

Attitude of Parents and Teachers towards Girl Children's Education in Subarnapur District, Odisha, India

Rajesh Ekka¹ and Sananda Biswal²

Department of Education, BBAU, Lucknow, Uttar Pradesh, India

E-mail: ¹<rajeshvj07@gmail.com>, ²<sanandabiswal@gmail.com>

KEYWORDS Country. Development. Nation. Rights. Women

ABSTRACT Girl children's education is an essential part of the education system in India. The development of the nation depends on the rate of the girl children's education. One cannot imagine a developed society without the education of girl children. Awareness of women is necessary to move the country towards progress, prosperity, and a developed nation. Awareness of girl children will be increased through education about their rights, duties, and other education, which will impact the country's development. Parents and teachers need to hold a positive attitude towards girl children's education. Some parents do not think that the education of a girl's child is necessary. Parents should be aware that the education of girl children is necessary not only for the family but also for the country. The present study is conducted to know the attitude of parents and teachers towards girl children's education in the Subarnapur district of Odisha in India. Subarnapur district is bounded on the north by Sambalpur district and on the west by Balangir district of Odisha. The responses of 50 parents and 30 teachers were collected and it is seen that the maximum number of respondents want their daughters to be educated.

INTRODUCTION

After independence, India as a country went on to the development of different areas like social, cultural, economic, agricultural and education. Education is the most powerful tool that changes the whole life of humans and the whole structure of the country, but access to quality education should be for all Indian civilians, both are male and female similarly eligible. Pandit Jawaharlal Nehru once stated, "To awaken people, it is the women who must be awakened; once she is on the move, the family moves, the nation moves". Under Article 21A of the Constitution of India, the Right to Education gives surety to all children's education. Parents of higher socio-economic status, higher qualifications, good business, and of urban areas have favourable and positive attitudes towards girls' education. Attitudes of parents' attitude towards girls' education differ regarding age, educational qualification, income, and occupation of parents (Das 2019). Parents of higher occupational levels, such as businessmen and job holders have more understanding and awareness towards their girl's education. So, the education of parents, economic background or financial status of parents, and occupation of parents affect the education of girls (Devi 2020). Parents of urban areas and educated parents have

a more positive attitude towards the education of girls and they support the education of girls. Parents from urban areas and educated parents treated both their son and daughter equally. They do not discriminate between their daughters and sons (Kumar 2020). In the British period, there were so many enlightened Indians who assisted in the upliftment of the status of women and girl child education, namely, Mahatma Gandhi, Swami Vivekanand, Keshab Chandra Sen, Gopal Krishna Gokhale, and others. Mahatma Gandhi precisely stated, "If you educate a man you educate an individual, but if you educate a woman you educate an entire family". After independence, the Government of India put more emphasis on girl child education, because the Government of India knows that the development of the nation depends upon the education of girl children. Different types of initiatives, schemes, and programs were introduced by the government for making girl children's education accessible all over India. Different types of committees and commissions emphasised female education after independence. Specifically the University Education Commission (1948-1949), Secondary Education Commission (1952-1953), Hansa Mehta Committee (1962-1964), Indian Education Commission (1964-1966), and National Policy on Education (1968, 1986, 2020).

Objectives of the Study

The objectives of the present study were:

1. To know the attitude of parents and teachers towards girl children's education in Subarnapur district of Odisha.
2. To know the attitude of male and female parents towards girl children's education in Subarnapur district of Odisha.
3. To know the attitude of male and female teachers towards girl children's education in Subarnapur district of Odisha.
4. To know the attitude of male and female (both parents and teachers) towards girl children's education in Subarnapur district of Odisha.

Hypothesis

The study aimed to assess the following hypotheses:

1. There is no significant mean difference between the attitude of parents and teachers towards girl children's education in Subarnapur district of Odisha.
2. There is no significant mean difference between the attitude of male and female parents towards girl children's education in Subarnapur district of Odisha.
3. There is no significant mean difference between the attitude of male and female teachers towards girl children's education of Subarnapur district in Odisha.
4. There is no significant mean difference between males and females (both parents and teachers) towards girl children's education in Subarnapur district of Odisha.

Delimitation of the Study

The present study has the following delimitations:

1. This study is delimited to the Birmaharajpur block of Subarnapur district in Odisha only.
2. This study is delimited to the girl children's education only.
3. This study is delimited to girl children going to school from KG to class 12.
4. This study is delimited to the parents who have girl children and teachers (male and female) of the Birmaharajpur block of Subarnapur district in Odisha only.

Literature Review

As per Kumari and Satyam (2024) in their study it shows the importance of girl child education for the country and society. In this research, the researchers study the difference in attitudes of male and female teachers toward girl children's education, the difference of attitudes of below 40 years of teachers and those teachers aged 40 years, and above 40 years of ages of teachers towards girl children's education at the secondary level, and the difference of attitude of headmasters and school assistant towards girl children's education and teachers working in rural and urban areas. Researchers found that there are no significant differences in attitudes between male and female teachers, ages below 40 years, ages 40 years and above 40 years.

The study done by Sharma et al. (2023) in their study the researchers made an objective to understand the aspirations of rural parents of Jammu, regarding their education and career, to study parental beliefs regarding higher education and the career of their children aged 15-25 years, to understand if any gender differences exist in parental beliefs regarding the education and career of their children, and to provide suggestions based on findings. In this study, the researchers have taken 60 samples or collected data from 60 parents, comprising 30 females and 30 males of the 30-70 years age group. The researchers collected data from Kharian village, Tehsil Marh of Jammu district, Jammu and Kashmir Union Territory through a random sampling technique. Through analysis, researchers found that both, mothers and fathers, have positive attitudes towards their daughters' education.

As per Das et al. (2022) study done through a data collection from 250 parents from the Nadia district of West Bengal, from which 102 parents are from urban areas and 148 parents from rural areas, to find out the attitudes of both male and female parents towards girls' education. For this study researchers selected six main objectives. They were to find out the attitude of parents towards girls' education, study the difference between the attitude of male and female parents towards a girls' education, study the difference between the attitude of urban male and female parents towards a girls' education, study the difference between the attitude of rural male and fe-

male parents towards girls' education, study the difference between attitudes of urban male and rural male parents towards girls' education, and study the difference between the attitude of urban female and rural female parents towards girls' education. After analysis of data, the researchers concluded that both male and female parents had positive attitudes towards girls' education. Rural mothers have a more positive attitude toward girls' education as compared to rural fathers. Urban fathers have a more positive attitude toward girls' education as compared to urban mothers. Male parents in both rural and urban areas have positive attitudes towards girls' education.

As per Nayaki (2022) study shows that the attitude of parents plays a very significant role in girls' education. Parents' attitudes majorly affect the study of girls. The researchers conducted this study to find out about the attitude of the parents of different educational levels towards the education of girls students. To achieve the objective and find out the results of the study, the researchers collected data from 100 parents of secondary school-level students. Out of these, 50 parents were from urban areas and 50 parents were from rural areas of Shikaripura Taluk, Shivamogga district of Karnataka state through random sampling technique. Through careful analysis of data, researchers found out that parents in urban areas have more favourable attitudes towards girls' education. Educated parents also show a more positive attitude towards girls' education, but parents of BPL and APL holders show different attitudes towards the education of girl children.

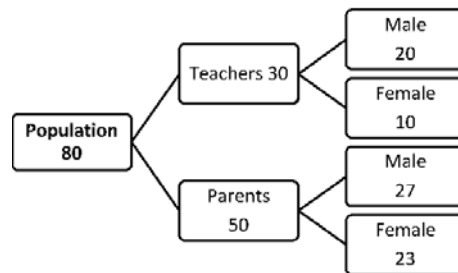
RESEARCH METHODOLOGY

A descriptive survey method was employed to accomplish the formulated objectives. The researchers constructed the structural questionnaire of 40 items. Before applying it, reliability and validity of the tool was checked and the pilot study was conducted.

Population of the Study

In this study, the sample was selected by the purposive and simple random sampling method. The researchers collected a list of primary schools in the Birmaharajpur block of the Subarnapur dis-

trict, and selected 6 schools, and selected the teachers comprising 20 male and 10 female as samples. After that, the researchers selected 50 parents who resided in the nearest area of selected schools. The researchers selected 27 male and 23 female parents by a simple random sampling method. Figure 1 depicts the structure of the sampling of the study.



Tool

In this present study, the researchers used a self-made parents-teacher attitude scale toward girls' education. The researchers made a questionnaire of 40 questions for both parents and teachers for the collection of data through the survey method. Each of the ten questions has one dimension. In the questionnaire, there are four dimensions. Before applying the tool, it was standardised.

RESULTS

H₀ 1: There is no significant mean difference between parents and teachers towards girl children's education in Subarnapur district of Odisha

A comparison of the mean difference in attitude towards girl children's education among parents and teachers of Subarnapur district in Odisha is detailed in Table 1. The investigator calculated mean, SD and t-values of both the groups for the sample of 50 parents and 30 teachers (male 27+20 and female 23+10). The mean of parents of Subarnapur district in Odisha was 151.94 with SD 15.17, while the mean of teachers of Odisha of Subarnapur district was 150.04 with SD

Table 1: Parents and teachers attitude towards girl children's education

Variable	Stakeholder	N	Mean	SD	t- Value	df	Remarks
Attitude towards girl children's education	Parents	50	151.94	15.17	0.6628	78	p < 0.01
	Teachers	30	150.04	15.24			

Source: Authors

15.24. When t- value is measured with the means of two groups it was found to be 0.6628, which is not-significant at both levels of confidence. So, it is concluded from the above data that there is no significant mean difference in the attitude towards girl children's education of parents and teachers of Subarnapur district in Odisha. Therefore, the hypothesis that there is no significant mean difference between parents and teachers of Subarnapur district of Odisha towards girl children's education is not rejected. The mean scores showed that the attitude towards girl children's education of parents and teachers of Subarnapur district in Odisha is not better than each other. Both have significantly similar highly positive attitudes towards girl children's education.

The calculated t-value was not significant at both levels of 0.01 and 0.05 of confidence level (2-tailed), and hence H_0 1 is not rejected.

H_0 2: There is no significant mean difference between male and female parents towards girl children's education in Subarnapur district of Odisha

A comparison of the mean difference in attitude towards girl children's education among male parents and female parents in Subarnapur district of Odisha is shown in Table 2. The investigator calculated mean, SD and t-values for both the groups for the sample of 50 parents (male 27 and female 23). The mean of male parents of Subarnapur district of Odisha was 149.1481 with SD 18.77745, while the mean of female parents of Odisha of Subarnapur district was 155.2174 with SD 8.510641. When t- value is measured with the means of two groups it was found to be 0.141658

which is not significant at both levels of confidence. So it is concluded from the above data that there is no significant mean difference in the attitude towards girl children's education of male parents and female parents in Subarnapur district of Odisha. Therefore, the hypothesis that there is no significant mean difference between male parents and female parents of Subarnapur district in Odisha towards girl children's education is not rejected. The mean scores showed that the attitude towards girl children's education of male and female parents in Subarnapur district of Odisha is not better than each other. Both have significantly similar highly positive attitudes towards girl children's education.

H_0 3: There is no significant mean difference between male and female teachers towards girl children's education in Subarnapur district of Odisha

A comparison of the mean difference in attitude towards girl children's education among male teachers and female teachers of Subarnapur district in Odisha is detailed in Table 3. The investigator calculated mean, SD and t-values of both the groups for the sample of 30 teachers (male 20 and female 10). The mean of male teachers of Subarnapur district of Odisha was 147.2 with SD 15.028, while the mean of female teachers of Odisha of Subarnapur district was 156.08 with SD 12.61. When t-value is measured with the means of two groups it was found to be 0.03533, which is not significant at both levels of confidence. So it is concluded from the above data that there is no significant mean difference in the attitude towards girl children's education between male teachers

Table 2: Male and female parents attitude towards girl children's education

Variable	Parents-gender	N	Mean	SD	t- Value	df	Remarks
Attitude towards girl children's education	Male	27	149.1481	18.77745	0.14165848		p < 0.01
	Female	23	155.2174	8.510641			

Source: Authors

and female teachers of Subarnapur district in Odisha. Therefore, the hypothesis that there is no significant mean difference between male teachers and female teachers of Subarnapur district in Odisha towards girl children's education is not rejected. The mean scores showed that the attitude towards girl children's education of male and female teachers of Subarnapur district in Odisha is not better than each other. Both have significantly similar highly positive attitudes towards girl children's education.

Calculated t-value not significant at both levels of 0.01 and 0.05 of confidence level (2-tailed), and hence $H_0 3$ is not rejected.

$H_0 4$: There is no significant mean difference between male and female (both parents and teachers) towards girl children's education in Subarnapur district of Odisha

A comparison of the mean difference in attitude towards girl children's education among male and female teachers and parents of Subarnapur district in Odisha is shown in Table 4. The investigator calculated mean, SD and t-values of both the groups for the sample of 80 male and female (male 47 and female 33). The mean of male of Subarnapur district of Odisha was 148.3191 with SD 17.2754, while the mean of females of Odisha of Subarnapur district was 155.697 with SD 18.73381. When t-value is measured with the means of two groups it was found to be 0.018944, which is not significant at both levels of confidence. So it is concluded from the above data that there is no significant mean difference in the attitude towards girl children's education of male

and female of Subarnapur district in Odisha. Therefore, the hypothesis that there is no significant mean difference between male and female (both parents and teachers) of Subarnapur district in Odisha towards girl children's education is not rejected. The mean scores showed that the attitude towards girl children's education of males and females (both parents and teachers) of Subarnapur district in Odisha are not better than each other. Both have significantly similar highly positive attitudes towards girl children's education.

Calculated t-value is found to be not significant at both levels of 0.01 and 0.05 of confidence level (2-tailed), and hence $H_0 4$ is not rejected.

In this study, the researchers found some results based on the data collected by survey method in the Subarnapur district of Odisha data collected using the attitude scale toward girls' child education. The researchers found that after data analysis and some statistical processes, like mean, SD, and t-test the attitudes toward girl's education in Subarnapur district of Odisha, between male parents and female parents were not significantly different. Similarly, male teachers and female teachers do not significantly differ in attitude towards girl children's education in Subarnapur.

DISCUSSION

In this study, the researchers found positive attitudes towards girl children's education in male parents and female parents, and similarly found positive attitudes in male teachers and female teachers in the Subarnapur district of Odisha. The study's conclusions proved that women are enti-

Table 3: Male and female teachers attitude towards girl children's education

Variable	Teacher-gender	N	Mean	SD	t- Value	df	Remarks
Attitude towards girl children's education	Male	20	147.2	15.028	0.03533	28	p < 0.01
	Female	10	156.08	12.61			

Source: Authors

Table 4: Male and female (both parents and teachers) attitude towards girl children's education

Variable	Gender	N	Mean	SD	t- Value	df	Remarks
Attitude towards girl children's education	Male	47	148.3191	17.2754	0.01894478		p < 0.01
	Female	33	155.697	18.73381			

Source: Authors

tled to an education. Devi (2018) supports this by stating that as women make up 50 percent of our society, denying them access to education hurts the country and society as a whole. Parents do not choose to send their daughters to school due to poor socioeconomic condition.. Due to financial constraints, the parent decides to pay for their son's schooling, which reduces the possibility that the daughter would continue her education. Further, Das et al. (2022) study concluded that both male and female parents have positive attitudes towards girls' education. Rural mothers have a more positive attitude toward girls' education as compared to rural fathers. Urban fathers have a more positive attitude toward girls' education as compared to urban mothers. Male parents in both rural and urban areas have positive attitudes towards girls' education. Eram (2017) adds credence to the idea that some parents support their daughters' education as well, although they are unable to do so because of challenging financial situations. Some parents think that females could make a big contribution to society and the development of their country if they seek higher education in accordance with standards and values. The social and economic advancement of society is the main objective of education and female education is crucial to reaching this objective.

Women's education is more effective and necessary in the modern era so it is necessary to change the attitude of parents and teachers towards girl children's education effectively in the modern era. Jan and Sharma (2019) back up the claim that the primary cause of the slow economic and social growth is the dearth of educated and technically trained women. Highly-educated women according to several parents typically behaved well around their spouses and other family members. During the critical years of infancy and childhood, the female is viewed in Indian households as being in control of a child's intellectual, emotional, social, physical, and character development. Kumar (2020) backed up the claim by stating that women become more conscious of their role in society and the importance of improving their position, privileges and rights as a result of knowledge advancement. The survey found that most people want to educate women at a higher level, regardless of class, for the sake of society but they are unable to do so because of cultural norms or their inferior socioeconomic

standing. This idea was supported by Sinha (2018) who noted that women and pupils from lower socioeconomic groups participate in school far less frequently, which is contrary to the equity concept. The basis for education must therefore be expanded in order to give all socioeconomic groups equitable access. The study's conclusions show that even after accounting for females' educational constraints, female education raises family income. Again Chingtham and Guite (2017) study explains that due to budgetary limitations, all parents desired to send their girls to school but were unable to do so. Most of their parents encouraged them to attend schools or universities. Financial difficulties, marriage and religious prohibitions were the primary reasons why girls dropped out of school. It has been established that poverty, a lack of information or incentives, illiterate parents and early marriages all hinder women's education. Most parents concurred that women ought to be able to work. The majority of parents expected their daughters to assist with household chores.

Further Jaiswal and Choudhuri (2017) noted that parental involvement can be defined as any interaction between parents and children at home or with the school to ensure that the children's academic performance is going in a positive way. In rural communities, it is believed that a college or university degree could empower women to question the elders' judgment. In order to learn how parents felt about girls' education, Mir and Lone (2023) in their study discover that the male parents of the students work as labourers and the female parents are housewives. Despite this, the parents encourage their daughters' education. Their aim is to educate their daughters but they are unable to do so because of their poor socioeconomic status.

CONCLUSION

The present study research aimed to explore the attitude of parents and teachers towards girl children's education in Subarnapur district of Odisha. The findings of the study exposed some aspects that need to grow to have a developed and productive country. These aspects are positive attitudes of parents and teachers towards girl children's education. From the study, it was found that female parents and teachers show high-

er scores on attitude towards girl children's education. This shows that female parents and teachers have more attachment to girl children's education. Male parents and teachers also show positive attitudes towards girls' education. Researchers have also tested H_0 1,2,3,4 and found all the null hypotheses are not rejected. All the mean scores of groups (parents-teacher, male-female, male parents-female parents, male teachers-female teachers) do not differ significantly.

RECOMMENDATIONS

The researchers make the following recommendations:

1. According to the RTE Act (2010) all children who are 6 to 14 years old have the right to compulsory and free education, so policy-makers of education and all related stakeholders take responsibility for equal opportunities for girls and boys in all over India.
2. Academic and professional researchers should conduct some serious research on girls' education because India is a more diversified country based on economic, geographical, educational, religious, cultural, etc. factors.

REFERENCES

- Chingtham T, Guite T 2017. Parental attitude towards girl's education. *IOSR Journal of Research and Method in Education*, 7(4): 1-6.
- Das B 2019. Attitude of Parents and Teachers towards Girl Child Education in Dhubri District of Assam. Shodhganga@INFLIBNET. From <http://hdl.handle.net/10603/348194.> (Retrieved on 20 January 2024).
- Das S, Sikder P, Acharya AK 2022. Attitude of parents towards girl's education. *International Journal of Research in Social Science*, 12(2): 11-18.
- Devi KM 2018. A study of parental attitude towards girl's education in the hill area of Manipur. *Voice of Research*, 3(2): 57-61.
- Eram U 2017. Review article on attitude of parents towards girls education. *Saudi Journal of Medical and Pharmaceutical Sciences*, 3(3): 1-6.
- Hansa Mehta Committee 1962-1964. Ministry of Human Resource Development, Government of India. From <https://uijir.com/wp-content/uploads/2020/10/UIJIR-509-File.pdf> (Retrieved on 20 January 2024).
- Indian Education Commission 1964-1966. Ministry of Human Resource Development, Government of India. From <https://www.gscepublications.com/gk/d252ecba-5346-4d218a05-e8cdf2731e6e_GKMaterial.pdf> (Retrieved on 21 January 2024).
- Jaiswal SK, Choudhuri R 2017. Review of the relationship between parental involvement and students' academic performance. *International Journal of Indian Psychology*, 4(3): 110-123.
- Jan N, Sharma N 2019. Parental attitude towards girl's education: A case study in Jahangirabad Bhopal. *International Journal of Advanced Education and Research*, 4(1): 12-16.
- Kumar BK 2020. Role of parental attitude towards girls' education. *International Journal of Advance Research and Innovative Ideas in Education*, 6(2): 597-599.
- Kumari N, Satyam A 2024. Factors affecting the attitude of teachers towards quality education for tribal girls. *Elementary Education Online*, 23(2): 522-531.
- Mir MT, Lone SA 2023. Parent's attitude towards girl's child education: A review. *The International Journal of Indian Psychology*, 11(1): 1582-1589.
- National Education Policy 1968. Ministry of Human Resource Development, Government of India. From <https://www.education.gov.in/sites/uploadfiles/mhrd/files/documentreports/NPE-1968.pdf> (Retrieved on 21 January 2024).
- National Education Policy 1986. Ministry of Human Resource Development, Government of India. From <https://www.education.gov.in/sites/uploadfiles/mhrd/files/uploaddocument/npe.pdf> (Retrieved on 21 January 2024).
- National Education Policy 2020. Ministry of Human Resource Development, Government of India. From <https://www.education.gov.in/sites/uploadfiles/mhrd/files/NEPFinalEnglish0.pdf> (Retrieved on 21 January 2024).
- Nayaki VDC 2022. A study on attitude of parents towards girls education. *Scholarly Research Journal for Humanity Science and English Language*, 10(52): 62-74.
- Right of Education 2010. Ministry of Human Resource Development, Government of India. From <https://dsel.education.gov.in/rte> (Retrieved on 20 January 2024).
- Secondary Education Commission 1952-1953. Ministry of Human Resource Development, Government of India. From <https://www.education for all in india. com/1953%20SecondaryEducationCommissionReport.pdf> (Retrieved on 22 January 2024).
- Sharma N, Sharma C, Sharma S 2023. Gender differences in beliefs of rural parents regarding academics and career of their youth (15-25 years). *International Journal of Home Science*, 9(3): 35-43.
- Sinha S 2018. Parent's attitude towards higher education of their girl child: An analytical study of Kaliganj of Karimganj District, Assam. *International Journal of Research in Social Sciences*, 8(7): 1053-1067.
- University Education Commission 1948-1949. Ministry of Human Resource Development, Government of India. From <https://www.education for all in india.com/1949%20Report%20of%20the%20University%20Education%20Commission.pdf> (Retrieved on 22 January 2024).

Paper received for publication in May, 2024
Paper accepted for publication in September, 2024