ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION—A CASE STUDY IN BIRBHUM DISTRICT OF WEST BENGAL

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Abstract:-

Literacy is the basic building block of education. No society has ever enlightened itself economically, politically or socially without a sound base of educated women. But till today illiteracy among women in India is very high. The Govt. of India has endorsed many policies, plan and programmes for up-liftmen of women's education. This is very unfortunate that percentage of Post-Graduate women in India as well as West Bengal is very scanty. It is also noticed that rural post graduate women are significantly less than urban post graduate women. In the present study we are tried to

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understand the attitude of rural as well as urban women towards higher education in birbhum district of west Bengal.

Keywords:

Literacy, Higher Education, Women, Rural, Urban, Attitude.

INTRODUCTION

Education is a very good indicator for development of a society. Every one has the right to education. The provision of educational opportunities for women has been an important part of National Endeavour in the field of education since Indian's Independence. Education of girls is vital not only on ground of social justice but also it accelerates social transformation. Promotion of gender equality in education is essential for human resource development. But educating a woman you educate the whole family, because woman has the responsibility of their family for taking care of the health, nutrition and education of her childhood and more so be an active agent in the social and economic development of the Country.

REVIEW OF LITERATURE:

Many studies have been made on the women's education and so many government policies and projects had been declared for their development and care. But the effort towards women is still neglected in our country as well as in our state also. The magnitude of illiteracy among women in India is very high. Only 65.46% women in India & 71.2 % women in West Bengal are literates as per 2011 census.

The Public Report on Basic Education in India (PROBE) survey results as examined by Dreze & Kingdon in the paper School Participation in Rural India, support the hypothesis that parental attitudes towards girl's education are correlated with girls educational attainment (Dreze and Kingdon, 2000). Further research of household determinants of girls education gape examined gender differences in child school enrollment by talking into account the implicit and explicit opportunity costs of schooling, holding household factors constants in a multivariate framework, (Pal, 2001).   The main objective of the study to find out urban Post Graduate (PG) women and rural Post Graduate women in their attitude towards higher education.

METHODOLOGY & PROCEDURE:

The sample in the present study was selected by adopting Random Sampling Technique. The Rural Post Graduate (R/PG) women and Urban Post Graduate (U/PG) women constituted the sample of the study. The total samples are 100. The 100 samples were divided into two groups, Rural and Urban.

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            │   Total Sample (100)    │
            └─────────────────────────┘
           ┌──────────────┴──────────────┐
┌───────────────────────────┐ ┌───────────────────────────┐
│ Rural Post Graduate (50)  │ │ Urban Post Graduate (50)  │
└───────────────────────────┘ └───────────────────────────┘
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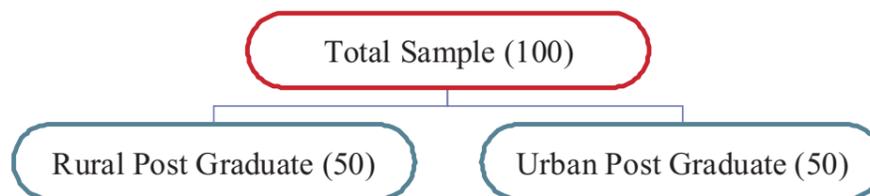
There are different types and techniques for contribution of tool i.e. questionnaire was selected for collection of data. Questionnaire is the printed from the tool containing a set of structured statement and a set of response sheet. Each statement of the scale is associated with three possibilities of responses viz. Agreed. Partially agreed and disagreed. All favourable statements frown maximum to minimum as 2, 1, 0 and un-favourable statements from minimum to maximum i.e. opposite order (0, 1, 2). Lilert/ Likert Scale (3 Point) is used in this Questionnaire.

The preliminary constructed attitude scale was administered on student of Birbhum District (mainly Tarapith College of B.Ed, Tarapur-Bejuri & A.C.C.Jain B.Ed. College, Daicota, Sainthia). To find out the difficulties of the women is responding to the items and understanding the language. After the preliminary administration, screening and editing of the items had been on the basis of their judgment. Efforts were taken to improve the language and understanding the items.

The item analysis of a test usually yields two kinds of information i.e. item difficulty and item discrimination. The index of the item difficulty revels how difficult and item is, where as, the index of discrimination indicate the extend to which and item discriminates the well-inform individuals from the poorly informed ones.

The items were checked and modified on the basis of presenting and administrating to 50 numbers of respondents for item analysis. The respondents for administrating the items were randomly selected and were not included in the sample for the final study. This was done to avoid testing effect. In the present study Popularity index (Pi) was only calculated for the standardization of the attitude scale.

The Popularity index of item is defined as the proportion of women giving correct answer to that particular item. This was calculated by the formula

$P_i = n_i / N_i \times 100$

Where,

P_i = Popularity index
n_i = number of respondents giving correct answer
N_i = Total number of respondents to whom the ith item was administered i.e. 50 in the present case.
Measuring the variability of the sample (or population) around the mean is known as the standard deviation. It is obtained from the variance by extracting the square root and the units in which the measurement are taken. Standard deviation of the sample mean is calculated by the formula:

$$S.D. = \sqrt{\frac{f.d^2}{n-1}}$$ [Where, f = the class frequency
d = deviation of the class value from the mean
n – 1 = number of degrees of freedom]

From calculation of standard deviation one can get an idea about the extent to which the entire sample (population) is represented by mean.

Standard error (SE) is a measure of the variation of the means. From standard error we can determine how the sample mean (X) is related to the mean of the population (μ) from which the sample was taken. The standard error of the mean is calculated from the standard deviation (SD) by dividing it by   n. Thus the formula for standard error is:

Standard error (SE) = SD /   n   (Where n = number of the sample)

Standard error gives an estimate of the variation of several other similar samples drown form the same population. If the variation in the population is large, a large sample will be necessary, than when the variation is small. The smaller the standard error the more reliable will be the estimate of the population mean. An increase in the size of the sample (n) results in a decrease of the magnitude of the standard error. It is therefore, necessary to use large samples for determination of the population characteristics.

The method for calculating probability of obtaining an observed result form some hypothesis and regarding the hypothesis as regarded or not is known as a test of significance.

Test of significance is one of the key tools of statisticians. 't' test is one of the simplest and often used test of significance. The 't' test as used with small samples was worked out by "student" (pen name of W. S. Gosset) in 1908 and modified by R. A. Fisher in 1925. The test is also referred to as "student's", or 't' test.

The 't' may be defined as a quality representing the difference between the sample mean and the true mean or population mean expressed in terms of the standard, viz. t = (x - μ) / SE;

Where x is the sample mean; μ is the population mean; (a hypothetical value usually regarded as 0) and SE is the standard error of the sample mean.

When we want to compare to samples of small size, the formula for 't' may be expressed as

T = difference between sample means / standard error of the difference

= (Xa – Xb) / Sd

[Where, Xa and Xb represent the means of the sample A and B
Sd is the standard error of difference in means]

The standard error of difference in means (Sd) an be determined by the following formula,

$$Sd = \sqrt{(SEa)^2 + (Seb)^2}$$

[where, SEa and SEb are the standard errors of the samples A and B respectively]

In order to determine whether there is any significant difference between the two samples, the value of the 't' calculated from the formula,

t = (Xa-Xb) / Sd

Results: The items, which were neither too popular nor too un-popular were retained and other were rejected respectively. 20 items were finally selected for the attitude scale. According to Popularity index value 5 items were rejected out of preliminary 25 items (Table: 1)

Table: 1
The Table for Popularity Index

Sl. No. of Item	% of respondents giving correct answer of Popularity index
1	63
2	38
3	76
4	79
5	55
6	81
7	80
8	72
9	77
*10	91
11	80
12	56
*13	88
*14	94
15	60
16	48
17	32
18	42
19	75
*20	93
21	49
22	65
*23	96
24	69
25	74

Questionnaire was selected for collection of data. Questionnaire is finally containing of 20 items of a set of structural statement which is divided into five (5) types of dimensions viz. social factor; economic factor; Accessibility of education; personal factor & Miscellaneous factor. (Table: 2)

Table: 2
Description of Questionnaire

SL NO.	DIMENSION	STATEMENT NUMBER	
		+ve	-ve
1.	Social Factor	4, 10, 19	2, 12
2.	Economic Factor	3, 5, 7	-
3.	Accessibility of education	8	17
4.	Personal Factor	6, 9	1, ,15
5.	Miscellaneous Factor	11, 14, 16, 20	13, 18

In the present study, the analysis of the collected data, obtained through valuation the test attitude towards higher education was done. This was carried out by applying suitable statistical formula. Rural Post Graduate (R/PG) and Urban Post Graduate (U/PG) women regarding attitude towards Higher Education were meaningfully interpreted in the Table: 3 & Table: 4 respectively.

Table: 3
Raw score of Rural Post Graduate (R/PG) women regarding attitude towards Higher Education

Sl No.	Code No.	Raw Score
1	R/PG01	29
2	R/PG02	25
3.	R/PG03	28
4.	R/PG04	34
5.	R/PG05	28
6.	R/PG06	28
7.	R/PG07	34
8.	R/PG08	21
9.	R/PG09	27
10.	R/PG10	24
11.	R/PG11	29
12.	R/PG12	25
13.	R/PG13	29
14.	R/PG14	31
15.	R/PG15	28
16.	R/PG16	22
17.	R/PG17	30
18.	R/PG18	29
19.	R/PG19	32
20.	R/PG20	32
21.	R/PG21	32
22.	R/PG22	36
23.	R/PG23	31
24.	R/PG24	30
25.	R/PG25	34
26.	R/PG26	33
27.	R/PG27	32
28.	R/PG28	28
29.	R/PG29	26
30.	R/PG30	31
31.	R/PG31	32
32.	R/PG32	34
33.	R/PG33	33
34.	R/PG34	30
35.	R/PG35	29
36.	R/PG36	25
37.	R/PG37	24
38.	R/PG38	27
39.	R/PG39	25
40.	R/PG40	32
41.	R/PG41	30
42.	R/PG42	33
43.	R/PG43	32
44.	R/PG44	34
45.	R/PG45	36
46.	R/PG46	29
47.	R/PG47	30
48.	R/PG48	33
49.	R/PG49	28
50.	R/PG50	31

Table: 4
Raw score of Urban Post Graduate (U/PG) women regarding attitude towards Higher Education

Sl No.	Code No.	Raw Score
1	U/PG01	30
2	U/PG02	28
3.	U/PG03	25
4.	U/PG04	26
5.	U/PG05	31
6.	U/PG06	26
7.	U/PG07	28
8.	U/PG08	28
9.	U/PG09	31
10.	U/PG10	23
11.	U/PG11	26
12.	U/PG12	28
13.	U/PG13	29
14.	U/PG14	22
15.	U/PG15	22
16.	U/PG16	26
17.	U/PG17	30
18.	U/PG18	31
19.	U/PG19	29
20.	U/PG20	28
21.	U/PG21	30
22.	U/PG22	29
23.	U/PG23	26
24.	U/PG24	32
25.	U/PG25	29
26.	U/PG26	26
27.	U/PG27	22
28.	U/PG28	24
29.	U/PG29	29
30.	U/PG30	32
31.	U/PG31	31
32.	U/PG32	29
33.	U/PG33	26
34.	U/PG34	28
35.	U/PG35	30
36.	U/PG36	26

37.	U/PG37	29
38.	U/PG38	25
39.	U/PG39	28
40.	U/PG40	27
41.	U/PG41	28
42.	U/PG42	25
43.	U/PG43	30
44.	U/PG44	28
45.	U/PG45	29
46.	U/PG46	30
47.	U/PG47	27
48.	U/PG48	26
49.	U/PG49	30
50.	U/PG50	28

Discussion: From the compilation of table-3 & table- 4, Mean; Standard deviation and standard deviation and T-test techniques are used to interpret the data. The interpret data is shown in Table: 5.

Table:5

Sl. No.	Sample No.	Variable	MEAN	S.D.	df	Calculated t-value	Critical t-value for two tailed test (0.05 level)
1.	50	Rural Post Graduate (R/PG) women **VS**	29.70	3.58	99	3.21	1.99
2.	50	Urban Post Graduate (U/PG) women	27.72	2.51			

The above table shows the result of Rural Post Graduate (R/PG) women and Urban Post Graduate (U/PG) women regarding attitude towards higher education. The critical t-value (0.05 level) is 1.99, for df 99, here the calculated t-value is 3.21, which is greater than the critical 1.99. So, a significant difference is made between the rural post graduate women and urban post graduate women in their attitude towards higher education.

Conclusion:

Education has always played a major role when ever the need for a renaissance has arisen. In the 21st century, the challenges of education are pressing towards the search for knowledge that sheds light upon possible ways of restricting the system of education relevant to the modern needs. Woman is the backbone of a nation. Due to the lack of higher educated skilled women, our country is not utilizing potential workers in a just way. The constitution of India confers on women equal rights and opportunities in all fields. The Govt. of India has endorsed the same through its plan, policies and programmes. In spite of all these, women in India have not been able to take full advantage of their Rights and opportunities in practice for various reasons. In the present study we are tried to understand the attitude of women towards higher education in Birbhum district of West Bengal.

In comparison to the girls of the urban area, the girls of the rural area are progressing towards higher education is a slow pace in the university level such as Burdwan University, Calcutta University, Vidyasagar University, Rabindra Bharati University, North Bengal University, Barasat state University etc. as there are many obstacles in communication of the rural women students of Birbhum. It will very helpful to the girls students if a university will be established in Birbhum also. More over some colleges of Birbhum should bear the responsibility of Post-graduation—this is what our present Govt. of West Bengal is trying to

implement.

Another important problem is that of caste barrier; especially the female students of S.C. or S.T. or OBC (A) [minority students] category are moving less interested towards university education due to various problems in hostel or mess. Because there is an adjustment problem with the female students of general castes. These female students suffer from inferiority complex because there is a huge gap between their economic or social strata and the ignorance of the life style of the general caste.

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