

Gender disparity in education emerging trends in educational research

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The aim of the present study is to investigate the gender differences in education and vocations in rural Rajasthan in Bikaner division. The sample consists of random sampling 100 from each districts. The data was collected by the survey method. The findings indicate that there exists the differences in boy child and girl child in imparting education. Today in this time of globalization it is too important that in society male and female equally contribute for the society for the nation to do this equal growth of physical, social as well as professional growth is necessary so that both can contribute for the nation not only equally but qualitatively equal also. We know that better environment better education enhances for better upgrading of individual since a long time girl child is being discriminated from boy child.

Keywords: education, gender disparity

Jain (1975) reported that the birth of the female is traditionally less favoured than that of the male. Parents discriminated the son and daughter for a long time in imparting education giving food and to select a job. This is the main reason that after having the potential the females can not use their talent it goes waste in doing household work or doing the work which is not according to the talent and according to their choice along with this the females have to adjust whatever their family members said to do. In doing the job against her will neither the perfection in the said job can be gained nor the satisfaction will there. The main focus of the study is to analyse the situation of the girl child regarding education and vocation. The other factors related to the same like place, family education, financial position of parents etc how they affect the girl child's education and upliftment is also be studied through the study. Education is an important part in making women aware of their aspirations their rights and the potential they possess. The present study is about the study of rural girls in Rajasthan after the study results will help to take the steps to improve education and vocation of girl child it will help to improve the society also. In this way the present study minimizes the gaps in knowledge in education and society and develops the society. The present study also reveals that what is the actual position of the rural girls in Rajasthan specially in Bikaner division as the study main concerns with Bikaner division. The study also relates with the differences between gender and after the study these differences not only minimizes it will also helps to take the steps that can help to uplift the girl child her position in society and if talent is there in girl child it must not go waste on the basis of gender differences and inequality it must be utilized to develop the nation.

Education is an important part in making women aware of their aspirations their rights and the potential they possess. How gender differences affects the girl child in education this is to study. The present study is about the study of rural girls in Rajasthan the study results will help to take the steps to improve education of girl child it will help to improve the society also. In this way the present study minimizes the gaps in knowledge, in education and society and develops the society. The study also relates with the differences between gender and after the study these differences not only minimizes it will also helps to take the steps that can help to uplift the

girl child her position in society and if talent is there in girl child it must not go waste on the basis of gender differences and inequality it must be utilized to develop the nation.

India holds the peculiar position in the differential upbringing of children. This thing is most common in majority of the developing country. In some country this thing is in abundance and in some this is much less in this way the degree varies from country to country and from backward to advance country. Female children become victims of a discriminated socialization process. They are taught to imitate their mothers. When a girl grows up a bit she has to take care of younger siblings, collect fuel and fetch water and even to cook food. In other words, the girl's child labour begins at home and family is the first to exploit the girl child. Rousseau (1712-1778)

Rousseau is a great ideal of equality, liberty and fraternity. Rousseau in 'The Discourse on Inequality' holds equal otherwise. He criticizes slavery on this ground

Survey of Jain 1990 counters the popular belief that girl children are economic liabilities in rural India a girl works for nine hours a day and on average for 315 days in a year.

If we see the other side the situation is different for a male child. He is taught to do the supremacy and also taught to imitate his father. In doing so he also learns about male supremacy on the pattern of the father's behaviour.

From childhood girls are encouraged to take the traditional female roles. They play with dolls and kitchen material while the toys for the boys are like airplanes and battle tanks. In schools, the girls are encouraged to take up thread work and cookery while for the boys the hobbies are challenging work and what they are interested in they can freely do. Girls are expected to be docile, modest, submissive and less talkative, thus closing the doors of creativity and innovation for them. Gender bias does not stop at childhood but also continues during adolescence in terms of health and education inputs, at the time of marriage, in the house of in laws, in the process of decision making etc.

As daughters they are less privileged than sons, as wives they are less privileged than husbands. Tripathi (1968) analyzed that the access of girls to colleges is very low. Parents do not feel the need of spending on and taking so much trouble for giving college education to the girls, because in their opinion, it is uneconomical because a less educated girl can manage the home better than the highly educated one of male adaptive sport perfectionism.

A girl child becomes the target of discrimination even before her conception. We must look at the girl child as a human being. If we neglect her, the development of nation as a whole will suffer. Girlhood is just a period when a woman is trained for the role she is expected to play. Despite being stronger than boys almost ten lakh more girl die in India annually and every sixth female death is due to gender discrimination

According to Flett and Hewitt (2002), gender differences nevertheless because of the nature of competitive sport inherent necessity to promote individual comparisons between the tendency to strive to succeed in achievement settings and demonstrate perfectionist thinking is exacerbated for both males and females further researches considered necessary to confirm and validate evidence of maladaptive sport perfectionism to identify strategies that attenuate the undesirable affects of male adaptive sport perfectionism. In most cases the birth of a girl child is not cherished even by the parents of the child, what to speak of other members of the family. However, now the time is changing in this regard but at a very small extent. Each successive girl in the family is less welcome than the earlier one.

In India the girl child is discriminated against right from the beginning and forced to live a life of deprivations. Ill health and exploitation because of old age traditions, social customs and prejudices. This discriminatory treatment that girls receive, not only deny them their basic rights and the opportunities for full growth and development, but it also denies opportunities for society to ensure a healthy population, especially in the future generations. The girl child is less breastfed, she eats less often getting only left overs is hardly given nutritive food and has to do all the household chores-55% of girls do household chores as against just 15% of boys.

Hypotheses of the study

- There will be significant difference in the study of gender differences in the study of gender differences and education and vocations. A Study of Rural Girls in Rajasthan on the basis of locale of the study.
- There will be significant difference in the education and vocations of children in rural Rajasthan.
- There will be significant difference in the education and vocations of children in rural Rajasthan.
- There will be significant difference in the selection of the respondents selected for the study of gender differences in education and vocation.
- There will be significant difference in the measurement of variables selected for the study of gender differences in education and vocations.

Method

Participants

In any scientific study, methodology is of paramount important because the validity and reliability of the facts primarily depend upon the system of investigation. Methodology refers to the research design. To design is to plan, i.e., designing is the process of making decisions before the situation arises in which the decision has to be carried out. The present empirical study is carried out in Rajasthan state in Bikaner division that is districts Hanumangarh, Ganganagar, Bikaner, Churu.

Hundred samples in total from each district randomly covering complete district is taken four districts in total are planned to take hence total 400 samples. Survey method will be employed for the study taken. Methodology concerns with population and sample, data collection and procedure and tools used.

Instruments

Self developed questionnaire covering six points like information regarding locale of the respondent, household information, literacy index of all family members, family information, marital information, educational information and these six items are observed under various sub items in survey are observed to know all about the facilities provided by the parents to the girl child. Attitudes and values of parents towards the education and vocations of girls will be measured on a five point scale strongly agree, agree, undecided, disagree and strongly disagree. For this purpose questionnaire 1,2,3 is used in which various questions are there to collect the required information.

Data collection

The study required both the primary as well as the secondary data on different aspects. In total 400 samples are taken randomly from the whole district. For the collection of primary data a respondent schedule pertinent to the objectives of the study is developed. The schedule is pre-tested by conducting a pilot study on the basis of which necessary alterations are made in schedule before the final administration. where the respondents are unable to read the questionnaire, the schedule is filled by the researcher herself. The secondary data regarding the infrastructure facilities in villages and educational and occupational conditions of the girls is collected from the village Sarpanchs, Lumberdars, etc.

Statistical analysis

This sub-section includes the socio-economic and personal background of the respondents. An analysis of the social background of the respondents has its special significance. This may help us to understand how different variables such as age, sex, education, occupation, economic conditions, etc., affect value orientation, attitudes and behavior patterns.

Nature and extent of educational differences

It is a known fact that the girls are discriminated right from the birth and the discrimination is more in terms of education. In the present study, an attempt has been made to find out that in which aspects the discrimination is more.

This section is further divided into following sub sections:

Desire to educate daughters : The respondents are asked according to their desire to educate daughters or not. Data presented in table 1.0 clearly shows that majority of the respondents (71%) wants to educate their daughters. They are realistic about the importance of education for girls, only 29% percent of the respondents did not like to educate their daughters.

Table 1.0: Distribution of respondents according to their desire to educate daughters as per district

Want to Educate	Districts				Total (N=400)
	Hanumangarh	Sri Ganganagar	Churu	Bikaner	
Yes	86	88	64	56	284
No	14	12	36	44	116

X² cal. = 38.35; >X² tab = 0.297; d.f. = 3, Significant at 0.01 level;

In Hanumangarh and Sri Ganganagar districts almost all the respondents want to educate their daughters. On the contrary 36% of the respondents in the Churu district reported that their customs did not permit them to educate their daughters. They are of the opinion that there is no use of education as education spoiled daughters instead of giving any benefit. Cultural differences are also the cause of lacking education.

Family Members Against Girl's Education: The respondent are then asked about to name the family members who were against girl's education and responses are noted in table 1.1 which shows that more than three-fourth of families none of the family member opposed their daughters to go to school whereas in five per cent cases it is respondent in laws and in 7% cases father opposed. Only a few number of respondents reported that either they themselves or their elder son were against girl's education. There is no use of girls education according to them. This shows a improvement in the attitude of people regarding the girl's education as the number of persons opposing the girl's education is on decrease. However it can be inferred that grand parents are more against girl's education and this shows a generation gap.

Table 1.1: Family members against girl's education as per district

Family Members	Districts				Total (N=400)
	Hanumangarh	Sri Ganganagar	Churu	Bikaner	
None	70	72	44	37	223(55.75)
Father	02	03	10	16	31(7.7)
Mother	00	00	06	15	21(5.2)
In-laws	12	15	21	18	66(16.5)
Son	14	08	09	00	31(7.75)
All	02	02	20	14	38(9.5)

Figures in parentheses denote percentages

Among Muslims there was marked inequality between girls and boys in primary education because of social and economical obstacles like purdah at ten years of age, the girl's burden of work and early marriage. Among Meos these socio-cultural barriers were much rigid, in Hanumangarh and Sri Ganganagar districts the position of girls education was better. The reason might be that in these two villages the main occupation of the respondents was service and they had to go outside the village for job which undoubtedly affected their thinking pattern. Also in these districts, the people were more defense services so they were little advanced in thinking about girl's education due to exposure to outer world.

So it can be inferred that the awareness regarding the utility of education was lowest in the Churu district and family member did not want to educate their daughters whereas the people in Hanumangarh and Sri Ganganagar districts were more aware and had more positive attitude towards girls education. Moreover both these regions had a large no. of employees, the former in defense services and later in civil departments. In Sri Ganganagar another important cultural accelerator was domination of Sikh religion and impact of neighbouring culture of Punjab.

Place of schooling : Respondents distribution on the issue where they were sending their children for schooling, is available in table 1.2. A vast majority of the respondents sent boys and girls in the schools of their own village. Just 20% of boys and only 17% of girls are studying in the urban areas. Rest of the children were not going anywhere for taking education. This is more in Churu area because parents do not consider education as indispensable or even necessary for a girl, who is expected to remain at home and look after her

husband and children.

District distribution shows the study in Hanumangarh all the girls are studying in the village. In the case of boys the distribution was less or more the same. But Sri Ganganagar region shows a little better position as in this region 36% of the girls are going in cities for education. The villages are connected with Sri Ganganagar city the parents send their daughters to Ganganagar where large number of educational institutions were operative. This is also because of the fact that this region had influence of Punjabi culture and the people were relatively progressive in their ideas. They do not hesitate in sending their daughters for education in urban areas.

Table 1.2: Actual place of education of their children as per district

Place of Education	Districts								Total (N=400)	
	Hanumangarh		Sri Gang.		Churu		Bikaner		S	D
	S	D	S	D	S	D	S	D		
N.A.	0	0	0	0	0	0	0	0	0	0
Rural	78	78	72	64	78	89	92	98	320	329
Urban	22	22	28	36	22	11	08	02	80	71

Sri Gang. = Sri Ganganagar

S = Son; D = Daughter *Z cal. < 1.96 Significant;

Level of education: The respondents are able to indicate their desire they give different opinion about the level of education. In all the districts the desired level for girls mainly upto matriculation whereas boys are free to study upto any level, but in Churu district the majority of cases the desired level for boys is upto matriculation and for girls a good number wants upto primary level whereas one-fourth are not in favour of girls education.

It is obvious from data that the level of education increases the difference between boys and girls also increases as for girls the desired level as well as the minimum level of education are lower when compared to boys.

Findings and conclusion

The study is conducted in Rajasthan state. The main tool employed for the collections of data are interview schedule. The data collected were processed and tabulated with the help of computer.

In Churu and Bikaner the Education and vocation index is not quite good but in Hanumangarh and Sri Ganganagar the position of vocation and education is quite good. Almost equal number of respondents had agriculture, business and service as their main occupation. In Hanumangarh and Sri Ganganagar the people are in agriculture as the fertile area as well as sources of water are there also but in Bikaner and Churu the people are doing agriculture only when it rains but the service private or govt. or army is the other source for them to earn their bread. The findings reveal that the economic standard of the respondents of Churu and Bikaner is not quite good majority of them are living in poverty and also the land holding is less.

Singh (1992) conducted a study in Brazil to examine the economic factors that influence parent's decisions about the schooling of their children. It was found that the children's work time on the farm appeared positively about significantly related with the school enrolment of children; whereas children's household work time and children's off farm, earnings were negatively associated with school enrolment.

Material possession is also poor and only some of the respondents are in the category of affluent. Regarding the respondents occupation,

it is found that only few of the respondents are in service and the income is very less further the social customs also hinders the girls education mostly girls are studying after their marriage. In some caste like Meos and schedule caste the people are not much interested but they are also showing their eagerness towards the results of education.

In some families none of the family members are against the girls education whereas in some families either father, elder brother, grand mother or grand father are not interested to send the girl child to school as they are not aware of the importance of education for the girl child. In Bikaner 44 percent of the family are not interested to send their daughters to schools and almost all the family members are not keen interested towards the education of the girl child.

This is mainly due to their customs and traditions. Boys enrolment in schools is more and a significant number of boys are also going to cities for their education. In these districts people are having some good sources of income therefore the educated families send their daughters to cities for education.

Another important aspect is that of the drop outs. At matric level the dropouts are more i.e boys (40%) and .This is because parents are not able to afford the expenses of sending their children in other cities for further education as in almost all the villages schools are upto matric level. The female dropouts are higher at primary level level also when compared to male dropouts. The following six reasons are found responsible for the dropouts- children themselves are not interested, failure, financial problem, field/household work, studied enough and non availability schools. Majority of the respondents reported that children themselves are not interested in studies i.e daughters (45%) and sons (35%). Female also dropped out in good number (15%) as parents thought that matriculation was enough. Even then regarding the choice of subject, majority of the respondents preferred science group for their sons (25%) and Arts side for their daughters (13%).For daughters preference for higher education is very low. Kakar (1990) reported that even the highly educated parents do not favour giving higher education to their daughters. It is difficult to find suitable partners for their highly educated daughters.

In Bikaner and Churu districts most of the respondents had no knowledge regarding the nature of education whereas in Hanumangarh and Sri Ganganagar the people are aware of it.

Limitations of the study

There are several limitations such as time money and other research constraints to conduct a study. There is limitations to cover the whole Rajasthan as the area of Rajasthan is too big therefore only a division that includes the 4 districts are taken to study the problem.

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