



## **Attitude of Muslim people towards girls' education in murshidabad district, West Bengal**

**Chaitali Biswas**

Research Scholar, Department of Education, University of Kalyani, Nadia, West Bengal, India

### **Abstract**

Development of human resources and its maximum utilization are necessary for ready progress of civilization. Indian society is changing very rapidly due to the advancement of attitude and behaviour, computer and internet system. Our social progress, activities, daily living, life style and all amenities depend on modern attitude and behaviour and its development. Education is considered as the best media to evolve ultimate possible ways for the development of both individual and society. It is the key factor to buildup modern nations and development of the people. The healthy Socio-Economic growth of society also depends to a great extent upon the effectiveness of education. Keeping this in view the attitude of the parents needs to be changed accordingly to the changing needs of the society specially the minority communities.

**Keywords:** Muslim people, girls education, murshidabad district

### **Introduction**

Education is one of the major instruments of social change and it is the force, which brings changes in the traditional outlook of the people, and it develops insight for judging things in their context. It is assume that more the percentage of educated people more will be the rate of development. As all we say that Education of a girl is like educating a family while educating a boy is merely educating a person. The importance of female education in a society and its spreading to all section of the life is well appreciated and documented to solve existing and emerging problems of the society. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). Parents who have reached a certain educational level might want their children to achieve at least that level (Breen & Goldthorpe, 1997). For educational enrolment of girls, education of the mother might be especially important (Emerson & Portela Souza, 2007; Shu, 2004; Kambhampati & Pal, 2001; Fuller, Singer and Keiley, 1995). Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level.

### **Review of Literature**

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviours and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is

associated with greater achievement in mathematics and reading (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith *et al.*, 1998).

### **Rational of the Study**

The 21st century's growth in various sectors has led our country towards achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non-Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the 100 percent literacy is not achieved till today.

The literacy rate of the disadvantaged community is still poor.

In West Bengal, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may caused by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their girl children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged girl children are not highly in favour of schooling and education of their girl children, today's scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the perceptions and attitude of these parents.

Parents' positive attitude towards girl child's education is important in determining school attendance and academic achievement of the child. Favourable attitude towards schooling and education enhances parental involvement in girl children's present and future studies.

Parent's attitude towards their girl children's education is

affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population, it is expected that the attitude of parents of tribal girl children will be unfavourable towards education. However, the present study aims to examine whether the parents of rural and urban area, today, exhibit a positive and favourable attitude towards their girl children’s education as a result of increasing awareness of values of education through Government Endeavour’s and initiatives.

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Turnbull (1983) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock Report (1978) stresses the importance of parents being partners in the education of their children. The role of parents should actively support and enrich the educational processes. Korth (1981) states that parents should be recognised as the major teacher of their children and the professional should be considered consultants to parents. Tait (1972) opines that the parents’ psychological well-being and the ease or difficulties with which they decipher the cues that facilitate the socialisation process influence the personal and social development of the child. It is the parents who exert the major influence on the development of the child from birth to maturity. One of the most important attributes of parental attitude is consistency. As children mature into adolescence, family involvement in their learning remains important. Family involvement practices at home and at school have been found to influence secondary school students’ academic achievement, school attendance, and graduation and college matriculation rates (Dornbusch & Ritter, 1988; Plank & Jordan, 1997). Despite its importance, however, families’ active involvement in their girl children’s education declines as they progress from elementary school to middle and high school (Dauber & Epstein, 1993; Lee, 1994). Research suggests that schools can reverse the decline in parent involvement by developing comprehensive programs of partnership (Eccles & Harold, 1993; Epstein & Connors, 1994). Previous research shows that family involvement helps for achieving higher attendance, better grade point averages and lower dropout rates.

Even if India has a long and rich heritage of education in both pre and post-independence era, education of the minority communities has remained a sensitive issue. Under the Buddhist influence, education was available to virtually everyone who wanted it. During 11th century, the Muslims established elementary and secondary schools, Madrasas or colleges and universities. When the British came to India the educational system continued to flourish along with the prominence of English language. Through the Act of India in 1835 and the Woods Despatch in 1854, a basis for a properly coordinated system of English education was

Determined. This has been briefly discussed below prior to that of factors affecting minority girls’ education in India.

**Objectives of the Study**

The objectives are as follows

1. To estimate the attitudes of Muslim parents towards education of girl.
2. To find out the socio economic status of Muslim parents in the study area.
3. To compare the attitude of Muslim Parents with reference to Socio Economic Status.

**Analysis of Data**

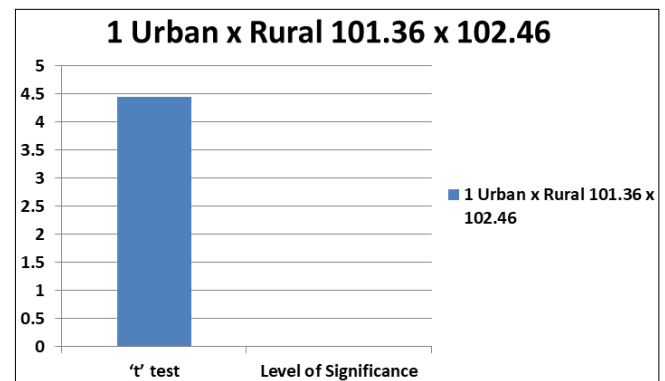
**Analysis of Data pertaining to objective-1**

[Objective -1: To estimate the attitudes of Muslim parents towards education of girl]

**Table 1:** Significance of the Difference between the Mean Attitude Test Scores of Different Groups

Objective	Between Group	Mean	‘t’ test	Level of Significance
1	Urban x Rural	101.36 x 102.46	4.45	0.05

Hence, it can be concluded that the attitudes of Muslim parents towards education of girl is significant.



**Fig 1:** Significance of the difference between the mean attitude test scores of different groups

**Analysis of Data Pertaining to objective-2**

[Objective -2: To find out the socio economic status of Muslim parents in the study area]

Identified causes of socio-economic status were categorized according to different nature and to estimate the degree of intensity. In this context five point rating scald was used. Accordingly, intensity of each socio-economic status was calculated by the formula:

$$\text{Intensity of the cause}(i) = [f(A) \times 5 + f(B) \times 4 + f(C) \times 3 + f(D) \times 2 + f(E) \times 1] / \text{total number of frequency.}$$

Where, f (A)-frequency of the socio-economic status chosen the option A

F (B)-frequency of the socio-economic status chosen the option B

F (C)-frequency of the socio-economic status chosen the option C

F (D)-frequency of the socio-economic status chosen the

option D

F (E)-frequency of the socio-economic status chosen the option E

**Rating Score**

**Table 2**

Option	Score
Option-A	5
Option-B	4
Option-C	3
Option-D	2
Option-E	1

Hence the range of intensity of the causes of socio-economic status lies between 5 and 1. Finally, each cause was categorized based on the intensity.

**Intensity of Causes according to students’ opinion**

**Table 3:** Showing the no. of causes in different category according to students opinion

Nature of Causes	No. of socio-economic causes according to Nature	Percentage (0/0) of socio-economic causes according to nature
Extremely pertinent	0	0
Highly pertinent	9	22.5
Moderately pertinent	19	47.5
Low pertinent	12	30
Not at all pertinent	0	0
Total	40	100

**Interpretation**

Above table indicates that according to students’ opinion there was no extremely pertinent cause of socio-economic. Most of the causes (47.5%) are moderately pertinent. Identified socio-economic Causes were categorized into extremely pertinent, highly pertinent, moderately pertinent and low pertinent on the basis of the intensity of the causes.

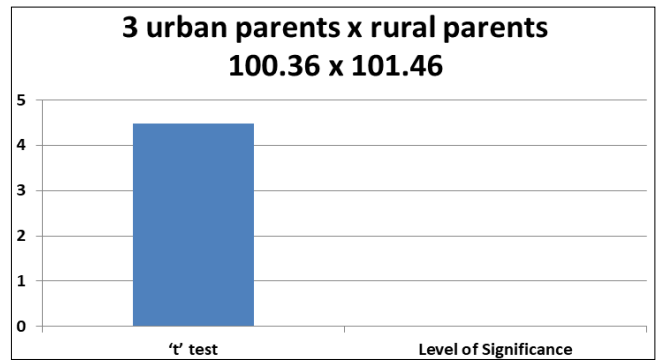
**Analysis of Data Pertaining to objective-3**

[Objective -3: To compare the attitude of Muslim Parents with reference to Socio Economic Status]

**Table 4:** Significance of the Difference between the Mean Attitude Test Scores of Different Groups

Objective	Between group	Mean	‘t’ test	Level of Significance
3	Urban parents x Rural parents	100.36 x 101.46	4.47	0.05

Hence, it can be concluded that to compare the attitude of Muslim Parents with reference to Socio Economic Status is significant



**Fig 2:** Significance of the Difference between the Mean Attitude Test Scores of Different Groups

**Results and Discussions**

The present study done by the researcher is a descriptive one. The investigator needs to prepare two tests to investigate the research, one is the locational variance and socio economic test and the other is the attitude tests towards girl’s education of Muslim parents. For this purpose, the researcher has taken the help of the relevant statistical methods i.e. mean, median, standard deviation, t test (Welch’s t-test) and correlation by using the Pearson’s product moment method.

**References**

1. Koul Lokesh. Methodology of Educational Research, New Delhi: Vikas Publishing House, 2006.
2. Mohan Radha. Research Methods in Education, Hyderabad: Neelkamal Publications Pvt Ltd, 2011.
3. Best W, John Kahn, James V. Research in Education, New Delhi: PHI Learning Private Limited, 2011.
4. Garret HE. Statistics in Psychology of Education, New Delhi: Paragon International Publishers, 2007.
5. Siddiqui MKA. Issues and Challenges (A Collection of Articles), (Kolkata, Abadi Publication)
6. Mondal SR. Educational Status of Muslims: Problems, Prospects and Priorities New Delhi: Government of India, 2006, 1-425.
7. Kazi S. Muslim Women in India, A Report London, UK: Minority Rights Groups International, 1991, 1-38.
8. Mahmood T. Minorities Commission: Minor Role in Major Affairs New Delhi: Pharos Media & Publishing (P) Ltd, 2001.