

Vol II Issue V Nov 2012

Impact Factor : 0.1870

ISSN No :2231-5063

## Monthly Multidisciplinary Research Journal

# *Golden Research Thoughts*

Chief Editor  
Dr.Tukaram Narayan Shinde

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

**IMPACT FACTOR : 0.2105**

**Welcome to ISRJ**

**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### ***International Advisory Board***

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [ PK ]
Janaki Sinnasamy Librarian, University of Malaya [ Malaysia ]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

### ***Editorial Board***

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



## A STUDY OF THE FACTORS AFFECTING THE EDUCATIONAL DEVELOPMENT OF THE GIRL CHILDREN, AND THEIR TEACHING-LEARNING CONDITIONS

DIPIKA R. CHAUDHARI

Smt. S.I. Patel Ipcovala College of Education, Petlad, Gujarat

### Abstract:

*Children are future leaders of tomorrow and mothers are guardians of the future, and the first aim of every family and society should be to raise healthy and productive individuals who are physically, psychologically, socially, and mentally well developed. These can be achieved through the education of the girl-child who is the mother of tomorrow.*

**Objectives:** 1. To study the factors affecting the educational development and teaching-learning conditions of the girl children.

**Sample:** For the study four government primary schools of Nadiad Taluka of Gujarat have been selected a sample of 60 girl children has comprising of 30 rural and 30 urban areas and sample of 6 teachers has comprising of 3 rural and 3 urban areas. 20 parents constituted of 10 rural and 10 urban areas.

**Tools and Techniques:** Socio-economic status by Dr. Neha Thakkar and interview schedules were constructed for collecting data from parents and teachers. Research Method: Survey method was used to conduct the study.

**Data Analysis:** The data were analysed through percentages and content analysis was used for data analysis. Findings: 1. A large majority of the girl children have responded that they are discriminated unfavourably against their brothers. The schools are understaffed. Clerical work is taking lot of time of the teachers.

2. The teachers have been found dissatisfied with the present level of enrolment of the girl children.

3. The socio-economic factors have been found affecting the teaching learning conditions of the girl children.

### KEYWORDS:

Educational Development, Girl Children, Teaching-Learning Conditions, SES

### INTRODUCTION

While most of the Millennium Development Goals face a deadline of 2015, the gender parity target was set to be achieved a full three years earlier - an acknowledgement that equal access to education is the foundation for all other development goals. In countries where resources and school facilities are lacking, and total enrolments are low, a choice must often be made in families between sending a girl or a boy to school. Until equal numbers of girls and boys are in school, it will be impossible to build the knowledge necessary to eradicate poverty and hunger, combat disease and ensure environmental sustainability. Millions of children and women will continue to die needlessly, placing the rest of the development agenda at risk. It is extremely important that girls have access to an education. For every

additional year girls go to school, they receive 20 percent higher wages and suffer 10 percent fewer child deaths. Women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished. According to The International Center for Research on Women, the education that a girl receives is the strongest predictor of the age she will marry and is a critical factor in reducing the prevalence of child marriage. The World Bank estimates that an additional year of schooling for 1,000 women helps prevent two maternal deaths. Also, each additional year of formal education that a mother completes translates to her children staying in school an additional one-third to one-half of a year.

Girls are not educated since she is considered a strain on the family's resources. Without an education, she cannot even voice her opinion, stand up for herself monetarily as well as emotionally, or battle the discrimination from a social pulpit. Additionally, girls are less likely to have access to education. UNESCO noted that this is due to sexual violence, insecure school environments and inadequate sanitation that adversely affect girls' self-esteem, participation and retention. Textbooks, curricula and teacher attitudes have sometimes enforced negative stereotypes and have kept girls from receiving the education they need and deserve. In this presentation, we will first of all try to explain the key concepts in the title, namely, girl child and education.

### **The Girl-Child**

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.

### **CONCEPT OF EDUCATION**

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically. That is why at graduation ceremonies one hears the Vice-Chancellors pronounce these words while awarding degrees to their institutions' graduates, "you have been found worthy in character and learning..." In education parlance, it means that the individual has acquired adequate and appropriate knowledge, skills and attitudes and values, known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. The planned and systematic training given in an institution of learning is formal education. The programme or is organized, planned and systematically implemented. In an informal education, there is no plan and the training is haphazard and incidental.

Education is the process through which individuals are made functional members of their society (Ocho, 2005). It is a process through which the young acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to her and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile.

Education is one of the fundamental rights of individuals. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in December, 1949 stipulated that:

Everyone has the right to education. This shall be free at least in the elementary and primary stages. Elementary education shall be compulsory while technical and professional education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit. Parents have a prior right to choose the kind of education that shall be given to their children (Nwangwu, 1976).

Why should everyone have the right to education? The answers to this question are given thus:

1. The child is born helpless and has to rely entirely on parents and other older members of the society to survive and satisfy her growth needs in all their ramifications.
2. The degree and quality of participation in the life of the society depends to a large extent on the degree and quality of her education. This will enable her perform her political and other citizenship duties and exercise the rights pertaining thereto effectively.
3. Since every citizen benefits from the result of the education of her fellow citizen and since every generation receives its education from an older generation, every generation has a duty to reciprocate by educating the generation that comes after it. (Ocho, 1988).

There is an adage that says “educate a man, you educate an individual, but educate a woman, you educate a nation” The above summarizes the essence of education to the girl-child and indeed, to every educable human being, and so calls for special attention to be focused on education of the girl-child. No nation can afford to toy with the education of her citizens, especially, the child, who will be the father or mother of tomorrow, because education is the bedrock of all facets of development.

Children are future leaders of tomorrow and mothers are guardians of the future, and the first aim of every family and society should be to raise healthy and productive individuals who are physically, psychologically, socially, and mentally well developed. These can be achieved through the education of the girl-child who is the mother of tomorrow.

#### **OBJECTIVES**

1. To study the factors affecting the educational development of the girl children.
2. To study the teaching-learning conditions of the girl children.

#### **SAMPLE**

For the study four government primary schools of Nadiad Taluka of Gujarat constitute the sample of the study. Further, a sample of 60 girl children has been selected comprising of 30 rural and 30 urban area of Nadiad Taluka. A sample of 6 teachers has been selected comprising of 3 rural and 3 urban areas. 20 parents have been selected constituted of 10 rural and 10 urban areas.

#### **Tools and Techniques**

Socio-economic status by Dr. Neha Thakkar and interview schedules were constructed for collecting data from parents and teachers. An observation schedule was designed to gather data on teaching-learning conditions.

#### **Research Method**

Survey method was used to conduct the study.

#### **Data Analysis**

The data were analysed through percentages. Also, content analysis was used for data analysis.

#### **FINDINGS**

The percentage score of parents going out for job in the rural areas has been found sizably larger than that of urban parents.

There is 100% response in favour of free ship with respect to text books and food from all the sample children.

The basic educational needs of a large majority of sample children are not satisfied by their families. Similar status has been reported with respect to their brothers and sisters.

A large majority of the children are largely deprived of the company of their parents. Only 6% rural and 23.5% urban sample children are in a position to have the company of their parents.

A large majority of the children depend upon self study. Only a minority gets private tuitions.

A large majority of the girl children have responded that they are discriminated unfavourably

against their brothers. Brothers are favoured more by the parents. Brothers have been found to contribute only a little in the house hold work along with their sisters.

**Veil tradition is still prevalent in some of the areas.**

Parents are more worried about the marriage of their girl children rather than concerned about their education.

Medical facilities are comparatively less available to the rural children than to the urban children. As a whole the medical facilities are not satisfactory.

**The text material has been found not adequately available for all the children.**

Subject wise teachers are adequately available. The number of female teachers has been found generally greater than that of the male teachers.

The teachers have been found to be given extra academic duties by the State Government, which has been found affecting the education of the children adversely.

A large majority of children have reported that they do not learn much from the school instruction. There is a need to bring about change in curricula.

Rarely there is provision for co-curricular activities and vocational education. There is no provision for moral education.

Largely the children have found the oral examination merely a formality.

No sincere efforts are made by the teachers to control copying in the examination.

Support material in the form of Audio-Visual aids is rarely used by the teachers.

Innovative techniques are rarely used by the teachers. It may be either due to indifference or lack of training.

Space for accommodation for children is not adequate. Also, there is a lack of furniture.

Teachers have been found facing difficulties due to large student strength and limited space for accommodation.

Sometimes the children have to undergo physical punishment due to non-compliance.

A large majority of children interact freely with their teachers. Rarely the children were found hesitant.

A large majority of girl children like to be taught by the female teachers.

The girl children in the rural areas are not in a position to get proper guidance from their teachers in problematic situations.

Most of the parents find their income inadequate to meet the expenditure incurred. They try to make up for the deficiency through additional sources, debt, child labour and other means.

There is a lot of expenditure on addiction, disease, and debt. There is some expenditure for the education of children.

Some of the parents are not in a position to send all of their children for education. The causes as identified by the investigator are child marriage, business of the girl child with the domestic work, boys working with parents, poor economic condition and negative attitude of the aged people and the caste people.

More than the administrative factors, they find family, social and economic factors impeding the education of the children.

There is gender discrimination in relation to education. Boys are given more importance than girls.

Urban parents have been found more in favour of co-education than rural parents.

Most of the parents have suggested that there should be a law for compulsory education. Education for the girl children should be free. There should be provision for special education for girl children. There should be provision for separate schools, scholarship, and transportation.

Many physical, economic and administrative factors have been found adversely affecting the education of the girl children, namely, lack of adequate appropriate space for studies, drinking water, toilet facilities, and play fields. Inadequate budget and staff and extra academic duties have been impeding the girl child education. The staff transfer policies have been reported baseless. The latest teaching material and

media are not available.

The teachers find the primary education curricula wanting. They have suggested that home science, moral education, environmental education and social sensitivity subjects should be incorporated into the curricula. They find Board Examination at Standard V level and Mass Promotion irrelevant.

The schools are understaffed. Clerical work is taking lot of time of the teachers.

The teachers have been found dissatisfied with the present level of enrolment of the girl children.

The socio-economic factors have been found affecting the teaching learning conditions of the girl children.

### CONCLUSION

Education is the right of every girl everywhere and key to transforming her life and the life of her community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. Finally, that schools are often substandard, especially in rural and isolated areas, means that even the few girls lucky enough to get access to an education often receive one of poor quality and limited duration.

### REFERENCES

- Braun, J.V, Swaminathan, M.S. & Rosegrant, M.W. (2004). Agriculture, food security, nutrition and the millennium development goals. 5th Report on the World Nutrition Situation, Geneva.
- Guttman Cynthia. When girls go missing from the school. [http://www .id21.org](http://www.id21.org). An On-line education reporting service run by the Institute of Development Studies Retrieved 2/6/09.
- [http://en.wikipedia.org/wiki/Women\\_in\\_education\\_in\\_Nigeria](http://en.wikipedia.org/wiki/Women_in_education_in_Nigeria)
- Ocho, L.O. (1988). The philosophy of education for Nigeria. Enugu: Harris Printing & Publishing.
- Ocho, L.O. (2005). Issues and concerns in education and life. Enugu: Institute of Development Studies, University of Nigeria.
- Okeke, E. A. C., Nzewi, U.M. & Njoku Z. (2008). Tracking school age children's education status in UNICEFA-Field states. Enugu: UNICEF.
- Schmitz-Robinson, E. (2006). The right to education and the girl child. Girls' Situations.
- Tahir, G. (2005). The Universal Basic Education in Nigeria. The Journey So Far. In Maduewesi, E. (eds). Nigeria Journal of Teacher Education and Teaching. Asaba, 1(1), 217-221.
- [www.girlsrights.org/girls.php](http://www.girlsrights.org/girls.php) Retrieved on 2/6/09.

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

## Associated and Indexed,India

- \* International Scientific Journal Consortium Scientific
- \* OPEN J-GATE

## Associated and Indexed,USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005,Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.isrj.net