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Attitude of Dalit Parents towards Girls Education with respect to their Socio-economic Status in Muzaffarpur Division

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***Abstract*—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 are referred to as their attitude. It involves the intricate organisation of evaluative attitudes, feelings, and propensities for particular actions.**

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.

***Index Terms*—Girl education, social empowerment, gender disparity, gender equity, female education.**

I. 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 assumed that more the percentage of educated people more will be the rate of development. 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 everybody in the society. 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. 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). 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 leve of education have experienced its value and know that it is within the reach of girls to complete that level.

In October 2005 the general conference of UNESCO approved the establishment of the International Centre of Women ‘s and Girl ‘s Education in Africa, under the auspices of UNESCO, with the goal of promoting the genuine participation of women in decision-making at the community, national, regional and international levels‖. Gender discrepancy has remained a vague issue from decades. This disparity exists in the educational contents also. If it is discussed in terms of higher education, the disparity and discrimination is much higher than other levels of education likewise primary and secondary education. In this regard Parents' attitude captures a very critical place in the educational matters of girls.

Education is the basic human right of every individual irrespective of sex, race or region. Investment in human capital development while ignoring the women, half of world's population, is not a feasible approach. Education is one of the most important fields where women have been deprived traditionally (Hashmi, Zafar, and Ali, 2010).

Education is considered as a significant instrument of change having strong correlation with the overall economic and social advancement of the country (Siddiqui, 2007). Higher level of women education usually leads to higher level of income source for women (Stromquist, 2001). In this way if every woman is educated, she will encounter to employment field and her many problems could be solved (Sharma, 2005).

II. SOCIO-ECONOMIC STATUS AND EDUCATION

The education of children is influenced by interplay of a range of factors at school, society and family, especially for the tribal children. For school participation, it is important that all the three

factors should be positive or at least one or two factors should be strongly favourable. Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour, are also less important to them (Evangelista de Carvalho Filho, 2008; Basu, 1999).

Besides household wealth, the educational level and labour market position of the parents is expected to play a role. 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. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits & Gündüz-Hogör, 2006).

The income of the parents plays a strong determinant of children education. Regarding father‘s labour market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children‘s education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children‘s education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990; Blau & Duncan, 1967).

III. IMPORTANCE OF GIRL CHILD EDUCATION

The importance of education to human beings cannot be overemphasized. Education is a human right that should be accorded to all human beings solely by reason of being human. The relationship between education and development is well established such that education is a key index of development. The girl-child is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0 – 5 years), primary (6 – 12 years) and secondary school (12 – 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, early and late adolescence stages of development. During this period, the girl-child is malleable, builds and develops her personality and character. She is very dependent on the significant others, those on whom she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage. Education is the process of providing information to an inexperienced person

to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically.

IV. OBJECTIVES OF THE STUDY

- To examine the attitudes of Dalit parents towards education of their girl child.
- To examine the attitudes of Dalit parents towards education of their girl child in relation to locale (rural & urban) variation.
- To examine the difference between the attitudes of Dalit parents having high socio-economic status and having low socio-economic status towards girls' education.
- To examine the difference between attitudes of above graduate Dalit parents and attitude of below graduate Dalit parents towards their girl child education.
- To examine the difference between the attitudes of Dalit parents having high socio-economic status and having low socio-economic status towards girls 'education in rural areas.
- To examine the difference between the attitudes of Dalit parents having high socio-economic status and having low socio-economic status towards girls' education in urban areas.

V. HYPOTHESIS OF THE STUDY

On the basis of the above objectives, the following hypotheses have been formulated:

- There would be no significant difference of Dalit Parents 'attitude towards girls' education.
- There would be no significant difference of Dalit Parents 'attitude towards girls 'education in relation to locale (rural & urban) variation.
- There would be no significant difference of Dalit Parents 'attitude towards girls' education in relation to type of family (Joint & Nuclear) variation.
- There would be no significant difference of Dalit Parents 'attitude towards girls 'education in relation to Socio-Economic Status variation.
- There would be no significant difference of Dalit Parents 'attitude towards girls' education in relation to education variation.
- There would be no significant difference between the attitudes of Dalit parents having high socio-economic status and having low socio-economic status towards girl's education in rural areas.

There would be no significant difference between the attitudes of Dalit parents having high socio-economic status and having low socio-economic status towards girls' education in urban areas.

VI. METHOD OF THE STUDY

For the present study, the descriptive method of research has been used. Descriptive research may be characterized as simply the attempt to determine, describe or identify, what is

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Descriptive research aims at casting light on current issues or problem through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.

VII. RESEARCH DESIGN

It is a descriptive study which investigates the attitude of Dalit parents towards their girl child education. A.06 Block consists of 100 samples and B. 06 Block consists of 100 samples.

Sample

Samples were taken from A.06 Blocks of Muzaffarpur Division. A sample of 200 house hold (Parents) were selected by purposive Sampling Technique. The variables of the study are locale (Rural & Urban), Socio-Economic Status (High SES & Low SES), Education (Above graduate and below graduate).

Scale for measuring parents‟ attitude towards girls‟ education (2017) by Kalam, Uzma and Lal, Banwari was used for data collection.

Socio-Economic Status scale of Mishra (2014) had been used to determine the socio-economic background of parents of the girls children.

The test of significance of difference (‗t‘) between the means of two contrasting sub-samples was calculated to find out significant difference in two sub samples in relation to locale, socio-economic status, education and type of family.

Results:

One of the objectives of the study was to be found out if there exist any locale variation differences on Dalit Parents' attitude towards girls 'Education, therefore the null hypothesis was stated as there is no significant difference in Dalit Parents 'attitude towards girls 'Education in relation to locale variation‖.

It was found that there exists no significant difference between rural and urban Dalit Parents' attitude towards girls 'Education in relation to locale variation will be rejected. This finding was in conformity with the findings of Mingat, 2007; Shavit and Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966, Sen, 1992, Caldwell, 1982 and Bauch 1991.

One of the objectives of the study was to be found out if there exist any type of family variation differences on Dalit Parents 'attitude towards girls' Education, therefore the null hypothesis was stated as there is no significant difference in Dalit Parents' attitude towards girls 'Education in relation to type of family variation.

In order to find out differences if any of the scores on Dalit Parents 'attitude towards girls'Education of joint and nuclear family, the test of significance of difference between the means of two sub samples were calculated and tested for significance.

The obtained value 3.07 is greater than the tabular value at 0.05 levels 1.98 and at 0.01 level 2.63 so it is significant and the null hypothesis that states there exist no significant difference between

Dalit Parents' attitude towards girls 'Education in relation to type of family variation will be rejected. This finding was in conformity with the findings of Dornbusch and Ritter (1988), Bogunović Blanka and Polovina Nada (2007) and Useem (1992).

The objectives of the present study was to find out if there exist any Socio-Economic Status variation differences on Dalit Parents' attitude towards girls 'Education, therefore the null hypothesis was stated as there is no significant difference in Dalit Parents 'attitude towards girls

VIII. EDUCATION IN RELATION TO SOCIO-ECONOMIC STATUS VARIATION.

In order to find out differences if any of the scores on Dalit Parents' attitude towards girls' Education of High Socio-Economic Status and Low Socio-Economic Status, the test of significance of difference between the means of two sub samples was calculated and tested for significance. The obtained value 3.83 is greater than the tabular value at 0.05 levels 1.98 and at 0.01 level 2.63 so it is significant and the null hypothesis that states there exist no significant difference between the Socio-Economic Status variation of Dalit Parents 'attitude towards girls 'Education will be rejected. This finding was in conformity with the findings of Breen & Goldthorpe,1997, Huisman, Rani, and Smits, 2010, Bhalotra & Heady, 2003; Basu, Das and Dutta, 2003, Evangelista de Carvalho Filho, 2008; Mingat, 2007; Shavit and Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966 and Bauch 1991.

Another objective of the study was to find out if there exist any education variation differences on Dalit Parents 'attitude towards girls 'Education, therefore the null hypothesis was stated as there is no significant difference in Dalit Parents 'attitude towards girls 'Education in relation to education variation.

In order to find out differences if any of the scores on Dalit Parents' attitude towards girls' Education of above graduate and below graduate parents, the test of significance of difference between the means of two sub samples was calculated and tested for significance. The obtained value 2.92 is greater than the tabular value at 0.05 levels 1.98 and at 0.01 level 2.63 so it is significant and the null hypothesis that states there exist no significant difference between the education variation of Dalit Parents' attitude towards girls 'Education will be rejected. This finding was in conformity with the findings of Dornbusch and Ritter (1988), Emerson & Portela Souza, 2007, Breen and Goldthorpe, (1997).

Socio-Economic Status variation differences on Rural Dalit Parents‟ attitude towards girls‟ Education

An important objective of the study was to b find out if there exist any Socio-Economic Status variation differences on rural Dalit parents' attitude towards girls 'Education, therefore the null hypothesis was stated as there is no significant difference in rural Dalit parents' attitude towards girls 'Education in relation to Socio-Economic Status variation‖.

In order to find out differences if any of the scores on rural Dalit Parents' attitude towards girls' Education of High Socio-Economic Status and Low Socio-Economic Status, the test of

significance of difference between the means of two sub samples was calculated and tested for significance. The result has been presented in the following table:

The obtained value 3.81 is greater than the tabular value at 0.05 levels 1.98 and at 0.01 level 2.63 so it is significant and the null hypothesis that states there exist no significant difference between the Socio-Economic Status variation of rural Dalit parents' attitude towards girls 'Education will be rejected. This finding was in conformity with the findings of Breen & Goldthorpe,1997, Huisman, Rani, and Smits, 2010, Bhalotra & Heady, 2003; Basu, Das and Dutta, 2003, Evangelista de Carvalho Filho, 2008; Mingat, 2007; Shavit and Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966 and Bauch 1991.

Socio-Economic Status variation differences on Urban Dalit Parents‟ attitude towards girls‟ Education

The main objectives of the study was to be found out if there exist any Socio-Economic Status variation differences on urban Dalit parents' attitude towards girls 'Education, therefore the null hypothesis was stated as there is no significant difference in urban Dalit parents' attitude towards girls 'Education in relation to Socio-Economic Status variation‖.

In order to find out differences if any of the scores on urban Dalit Parents 'attitude towards girls' Education of High Socio-Economic Status and Low Socio-Economic Status, the test of significance of difference between the means of two sub samples was calculated and tested for significance.

The obtained value 3.65 is greater than the tabular value at 0.05 levels 1.98 and at 0.01 level 2.63 so it is significant and the null hypothesis that states there exist no significant difference between the Socio-Economic Status variation of urban Dalit Parents 'attitude towards girls 'Education will be rejected. This finding was in conformity with the findings of Breen & Goldthorpe,1997, Huisman, Rani, and Smits, 2010, Bhalotra & Heady, 2003; Basu, Das and Dutta, 2003, Evangelista de Carvalho Filho, 2008; Mingat, 2007; Shavit and Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966, Sen, 1992, Caldwell, 1982 and Bauch 1991.

IX. CONCLUSION

Discrimination is an age-old concept which can hardly be eradicated in the same pace of time itself, it is a natural phenomenon so it is difficulty and sometimes improper to totally eradicate it in society. But effects should be geared to minimize and abridge it adverse effect in society in order to achieve harmonious co-existence. Every society on the earth imbibes this conception whatever it does either in the family cycle, the village cycle of the state cycle. It also gives a challenge to those discriminated against. There are five factors militating against the female children compulsory education. Though, the fourth factor is particularly partly attributed to both the parents and the daughters themselves. The traditional cum- cultural factor maintains the parents prerogative is divine, no culture or tradition can survive if it is automatically affected by social exchange. The parents are likely to send their daughters to schools. It such ideas did not

infringe the laid down traditions and custom of the society. The society will not tolerate the violation of its established beliefs and the word of God as prophesized by the Holy prophet and elders by sending the female children of the believers to schools. It is religious that caters for the children are moral and spiritual uplifted. The socio-economic factors concern the social and the economic steward of the people. The social economic factor is variable. It is subject to change depending on the moment of the society (either positive or negative) whether the people of West Bengal will have low or high socio-economic depends solely on the present administration. The prevailing economic sector or situation will determine whether the parents could afford to send their daughter to school or not. The prestigious factors are ascribable to the whim and caprices of the parents and the daughters alike. Both of them have lukewarm attitude for the acquisition of formal education. Some of the parents prefer their daughter becoming mother that to pursue education through few of them would want their daughter to achieve both motherhood and attainment of academic goals simultaneously. The daughters derive joy to have changed their status in life from sprinter hood to motherhood than to relatively postpone that unique status to pursue academy. They are complacent because they are fulfilled the natural assignment. The discriminatory perspective based on sex indicates the society is selective in employing labour into the workforce. Male are more regarded than female. Women employment is taken by some employees as supplementary to their marital and household management it is cultural factor maintains the parents prerogative is divine, no culture or tradition can survive if it is automatically affected by social exchange. The parents are likely to send their daughters to schools. It such ideas did not infringe the laid down traditions and custom of the society. The society will not tolerate the violation of its established beliefs and the word of God as prophesized by the Holy prophet and elders by sending the female children of the believers to schools. It is religious that caters for the children are moral and spiritual uplifted. The socio-economic factors concern the social and the economic steward of the people. The social economic factor is variable. It is subject to change depending on the moment of the society (either positive or negative) whether the people of Muzaffarpur division will have low or high socio-economic depends solely on the present administration. The prevailing economic sector or situation will determine whether the parents could afford to send their daughter to school or not. The prestigious factors are ascribable to the whim and caprices of the parents and the daughters alike. Both of them have lukewarm attitude for the acquisition of formal education. Some of the parents prefer their daughter becoming mother that to pursue education through few of them would want their daughter to achieve both motherhood and attainment of academic goals simultaneously. The daughters derive joy to have changed their status in life from sprinter hood to motherhood than to relatively postpone that unique status to pursue academy. They are complacent because they are fulfilled the natural assignment. The discriminatory perspective based on sex indicates the society is selective in employing labour into the workforce. Male are more regarded than female. Women employment is taken by some employees as supplementary to their marital and household management.

ISSN: 3139-8464 (p)

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