

Parent's Attitude towards Girl's Child Education. A Review

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ABSTRACT

The Latin word "Educare," which is the root of the English word "education," implies to nourish or cause to thrive. Regardless of gender, colour or geographic location, everyone has the right to be educated. The advancement and betterment of society are significantly influenced by women education. Women instructors who can act as role models for girls and who might put parents of young girls at ease should be hired. Giving girls access to sports can also help achieve gender equity in the classroom. For parents to send their daughters to school without hesitation, the schools need to be safeguarded. Partly due to the lack of separate restrooms, many girls quit school when their menstruation starts. A lot of girls are kept at home to assist with chores. Early marriage customs, together with social conventions and values, lessen the value of educating girls. While educating a male is just like educating an individual, educating a girl is like educating a whole family. The aim of the study is to examine how parents feel about their daughters' education. After examining numerous obstacles to girls' education, the researcher is highly optimistic about the research's consequences, which include encouraging parents to send their daughters to school and drawing the attention of the people toward girls' education in order to improve their educational status. The data collected for this study is secondary in nature, collected through various journals and articles.

Keywords: *Education, Girl's education, Parents Attitude, NEP (202) and Opportunities in education.*

The Latin word "Educare," which is the root of the English word "education," implies to nourish or cause to thrive (Patel, 1991). Education is essential for all members of society. The survival of nations lies in education. Regardless of gender, colour, or geographic location, everyone has the right to get education. The advancement and betterment of society are significantly influenced by female education. The most effective weapon for transformation is education, which can lead to females' economic and social empowerment.

An individual's propensity, manner, mood, and position to react favourably or unfavourably to an item, behaviour, person, institution, event, or any other obvious aspect of their reality is referred to as their attitude. It involves the intricate organisation of evaluative attitudes,

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feelings, and propensities for particular actions. Good (1959) defined attitude as the readiness to respond to or against a situation, person, or object in a particular way, such as with love or hate. According to Allport (1935), attitude is a mental and neurological state of readiness that is organised through experience and affects a person's response to all objects with which it is associated directly or dynamically. The usefulness of attitude was emphasised as well by Krech and Crutchfield (1948). They described the attitude as the long-term organisation of cognitive, perceptual, affective, and motivational processes concerning specific elements of the individual's reality. Some authors make a distinction between an attitude that is expressed verbally and one that is expressed behaviourally; the latter must be inferred from overt behaviour, both verbal and nonverbal.

Swami Vivekananda said, "There is no change in the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing. Any national strategy to eradicate gender disparity in education and attain universal education must start with making education free and required. More female instructors who can act as role models for girls and who might put parents of young girls at ease should be hired. Giving girls access to sports can also help achieve gender equity in the classroom. For parents to send their daughters to school without hesitation, the schools need to be safeguarded (UNICEF, 2009). Due to the lack of separate restrooms, many girls quit school when their period starts. A lot of girls are kept at home to assist with chores. Early marriage customs, together with social conventions and values, lessen the value of educating girls. While educating a male is just like educating an individual, educating a girl is like educating a family. Compared to rural residents, urban residents are more concerned about their daughter's education (Rafique, et al., 2002).

Given the foregoing debate, one of the main goals of the study is to examine how parents feel about their daughters' education. After examining numerous obstacles to girls' education, the researcher is highly optimistic about the research's consequences, which include encouraging parents to send their daughters to school and drawing the attention of the people toward female education in order to improve their educational status.

RESEARCH METHODOLOGY

The purpose of this study is to conduct a literature evaluation on the attitudes of parents toward girls' child education. A secondary method is employed in this research. The data for this study is secondary in nature, having been gathered through several articles and journals. To get the required information, the researcher analyses and interprets the reviewed data based on the mentioned keywords like: education, girl's child education, parents' attitude and opportunities in education. The researcher only includes those review materials in research which are suitable for it and through which the result has been drawn. Based on the analysis and interpretation of reviewed data, conclusions were drawn and recommendations were made.

Objective

This study's objective is to review the literature on parents' attitude towards girls' child education. To examine how parents feel about their daughters' education.

LITERATURE REVIEW

Conceptual Review

Boote and Beile(2005), claim that without first having a thorough understanding of the relevant literature, a researcher cannot conduct a comprehensive investigation. Examining

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relevant literature on the topic of interest is a crucial step in the research process. The following provides the literature review for the current study:

Review of Studies on the attitude of parents towards girls' child education

Jan and Sharma (2019), conducted a study in Jahangirabad (Bhopal) region to find out how parents felt about girls' education. They find out that the people who live in Jahangirabad are very poor. The students' female parents are housewives, while the male parents are labourers. The parents are supportive of the education of females despite this. Their goal is to educate their daughters, but due to their bad socioeconomic condition, they are not able to educate their daughters.

Iqbal and Mohyuddin (2013), concluded that the majority of parents stopped sending their daughters to school at the primary level because they had misconceptions about religious doctrine and believed that girls received preferential attention when it came to grooming. Rural areas hold the belief that a college or university education might give women the confidence to challenge the judgement of the family's elders.

Above mentioned studies of the authors have concluded that parents' conservative attitudes are to blame for their daughters attending fewer schools. (Rose, et al., 2001; Ahmed, et al., 2007; Smits, et al., 2006).

Shahzad (2011). All parents wanted to send their daughters to school but were unable to do so due to financial constraints. The majority of the parents supported them in going to schools or colleges. The main causes of girl dropouts were financial hardship, marriage, and religious restrictions. Women's education is hampered by poverty, a lack of knowledge or incentives, ignorant parents, and early marriages, it has been determined. The majority of the parents agreed that women should be able to work. Most of the parents required their daughters to help out around the house. The vast majority of parents opposed co-education.

Review of studies on girls' child education and opportunities provided in education

Eram (2017). Teaching a girl is akin to educating a family, but educating a boy is equivalent to educating just one person, the study's findings show. Regardless of caste, gender, colour, or location, the right to an education is a fundamental human right. Without female education, society cannot advance or develop. So that parents won't be scared to take their daughters to school, schools need to be protected. Governments, as well as civil society, must ensure a favourable environment and provide all facilities for female education.

According to Buchmann and Hannum (2001), cultural factors such as the head of the household's behaviour and attitudes toward women's roles in society have a significant impact on how much education girls in the family receive. Roy (2015), conducted a study on the "public's attitude toward higher education." Higher education contributes to an individual's overall quality of life. The report highlights many initiatives that might be made to close gaps in India's higher education system. A). The evolution of parents should not be interpreted negatively. B). There should be proper administration and proper implementation of rules in higher educational institutions. C). Encourage part-time courses. D). Scholarships should be provided to economically weaker students. E). Guidance and counselling services are available at all higher education institutions.

Hussain (2003), find out in his research that the majority of parents are supportive of their daughters' education. 56 percent of the female respondents said they were having trouble

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getting their daughters to school due to distance; 21.3 percent cited financial issues; 17.3 percent a teacher shortage; and 2.7 percent a lack of government policies and family traditions. Because of distance issues (52.3%), teacher shortages (20%), and financial issues (17.3%), 52.3 percent of the male respondents did not send their daughters to school.

Purewal and Hashmi (2015), stated that girls being seen in public while travelling to and from school and attending mixed-gender schools were reported to be additional reasons why parents were against sending their daughters to school in a Pakistan-based study. The claim that greater education makes girls "rebellious" was supported by more than half of the respondents (52.3 percent). Some statements related to it are;

- The respect for the family can be ruined by educating the daughters. They will behave as they like while they are away from home. So, who is keeping an eye on them? It is best to keep these older girls at home. It is our responsibility as parents to be mindful of whether our daughters are sitting or standing. (Female, Age39)
- Sons are the ones who inherit in our rural community. Fathers steer clear of sending their daughters to higher levels of education because well-educated women start to act like brothers and expect inheritances. Due to the rarity of highly educated marriages inside families (kin groups), parents find it difficult to marry their highly educated daughters. (Male) In our culture, girls are not permitted to leave the house alone. We won't thus send them to cities for their schooling. (53-year-old male).
- The family's head would be our son. Why should we educate females when he needs to work and provide for the family while they are paraaya dhaan and will eventually migrate to another home? Our daughter will be trained for home duties before being married off. We will educate our sons and enlist them in the Police or Army (Female). Another study conducted in India indicated that respondents' attitudes on the schooling of their children were generally found to be relatively favourable. The report also highlights how times have changed and parents are more conscious of literacy and education; consistent media campaigns across the nation and mainstreaming efforts have had a big impact on all facets of society, including the rural population. (Sekhar, 2013).

Haq (2003). Assuming that women are unsuited for economic platforms is an economic fallacy. Women may contribute significantly to this profession and guarantee prosperity. In research conducted in a tribal region of Orissa, India, 68% of respondents have female offspring in their families. In terms of sending their girl children to school, the study reveals that 50% of them do so on a regular basis. The majority of parents expressed a desire to send their daughter outside for further education. It was also discovered that parents approve of their daughters working. The majority of respondents (84%) go to the school where their girl children attend classes, and 76% of those surveyed make between Rs. 2000 and Rs. 3000 a month to support them. The report also shows that 94% of respondents are aware of the numerous government programmes being carried out for the education of girls. Realizing the value of knowledge in the contemporary world, indigenous people are now prioritising education, even when investing in females' education (Chavan, & Bhola, 2015).

National Educational Policy (2020) Provisions on Women Education

National Educational Policy 2020 has been announced by Union Ministers for Information and Broadcasting Prakash Javadekar and Ramesh Pokhriyal under the Chairmanship of Dr. Kasturirangan. The main Motto of NEP 2020 is to make, "India a global Knowledge Superpower". The NEP 2020 replaces the National Policy of Education (1986) after 34

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years. The policy called for a cross-cutting approach to gender equality in education, with the collaboration of states and local community organisations. The NEP 2020 ensures to reduce gender gaps at all levels; promoting gender equity and inclusion in society; and enhancing the leadership skills of girls through constructive civil dialogues. The policy offers a number of actions to increase women's access to education, including the creation of a gender inclusion fund, formula-based and voluntary sponsorship of gender-inclusive school projects, the creation of a special education zone, targeted scholarships, and other actions. Through positive civic discussions with institutions run by women, including administrators, teachers, wardens, physical education instructors, and other decision-makers, it also seeks to improve women's ability for leadership. The NEP 2020 will have a particular focus on protecting female students both within and outside of the campus. Schools must provide an environment free from harassment, discrimination, and dominance towards women if they wish to frequently be accredited by the statutory organisations. The NEP Policy (2020) also advocates a "Gender Inclusion Fund" to strengthen the country's ability to give girls with an equal opportunity to get a high-quality education. The policy draught states that in addition to guaranteeing that all girls participate fully in the educational system, the fund would work to eliminate gender differences in educational achievement at all levels.

SUMMARY

The purpose of the study is to look at how the parents think about the girl's education. Every person in society needs education. From birth to death, education is important. Education is the key to a nation's survival. The country that falls behind in education will soon perish. To advance quickly as a developing nation, it is imperative that all people, regardless of gender or economic status, receive an education.

The findings of the study demonstrated that women have a right to education. This is supported by Salue (2016) and Purewal (2015) by saying that closing the doors of education to the female gender harms both the nation and the society because women make up 50% of our society. Parents do not choose to send their daughters for education due to their lower socio-economic position. Due to limited resources, the parent chooses to fund their son's education, which lowers the likelihood that the daughter would pursue further education. Jan (2019) & Eram (2017) further supports the views that some parents are also supportive of the education of girls, but due to difficult financial circumstances parents are unable to do so. Some parents believe that if girls pursue higher education following norms and values, they may contribute significantly to society and the growth of their nation. The primary goal of education is the social and economic development of society, and female education plays a significant role in achieving this goal. Haq (2003) supports the idea that the lack of educated and technically skilled women is the main reason for the economic and social growth that has lagged.

Some parents believed that highly educated women generally behaved nicely around their husbands and other family members. In Indian households, the female is seen as being in charge of a child's intellectual, emotional, social, physical, and character development during the crucial years of infancy and childhood. Rao (2000) supported the idea by saying that the development of knowledge made women aware of their place in society and made them understand the value of advancing their status, privileges, and rights. According to the study, the majority of individuals desire to educate women at a higher level without regard to class for the sake of society, but they are unable to do so due to cultural restrictions or their lower socioeconomic status. Virk (2003) backed up this notion by pointing out that

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woman and students from lower socioeconomic groups participate in education much less, which goes against the equity principle. As a result, it's necessary to broaden the foundation for education to provide equal access to all societal groups. The findings of the study demonstrate that, while taking into account girls' education and restrictions, female education contributes to higher family income. World Action Plan (1990) backed the idea that female education has a favourable impact on family income, which lends credence to this theory.

The study demonstrates that well-educated women consistently uphold social values because they have a greater understanding of what is meant by social value than less educated women. Veer (2004) argues in favour of this notion by stating that education for girls entails a change in gender roles as well as the understanding and exercise of all human rights. Girls try to pursue education, but they are unable to do so due to several obstacles, including their lower socioeconomic status, lack of family support, conventional mentality, preference for male children, early marriage, and others. To raise the educational standard of women worldwide, several different majors must be taken.

Limitations Of the Study

The study had its flaws as well. The results were drawn and findings were made by analysing the reviewed literature. There are other methods of collecting and analysing the information as well but the secondary method was used only. The researcher selected only fourteen articles and journal data in his research, and for better results, he should include more. The present research is universal in nature. However, for a better outcome, it is necessary to investigate the subject on a limited scale. There was no previous study on parents' attitudes towards girls' child education.

CONCLUSION

Special administrative and management steps should be made to ensure teachers' attendance. It may be beneficial to offer female teachers transportation services and additional rewards for those working in remote tribal regions. Parents should be encouraged by teachers to send their girls to school. Particularly parents who are hesitant to do so because they are uneducated and ignorant. Parents who restricted their daughters' education to religious instruction require inspiration and drive as well. It is also advised that female schools be upgraded. A decent idea is to provide stipends to enrolled girls. It is best to dissuade girls from getting married young. Stipends should be offered to underprivileged parents so they can afford to send their daughters to private schools. Institutions of higher learning should be created exclusively for female education to address social issues. We conclude by the Saying of **Michelle Obama**, "When women are educated, their countries become stronger and more prosperous".

Recommendations and Suggestions

- There is a need for separate construction of educational institutions for girls at all levels of education and there will be separate security arrangements for females in these institutions. So, parents as well as female students can't feel any kind of fear. Parents who don't want to educate their daughters in co-educational institutions or due to security reasons can send their daughters to these institutions.
- Scholarships should be given to those candidates who genuinely deserve and who genuinely need them.

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- Governmental initiatives are necessary for providing free and compulsory education for the upliftment of the girl's child.
- The right to employment should be declared a fundamental right for females.
- Provisions should be made by the government for the preservation of employment for educated women.
- Girls should be provided professional technical and vocational education.
- Reservation should be made for females in the appointment of teachers in women's colleges and coeducational institutions.
- At the ground level, local government or the civil society must play an active role to aware parents of the benefits of educating their daughters through various awareness programmes. They encourage parents to send their daughters to educational institutions.
- Government should provide financial support to those parents who are not able to educate their daughters due to their lower financial condition.

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Conflict of Interest

The author(s) declared no conflict of interest.

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