Parents' attitude towards girls' education: A scale to measuring the attitude of the parents

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ABSTRACT

The growth of any country is depends on the education level of the women because the major work of the agriculture is completing by the rural women therefore if we want to change the national development than we have to change our attitude towards women education.The study was conducted in the Noida city in the state of Uttar Pradesh. based on development of reliable and valid scale for measuring parents' attitude towards girls' education. The 100 statements were formulated for the scale from different sources such as books, journals, experts, opinion of parents and researchers etc. and after editing 74 were selected after content validity was considered for this took the help from 50 experts. The respondents were taken from 8 groups and the were collected by quota and purposive sampling techniques from 160 respondents and used the Likert's methods of summated ratings for analysis.Final selection of the statements was based on the t value. Total 66 statements were arranged in descending order according to the t value. These 66 selected statements obtained value in the range of 10.75 to 0.29; total 25 statements were selected with highest t values with the range of 10.75 to 3.98.

INTRODUCTION

Education is not merely a means of earning a living or instrument for the acquisition of wealth. It is an initiation into life of sprite, training of the human soul in the pursuit of truth and practice of virtue (Chaudhary, 1995). Gandhi said "by education I mean an all-rounddrawing out of the bestin child and man, body, mind and spirit". After independence education was perceived as an agent of social change and economic development (Channa, 1998). The government of India took various steps to spread and popularize female education, even constitution of India was promised free and compulsory education for girls up to the age of fourteen. In spite of these advances the growth of women's education has been very slow.   The 2011 census, however, indicated wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14% for men and 65.46% for women. The literacy rate of girls is lower than boys. There are many factors that play crucial role as an obstacle in the way of girls' education. The past research revealed that the parents' attitude towards the girls' education is an important cause of less literacy rate. There was not a single scale   available to measure the parents' attitude towards girls'education;therefore,the present study was conducted to develop a scale that will help in measuring the parents' attitude towards Girls' education.

MATERIAL AND METHODS

The study was based on development of reliable and valid scale for measuring parents' attitude towards girls' education. The statements were formulated for the scale from different sources such as books, journals, experts, opinion of parents and researchers etc. First 100 statements were collected and after editing 74 were selected. Secondly estimate the validity of the scale (Cureton, 1965). In the study, content validity was considered for this took the help from 50 experts. These experts were selected from various academic institutions and universities of Kanpur and Delhi. The data collected from these 50 experts through questionnaire method. The experts had to give their responses according to the 5 categories. 1 considered being least and 5 considered to be most valid.

The study was conducted in the Noida city in the state of Uttar Pradesh. All the selected respondent of the study were parents of girls. The respondents were taken from 8 groups according to their educational level. The data regarding the parents' attitude towards girls' education were collected by quota and purposive sampling techniques from 160 respondents and used the Likert's methods of summated ratings for analysis.

The t test use for measure of the extent to which a given statement differentiates between the high and low groups. The t value of each statement was derived and then, statements with highest t values were selected. The selected statements of highest t values were used to calculate the reliability of the instrument. Internal consistency reliability was considered to be appropriate.

OBSERVATIONS AND ANALYSIS

The main findings of the study and interpretation of results were presented according to the content validity of the statements, t-value of the statements, spilt-half reliability of the instrument and normalized T scores norms of the instruments.

Content validity of the selected statements:

The content validity was determined on the basis of the content of the statements. The validity of the statements was carried out with help of mean of the score of each statement. The mean score expressed the content validity of the each scores. The mean score of the each statement shows the views of the 50 experts and reflects whether the statements were unambiguous and clear. According to the mean score, all 74 statements were arranged in descending order and 66 statements were selected out of 74, which found mean scores equal to or less than 4. According to experts view rejected 8 statements were found less valid on the basis of the content. These statements were also found tobe ambiguous. Table 1 enlist the statements in descending order based on the lower mean score of each statement. These were rejected statements.

T-value of the statements:

According to the method of summated ratings the selection of statements were based on the t value. Table 2 shows thet value of all 66 statements that were calculated with the help of item analysis and arranged the statements in descending order according to the t value of each statement.

It is evident from Table 2, According to Likert, 20 to 25 items with the largest t values are selected for the attitude scale. However, according to this method 25 statements of high t value were selected for the final scale. In the selected 25 statements, 16 statements were negative and 9 statements were positive. Within the selected 25 statements more of the negative statements were found

Table 1: Distribution of mean scores of rejected statements		
Sr. No.	Statements	Mean Score
1.	An educated woman slows population growth, by creating new opportunities that complete with child bearing and childcare.	3.98
2.	Educated girl oppose social evils.	3.92
3.	Education create political awareness among girls	3.92
4.	Educated girl take care her health and hygiene properly	3.90
5.	Educated girl will play a better role in reducing environmental population	3.80
6.	An educated girl can earn her own livelihood	3.64
7.	Educated girls are more social	3.06
8.	Education gives civic awareness among girl	3.04

Table 2 : Distribution of t value of the statements calculated by summated ratings technique		
Sr. No.	Statements	t value
1.	Education makes a girl arrogant	10.75
2.	Educated girls do not adjust well with in-laws	9.38
3.	Educated girls are poor housewives	7.65
4.	Educated girls do not look after their household duties properly	7.53
5.	Investment on girl education is a burden on parents	7.09
6.	Adolescent girls should not be sent to school / college as they are spoilt by it	6.76
7.	Saving money for dowry is necessary than the spending on the education of the girl	5.81
8.	There is no need to educate a girl, as she had to raise a family	5.76
9.	Girls' education helps build a strong nation	5.56
10.	Educated girl avoids having children for a long time after marriage	5.24
11.	There are more divorce cases among educated girls	5.16
12.	Educated girl neglect her responsibilities	5.16
13.	Its better for girls to take care of the house / siblings than going to school / college	5.00
14.	Education leads to overall development of personality of the girl	4.86
15.	Going school / college is not safe for girls	4.85
16.	Educated girls become modernized and forget the social values	4.74
17.	Giving education to a girl, means educating a whole family	4.61
18.	Educated women can guide her children to lead a better life	4.44
19.	Educated girls can inculcate moral values among their children in a better way	4.36
20.	Educated girls are equally competent as boys	4.33
21.	For the welfare of the society and country, education of girls is one of the important factors	4.30
22.	Girls do not need education as they always depend on men	4.17
23.	One should educate both boys and girls equally	4.12
24.	Primary level education is sufficient for girls	3.94
25.	Dowry demands are more in case of uneducated girls than educated girls	3.89
26.	Educated women can make her child a good citizen of the country	3.80
27.	Girls should be educated for the better standard of living of the family	3.75
28.	The education of girl is not as important as of boys	3.55
29.	Educated girl has good understanding with her husband	3.53
30.	Girls should not be educated because in later stage employed women create social discord	3.48
31.	Educated girls understand their rights well	3.33
32.	Better educated mothers have better educated children	3.20
33.	Educated girl can lead a better life	3.17
34.	Educated women can make her child a successful person in life	3.08
35.	Educated girls take right decision about their marriage	3.05
36.	Educated girls are very demanding	3.04
37.	Girls' education is necessary to bring equality among boys and girls	2.92
38.	Education enables girl to contribute to the financial needs of the family	2.87
39.	Education to girls gives better opportunities for work	2.73
40.	Educated girls are better mother	2.54
41.	Educated girls take independent decision about themselves	2.50
42.	Education to girls promotes sense of better planning and under standing	2.50
43.	Education of girls is positively related to economic production of the country	2.37
44.	Education can lead to social upliftment of lower caste girls	2.25
45.	Educated girl can handle better financial system at home	2.09
46.	Women's status in the society depends on their education	2.06

Table 2 contd...

Table 2 contd...

47.	Educated girl wants to lead a free life without interference of close person	1.96
48.	Girls should be given education so that they are able to protect themselves in their hard times	1.82
49.	Education builds capacity of the girls to deal with crisis situation	1.77
50.	Educated girls can take better care of health of the family members	1.77
51.	Education prepares a girl to share equal responsibilities with men	1.67
52.	Educated girls take care of sanitation of home in better way	1.65
53.	Education of girls is related to reduction in infant and maternal mortality	1.64
54.	Educated girls are better home managers	1.54
55.	Uneducated girls are often exploited	1.52
56.	Educated girl keep better birth space between two children	1.50
57.	Education increases the girls' knowledge about family planning	1.44
58.	Education improves the girls' knowledge about sex	1.21
59.	Expenditure on education of girls is meaningful	0.92
60.	Educated girl wants to live without marriage	0.62
61.	Education of girls is necessary for eradication of poverty from the country	0.50
62.	Education makes a girl self-confident	0.50
63.	Education empowers girls	0.50
64.	Men look down upon uneducated girls	0.32
65.	Finding a suitable match is difficult for an educated girl	0.32
66.	Uneducated girls are more dependent	0.29

Table 3 : Distribution of t' value of the statements calculated by summated ratings technique		
Sr. No.	Statements	t value
1.	Education makes a girl arrogant	10.75
2.	Educated girls do not adjust well with in-laws	9.38
3.	Educated girls are poor housewives	7.65
4.	Educated girls do not look after their household duties properly	7.53
5.	Investment on girl education is a burden on parents	7.09
6.	Adolescent girls should not be sent to school / college as they are spoilt by it	6.76
7.	Saving money for dowry is necessary than the spending on the education of the girl	5.81
8.	There is no need to educate a girl, as she had to raise a family	5.76
9.	Girls' education helps build a strong nation	5.56
10.	Educated girl avoids having children for a long time after marriage	5.24
11.	There are more divorce cases among educated girls	5.16
12.	Educated girl neglect her responsibilities	5.16
13.	Its better for girls to take care of the house / siblings than going to school / college	5.00
14.	Education leads to overall development of personality of the girl	4.86
15.	Going school / college is not safe for girls	4.85
16.	Educated girls become modernized and forget the social values	4.74
17.	Giving education to a girl, means educating a whole family	4.61
18.	Educated women can guide her children to lead a better life	4.44
19.	Educated girls can inculcate moral values among their children in a better way	4.36
20.	Educated girls are equally competent as boys	4.33
21.	For the welfare of the society and country, education of girls is one of the important factors	4.30
22.	Girls do not need education as they always depend on men	4.17
23.	One should educate both boys and girls equally	4.12
24.	Primary level education is sufficient for girls	3.94
25.	Dowry demands are more in case of uneducated girls than educated girls	3.89

to be having high t value than positive statements. Table 3 enlists the statements finally selected for the scale to measure parents' attitude towards girls' education. These statements got high t values.

Split-half reliability of the instrument :

This method found more appropriate for checking the reliability of the instrument. This method was most suitable and less time consuming. Therefore, this method was used for expressing the reliability of the instrument.

For measuring the reliability of the instrument first the correlation co-efficient between the two halves was calculated and then the internal consistency reliability co-efficient of the instrument was estimated through the correlation co-efficient. Table 4 shows the reliability of the instrument.

The instrument was administered on 160 respondents for knowing whether this instrument was reliable or not. The correlation co-efficient was estimated by the Spearman Rank Correlation Formula. Correlation

Table 4 : Reliability of the instrument

Method of reliability	Number of respondents	Correlation r-value	Reliability of scale
Split-half	160	0.76	0.87

Table 5: Distribution of the T scores of finally selected statements

Raw scores	T- scores
111	64.33
110	63.37
114	67.23
109	62.40
108	61.44
107	60.47
106	59.51
105	58.54
104	57.58
103	56.61
102	55.65
101	54.68
100	53.72
98	51.79
97	50.82
96	49.86
95	48.89
94	47.92
93	46.96
92	45.99
91	45.03
90	44.06
88	42.13
87	41.17
85	39.24
84	38.27
83	37.31
80	34.41
79	33.45
73	27.65
71	25.72

Sr. No.	Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
	Table 6 : Final scale for measuring parents' attitude towards girls' education					
1.	Education makes a girl arrogant					
2.	Educated girls do not adjust well with in-laws					
3.	Educated girls are poor housewives					
4.	Educated girls do not look after their household duties properly					
5.	Investment on girl education is a burden on parents					
6.	Adolescent girls should not be sent to school/college as they are spoilt by it					
7.	Saving money for dowry is necessary than the spending on the education of the girl					
8.	There is no need to educate a girl, as she has to raise a family					
9.	Girl's education helps build a strong nation					
10.	Educated girl avoids having children for a long time after marriage					
11.	There are more divorce cases among educated girls					
12.	Educated girl neglect her responsibilities					
13.	Its better for girls to take care of the house/siblings than going to school college					
14.	Education leads to overall development of personality of the girl					
15.	Going school/college is not safe for girls					
16.	Educated girls become modernized and forget the social values					
17.	Giving education to a girl means educating a whole family					
18.	Educated women can guide her children to lead a better life					
19.	Educated girls can inculcate moral values among their children in a better way					
20.	Educated girls are equally competent as boys					
21.	For the welfare of the society and country, education of girls is one of the important factor					
22.	Girls do not need education as they always depend on men					
23.	One should educate both boys and girls equally					
24.	Primary level education is sufficient for girls					
25.	Dowry demands are more in case of uneducated girls than educated girls					

co-efficient value was corrected by using the Spearman-Brown Prophecy formula and the reliability co-efficient of the instrument was calculated.

Normalized T scores norm of the instrument :

The normalized standard score method used for estimating the standard scores of the present scale. The t-scores scale has a range of 20 to 80 in most distributions. In the present study when raw scores were transformed into T scores, the T scores obtained a range of 25.72 to 67.23. This range matches with the given range of T scores.

According to McCall (1992) when the normalized t scores were within the range of 20 to 80 it means the distribution of t- scores takes a shape, which approximates to a normal curve. In the present study the range T scores was within 20 to 80 and had a shape approximates to a normal curve. The normal curve had

shown in Table 5 that standard scores were available in the scale. Similar work related to the present investigation was also carried out by Kumari (2001) and Sastry (1980).

The researcher had calculated the standard deviation of the series of raw scores of 160 respondents and then converted the raw scores in to the normalized slandered scores. The normalized standard scores were converted in to T scores with a mean of 50 and standard deviation of 10. The T scores of the scale were presented in the Table 6.

After above all calculation final scale was developed, this is given in Table 6.

Summary and conclusion:

Woman issues are always burning issues in India and other countries but education of the women is the important everywhere. Many workshave been done for the development of the women. All concerning to the

women are directly or indirectly related to their education. Many researches were conducted on the women education and based on the recommendations of these researches some policies were made to overcome this issues but the female literacy rate is always less than male. It is affected from the numbers of socio-economic and cultural resistance. The parents' apathetic attitude towards girl's education is one of such obstacles. It is revealed from this research that improvement of the literacy level of women is directly related to the change in the attitude of the parents. Thus it was important to study the parents' attitude towards girls' education. Keeping this fact in mind that no such scale was available, hence it was decided to developing one such scale. The scale development was started from formulation of statements and followed by validation of the statements with help of 50 experts of different institutions, checking of reliability in the Noida city of UP. The data were collected from 160 respondents among eight selected group on the basis of their education level.

The major finding of the study was summarized under the heads of content validity, t value, and reliability and normalized T scores norm of the instrument. The 66 statements out of 74, obtained mean score in the range of 4.56 to 4.00 and they were found valid based on their statements remaining 8 rejected statements were not valid because they obtained mean score 3.98 to 3.04 in ranged.

Final selection of the statements was based on the t value. Total 66 statements were arranged in descending order according to the t value. These 66 selected statements obtained value in the range of 10.75 to 0.29; total 25 statements were selected with highest t values with the range of 10.75 to 3.98.

In the present study, raw scores are transformed into normalized T scores. The range of the T scores scale was between 25.72 to 67.23. This distribution takes a shape of a normal curve.

Social sciences researches needs accurate measurement, hence, more such scales should be developed to measure various variables.

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