education of their girl child than father. Female children are being considered as secondary source and they are future source of her husbands' family so male parents are not ready to spent money for the female children education. Females are restricted to go to school in the name of safety and security. Male respondents are clearly indicated that female children are considered as weaker sex and to avoid bring same to their family. we are live in patriarchy society, in that female are always should be in the control of the male, in child they should be in control of father, after marriage they should be in the control of her husband and after her husband they are under the control of her male children. Hence, male respondents are not giving much importance for female education. Illiterate parents are should be educated about the importance of female education.

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