

Women's Education and Mother Child Relationship

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ABSTRACT

Girl education is emerging as one of the top priorities of Indian society “educating girls is not an option it is necessity”, we all want to eliminate gender disparities in education. As woman is the central figure of family and she is the first and ideal teacher of children. All personality theorists point out the significant role of mother in child development. As child is the future of nation. The hope of all around development, peace and prosperity of the society, nation and even world was rest upon the tender shoulders of the child. But how far it is possible if mother is not educated? Numerous studies have highlighted the strong correlation between mother's education and child health or survival probability. Good parent-child relationship is essential for all around (physical, mental, social, emotional, psychological, educational or even spiritual) development of child, the future of nation. Educating girls brings many benefits to society. As educated mother gives importance to education and they invest more in their children's schooling and this improves society's development prospect. They give equal importance to education, health and increase the productivity of future generation. And if they are not educated then the productivity and capacity of future generation will be low. Keeping this fact in mind the researcher makes an effort to investigate the effect of mothers education on mother child relationship or significance of mother's education on development and up bring of their children. For the present study 40 educated mothers (EM) and 40 uneducated mothers (UM) aged 25 to 40 were taken from Srinagar Garhwal, Utrakhnad. The Parent Child Relationship Scale was developed by Dr H.C. Sharma & Dr N.S. Chauhan and Personal Data sheet were used for collecting data. The X² was used for the statistical analysis of data. The above results manifests that educated mothers are significantly differ on six dimensions out of eight dimension of Parent Child Relationship Scale, from uneducated mothers. It projects that mother's education play very crucial role in proper all around development of children and healthy parent children relationship.

Keywords: *Multiple Intelligences, Scholastic Achievement, Cooperative Learning, Teaching Learning Activities*

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Women have much lower literacy rate than men. The number of literate women among the female population of India was 2-6% from the British Raj onwards to the formation of the republic of India in 1947. Concerned efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. According to 2001 Indian government statistics hold the national literacy to be around 64.84%. Female literacy was at a national average of 53.63% whereas the male literacy was 75.26%. In 2005-2006 women's of village 450-467 per 1000 women's were literate. In cities 816 men & 702 women per 1000 in 2005-2006 compared 850-693 women out of 1000 in 2004-2005, the NASSO survey reports found. All India women's literacy percentage is 54.16% Bihar is the lowest State in women's literacy only 33.57% & Kerala is the highest 90% Government has taken many steps to eradicate the women's illiteracy from the country, but the results are not satisfactory. Though it is gradually rising, the female literacy rate in India is lower than the male literacy rate. According to Census of India 2011, literacy rate of females is 65.46% compared to males, which is 82.14%. Compared to boys, far fewer girls are enrolled in the schools, and many of them drop out. According to the National Sample Survey Data of 1997, only the states of Kerala and Mizoram have approached universal female literacy rates. From 2006-2010, the percent of females who completed at least a secondary education was almost half that of men, 26.6% compared to 50.4%. In the current generation of youth, the gap seems to be closing at the primary level and increasing in the secondary level. In rural Punjab, the gap between girls and boys in school enrolment increases dramatically with age as demonstrated in National Family Health Survey-3 where girls age 15-17 in Punjab are 10% more likely than boys to drop out of school.

President Dr. Radhakrishnan said in (1948) "There cannot be educated people without educated women" Primary education is very important for every woman that they can at least teach their own children. Women education in India has been a major pre occupation of both of the government as well as for civil society. Charlotte Bronte wrote that "Prejudices is well known or most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education.

Girl education is emerging as one of the top priorities of Indian society "educating girls is not an option it is necessity", we all want to eliminate gender disparities in education. As woman is the central figure of family and she is the first and ideal teacher of children. All personality theorists point out the significant role of mother in child development. As child is the future of nation. Hope of all around development, peace and prosperity of the society / nation / even world rests upon the tender shoulders of children. But, how far is it possible if mother is not educated. Numerous studies have highlighted the strong correlation between mother's education and child health or survival probability. But none study has been concentrated on the relationship between mother's education and her pattern of up bring her children. Good parent-child relationship is essential for all around (physical, mental, social, emotional, psychological, educational or even spiritual) development of child, the future of nation. Educating girls brings many benefits to

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society. As educated mother gives importance to education and they invest more in their children's schooling and this improves society's development prospect. They strongly believe and practice family planning. They give equal importance to education, health and increase the productivity of future generation. And if they are not educated then the productivity and capacity of future generation will be low. So by keeping these facts in mind the researcher makes an effort to investigate mother child relationship in concern of their education or significance of mother's education for upbringing of their children.

Sample:

40 Educated mothers (EM) and 40 uneducated mothers (UM) aged 25 to 40 were taken for the sample of present study. The sample was collected from Srinagar Garhwal, Uttarakhand. The socio-economic status of the sample is approximately same or middle class. The sampling method is purposive sampling.

Tools:

Parent Child Relationship Scale: This PCR Scale was developed by Dr H.C. Sharma and Dr N.S. Chauhan. The Scale through the 'Self Anchoring Technique' makes measurement possible on eleven points for eight dichotomous dimensions of the basic parent child relationship. The different dichotomous dimensions are-

- (a) Rejection vs. Acceptance
- (b) Carelessness vs. Overprotection
- (c) Negligence vs. Over Indulgence
- (d) Strong realism vs. Utopian expectation
- (e) Lenient standard's vs. Severe moralist
- (f) Total freedom vs. Severe discipline
- (g) Marital conflict vs. marital adjustment
- (h) Faculty role expectation vs. Realistic role expectation

Personal Data sheet: This sheet is used for knowing the age, education, socio-economic status, locality etc. of the subject

Procedure:

First of all the researcher approached the mother of the selected sample and established the rapport with them. The result of that rapport was that the parents co-operate the researcher in her mission. The PCR Scale was administered on both educated and uneducated mothers. After that the personal data sheet was filled up. The test was administered individually.

Data Analysis:

After organizing the data the researcher put it into the statistical treatment. The X^2 was used for the statistical analysis of data.

RESULT AND DISCUSSION

S. No.	Dimensions of PCR	No. of Mothers		X ²	P
		Educated	Uneducated		
1	Rejection VS Acceptance	16 24	18 22	.20	NS
2	Carelessness VS Over protection	8 32	10 30	.29	NS
3	Negligence VS Over Indulgence	8 32	23 17	11.85	.01
4	Strong realism VS Utopian expectation	7 33	22 18	4.88	.05
5	Lenient standards VS Severe Moralism	15 25	24 16	4.05	.05
6	Total Freedom VS Severe Discipline	4 36	20 20	15.24	.01
7	Marital Conflict VS Marital Adjustment	3 37	22 18	21.00	.01
8	Faulty Role Expectation VS Realistic role Expectation	2 38	23 17	25.66	.01

The result of the present table exhibits the X² - value of educated and uneducated mothers on eight different dimensions of Parent-Child Relationship (PCR) Scale.

1- The first dimension of PCR Scale is '**Rejection VS Acceptance**'. In this dimension the X² - value for educated and uneducated mothers is .20, which is statistically not significant (X² =.20, df-1, p<0.05) at any level of confidence. It revealed that both educated and uneducated mothers are more over equal in rejecting and accepting their child. It shows that mother's education does not effect on rejecting and accepting children.

2- On second dimension of PCR Scale- '**Carelessness VS Overprotection**', the X² - value of educated and uneducated mothers is .29. It referred again not significant difference between both groups of mothers(X² =.29, df =1, p< .005). it means that both educated and uneducated mothers were almost same in protecting and shielding their children. Here again mother's education does not play an important role to protecting and caring children.

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3- With regard to '**Negligence VS Over Indulgence**', the third dimension of PCR Scale the obtained X^2 value for educated and uneducated mothers is 11.85, which is high and significant at 0.01 level ($X^2 = 11.85$, $df=1$, $p > 0.01$). This difference shows that most of uneducated mothers neglect their children while the educated mothers are more cooperative, careful and resolve the problems of their children. It revealed that mothers' education is positively related to cooperating and attending their children.

4- In relation to fourth dimension – '**Strong Realism VS Utopian Expectation**' of PCR Scale the X^2 value is 4.88 for educated and uneducated mothers. This X^2 value is significant at 0.05 level of confidence ($X^2 = 4.88$, $df = 1$, $p > 0.01$). It implies that educated mother demands perfection and higher quality from their children than uneducated mothers. Here again education of mothers play a crucial role in developing perfection and quality in their children.

5- On '**Lenient Standards VS Severe Realism**' the fifth dimension of PCR Scale the value of X^2 is 4.05 for educated and uneducated mothers. This X^2 value is again significant at 0.05 level ($X^2 = 4.05$, $df = 1$, $p > 0.05$). This projects that uneducated mothers have weak superego. They are excessive lenient towards their children and lesser restrictions for moral deviation than educated mothers. It proves that education of mothers is important for moral developing of their children.

6- In concern of the Sixth Dimension of PCR Scale '**Total Freedom VS Severe Discipline**', the obtain X^2 value is 15.24 for educated and uneducated mothers which is very high and significant at 0.01 level of confidence, ($X^2 = 15.24$, $df = 1$, $p > 0.01$). It reveals that educated mothers are more disciplined and controlling than uneducated mothers. So education of mothers is also essential for discipline or good work habits of children..

7- In regard to '**Marital Conflict VS Marital Adjusted**'- The seventh dimension of PCR Scale, the X^2 value of educated and uneducated mothers is 21.00 this X^2 value is too much high and significant at 0.01 level of confidence ($X^2 = 21.10$, $df=1$, $p > 0.01$). Hence we can say that educated mothers are much more martially adjusted, cooperative and have mutual understanding than uneducated mothers. It again revealed that education of mothers is very important factor for providing progressive and healthy family environment to children.

8- The last and eighth dimension of PCR Scale is '**Faculty Role Expectation VS Realistic Role of Expectation**'. Where the X^2 value for educated and uneducated mothers is 25.66 which is very much high and significant at 0.01 level ($X^2 = 25.66$, $df = 1$, $p > 0.01$). It again proves that educated mothers are more realistic and emotionally stable than uneducated mothers. Hence it is clear that mothers education is again very significant for natural and realistic development of children.

The above results manifests that educated mothers are significantly differ on six dimensions out of eight dimension of Parent Child Relationship Scale, from uneducated mothers. It projects that mother's education play very crucial role in proper all around development of children and healthy parent children relationship.

CONCLUSION

The study offered some important and interesting findings which justified the role of mothers' education in handling their children properly. Based upon the obtained result the following conclusions are drawn.

- The Educated mothers do not neglect their children and their behaviour is more attentive, cooperative and careful towards them than uneducated mothers
- Educated mothers expected more perfection and higher quality of work from their children than uneducated mothers. It means they encourage and take more interest in their children.
- Educated mothers wanted virtues, good behaviour and more moralism from their children than uneducated mothers. It reflects that educated mothers have strong superego, and they always practices and teaches human values and morality to their children.
- The educated mother demands more self discipline and effective work habits from their children than uneducated mothers. Discipline in a healthy limit is worth full for the children's future.
- The educated mothers are much better than uneducated mothers in marital adjustment and mutual understanding. It justifies that due to their education they deal respectively and effective with their spouse. This healthy family atmosphere paves the way for children all around development.
- The educated mothers are more realistic and emotionally stable than uneducated mothers. They desire which actually possible by their children. They never moved by imaginary sentiments so create positive conditions for progress of their child.

Some Psychological and Behavioural Suggestions for Improvement of Girl / Women Education

Women's education should be taken as a serious issue and steps should be taken to bring awareness about importance of education among every woman both in urban and rural area. This way many of the social problems like poverty, begging, child labour, child marriage and child mortality will be controlled up to some extent.

1. To increase public awareness for the value of girls/ women education. The women's movement and wide spread network of NGO's which have strong grassroots presence and deep insight into women's concern has contributed in inspiring initiatives for the Education of women. This can reduce the prejudice against women's education.
2. To strengthen the legal systems aimed at elimination of all forms of discrimination against women and girl child. Equal access to women to quality education at all levels, carrier and vocational guidance, health care safety and social security.
3. Negative parental attitude towards educating daughters can also be a barrier to a girl's education. In general parents view is to educate sons as an investment; on the other hand educating daughters is a waste of money because the girls are not expected to make economical contribution in the family. Promoting girls education therefore involves changing attitude across society. Merely spending money on girls' education will not

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solve the problems. So it is the collective responsibility of the government, education departments, NGO's and villages' panchayats and local communities to create positive environment for girls.

4. Strongly motivated the girl child to build her esteem and help her to cope with her condition. This can be done by being with the child, starting conversation with her and by reinforcing her self confidence. This can succeed them in the education stream and to feel proud on themselves.
5. In our society mostly women feel that they are useless and worthless. It is necessary to overcome them from this mentality and help to move them from feeling of worthless to feeling of self worth. It epitomizes them towards education.
6. Girl children are only made for to take care of family and carry out household chores. This kind of thinking and violation of her rights shall be eliminated by undertaking measures both preventive and punitive within and outside the family.
7. It is well known fact that poverty is the whole sole biggest barrier to the access of women education. So school fee, school uniform, books, boarding and scholarship facilities are absolutely necessary.
8. Moreover the schools in rural area and near the slum area should have flexible timings. So that the families which deprive their daughter for going to school just because girls have to help their family in daily house chores feel comfortable sending them to school.
9. Lack of sanitation, in adequate school facilities and many other personal factors are responsible for girl's irregular attendance and discontinuance in school. So special attention should be given to the need of them, such as toilet facilities, sewage disposal, sanitation, safe drinking water etc.
10. Experience to date has shown that teaching method play an important role in participation and for sustaining motivation among women. So democratic, open and participatory processes of learning and provoke women for learning.
11. Make teaching learning more interesting and enjoyable. Research evidences shown that process of teaching is very critical in so far as women learners are concerned. Use of folk songs, stories, literacy game, puzzles creates the interesting atmosphere and breaks the monetary and repetitiveness of learning. It makes learning more enchanting and less daunting.
12. There is a need to raise gender issue in the pre planning phase of the total literacy campaign and to incorporate them in the planning and implementation phase.
13. It is well known that poverty is the whole sole biggest barrier to the occur of the women education to provide primary need of shelter, food, clothing and care to the marginalized girls women living in difficult circumstances without any social and economic support. This can create social climate to women education
14. Both Govt and non govt section should provide support to women on case to case basis i.e. for special education, clinical, legal and other supports.

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15. Regular monitoring and evaluation of the progress made in improving the educational status of women is extremely the educational status of women is extremely important. So the further planning, implementation and conceptive action may be undertaken to bring out gender imbalances.
16. To identify the problems, need and priorities of women and girls in all areas of developing. Provide protection, counselling, rehabilitative and helpline services to them. It can raise awareness and ensure their participation in programme of girl child development and education.
17. As the forth pillar of the state, it is responsibility of media to promote social justice, equality, progress and happiness for all. It is the media which can portray the importance of women education and their dignity. Media networks should be involved at all levels to ensure equal access for women particularly in the area of education.
18. It is essential to conduct research on grass root level to understand actual position of girls/ women education. Where participatory research could critically analyze their existing conditions, while traditional quantitative research is useful to documenting and analyzing successful as well as failed programmes of the women education. So it will be beneficial for the improvement of further projects, politics and planning.
19. Above all else appropriate post literacy strategies for women need to be work out time to time. It can help to resisting the tendency to send women back to the kitchen.

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Conflict of Interests

The author declared no conflict of interests.

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