



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

International Journal of Current Research
Vol. 11, Issue, 08, pp.6311-6313, August, 2019

DOI: <https://doi.org/10.24941/ijcr.36145.08.2019>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

RESEARCH ARTICLE

A STUDY ON EFFECT OF CHILD DISCRIMINATION ON THE EDUCATION OF THE GIRL CHILD IN THE SELECTED RURAL AND TRIBAL AREAS OF TELANGANA STATE

^{1,*}Spandana Deepika, K., ²Dr. Geetha Reddy, R., ³Ms. Kameswari, S.L. and ⁴Dr. Sreedevi, P.

¹M.Sc Scholar, Department of Extension Education and Communication Management, College of Home Science, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

²Professor and Head, Department of Extension Education and Communication Management, College of Home Science, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

³Assistant Professor, Department of Extension Education and Communication Management, College of Home Science, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

⁴Assistant Professor, Department of Human Development and Family Studies, College of Home Science, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

ARTICLE INFO

Article History:

Received 16th May, 2019

Received in revised form

14th June, 2019

Accepted 10th July, 2019

Published online 31st August, 2019

Key Words:

Rural and tribal women, Child Discrimination, Education of girl child.

*Corresponding author:

Spandana Deepika, K.

Copyright © 2019, Sujitha et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Spandana Deepika, K., Dr. Geetha Reddy, R., Ms. Kameswari, S.L. and Dr. Sreedevi, P., 2019. "A study on effect of child discrimination on the education of the girl child in the selected rural and tribal areas of telangana state", *International Journal of Current Research*, 11, (08), 6311-6313.

ABSTRACT

Background: Women are the backbone of healthy and progressive family. Hence coordinated and convergent efforts are needed to ensure survival, protection and empowerment of the girl child; Government has announced Beti Bachao Beti Padhao initiative and is being implemented through a national campaign (GOI, 2015). Gender discrimination in India is a reality which cannot be conveniently ignored. Driving a change in the mindset of people is the key to end this discrimination. Our girls deserve equal opportunities as boys. Education is an essential part of a living being, whether it is a boy or a girl. **Materials and Method:** The present study was conducted to see the effect of Child Discrimination on education of girl child among women of rural and tribal areas of Telangana state. Exploratory research design was adopted for the study and Purposive random sampling was done for selection of respondents. A total of 120 samples were taken for the study, 60 from rural area of Gadwal district and 60 from tribal area of Nagar Kurnool district. **Results:** The findings showed that majority belonged to young age may be due to the reason that while selection of the respondents the main criterion followed for selection was that they should have at least one girl child of school going age and 80.83% were illiterates. There was effect of child discrimination on the education of the girl child was in rural and tribal areas, indicating that there was impact of discrimination of the child on education and the impact was more in both rural and tribal areas. **Conclusion:** Majority of the women were functionally illiterate. Hence capacity building programmes should be developed by the government for these women on education and social development. It was clear from the study that women were showing discrimination towards girl child. The preference of sons was continuing in this 21st era, majority of the women viewed that girl child as burden to them.

INTRODUCTION

Gender inequality in education is a persistent problem in Indian society, especially for girls from rural areas and lower socioeconomic backgrounds. During the past several decades, India has achieved success in moving toward universal school enrollment and in enacting policies to address educational inequalities such as those based on gender. However, education gaps still exist (White, 2016). According to Census 2011, in the state of Telangana, the female literacy rate is 65.5% against the male literacy rate of 82.1%. Although there has been a considerable improvement in literacy rate of female

but still it is much lower compared to male. The Experts often argue that the gender discrimination impact on women's education is the key to reducing discrimination against girls. However, female literacy rate has risen from 15 to 54%, even as the juvenile sex ratio has fallen.

Some studies have shown that educated mothers are far more "efficient" in discriminating against their daughters than uneducated mothers. Educating the girl child must be a necessity for the overall development of the country as women play an essential part in the all around process of the country (Abhilasha Gaur, 2017).

MATERIALS AND METHOD

The study was conducted in rural and tribal areas of Telangana state. Purposive random sampling was adopted for sample selection with criteria of families having at least one girl child. A total 120 sample, 60 sample from rural area, Ghattumandal of Jogulamba Gadwal district and 60 sample from tribal area, Achampetmandal of Nagar Kurnool district. Data was collected with the help of Schedule developed by Geetha Reddy, (1995) with suitable modifications was used. The specific objectives for the study are as under following heads.

RESULTS AND DISCUSSION

Profile characteristics of rural and tribal women: Profile of the respondents included age and education. The distribution of the respondents into the different categories based on their profile characteristics were presented in the tables by dividing the sample into three groups by class interval method and discussed.

Age: On the basis of chronological age, the respondents were classified into three categories namely young (20-30 years), early middle age (30-40 years) and late middle age (40-50 years). Table 1. indicated that in rural population, little more than half (51.66%) of the respondents belonged to young age followed by early middle age (46.68%) and late middle age (1.66%). In tribal population, more than half (60.00%) of the respondents belonged to early middle age followed by young age (35.00%) and very few were from middle age group (5.00). Out of the total population, a little more than half (53.34%) of the respondents belonged to early middle age followed by young age (43.33%) and late middle age (3.33%) (Figure 1).

Majority of the respondents' belonged to young age may be due to the reason that while selection of the respondents the main criterion followed for selection was that they should have at least one girl child of school going age. Due to this reason majority of the respondents belonged to early middle age and they have girl child. The results were in harmony with the study of Manjunatha and Gangadhar (2018) on the "Socio-Economic Status of the Bettakuruba Tribal Women: a Case Study from the Chamarajanagara District, Karnataka, India" where in they revealed that majority of the (25.8%) of respondents belonged to age group of 31 to 40 years followed by (19.2%) of respondents belonged to age group of 41-50 years, 17.5% of respondents belonged to age group of 21-30 years, 15.8% of respondents belonged to age group of 51-60, 11.7 % of respondents belonged to age group of above 60 years and 10.0 % of respondents belonged to age group of 20 years age group.

Education: It refers to the educational level of the respondents, who were classified into six categories namely illiterate, primary school, middle school, high school, college education and graduation and above. It can be noted that in rural population, majority (73.33%) of the respondents were illiterates followed by middle school education (11.67%), high school education (10.00%), primary school education (3.33%) and very few were having graduation & above (1.67%). In tribal population, majority (88.34%) of the respondents was illiterates followed by primary school education (3.33%), high school education (3.33%), middle school education (1.67%) and none of them were graduated (Figure 2.). Out of the total

population, majority (80.83%) of the respondents were illiterates followed by equal portion (6.67%) belonged to each of middle school education and high school education; primary school education (3.33%), college education (1.67%) and graduation & above (0.83%). Overall majority of the respondents were illiterates due to the reason that schools were located very far from their villages, safety and security aspects, lack of sufficient money and parent's negative attitude towards girl child education.

The results were in accordance with the results of Srinivas and Devoji (2015) wherein they stated that women literacy in Telangana in the year of 2011 is 62.08 in the district of Hyderabad which is highest percent. The lowest tribal women literacy percent was in district of Mahabubnagar (30.04) of Telangana state. This shows the high percentage of illiteracy among tribal population. Bihari *et al.* (2012) revealed that majority (62.00%) of the women respondents were illiterates, followed by 26.00 per cent of the respondents studied up to primary school and 12.00 % of the respondents studied up to middle school and above.

Effect of child discrimination on the education of the girl child: In order to study the effect of child discrimination on the education of the girl child of the respondents in the selected rural and tribal areas of Telangana State, Correlation coefficient 'r' values are computed in the table 3.

Null hypothesis: There will be no effect of child discrimination on the education of the girl child of the respondents.

Empirical hypothesis: There will be effect of child discrimination on the education of the girl child of the respondents. It was observed from the table 4.32, among rural population, there existed effect of child discrimination on the education of the girl child, $r = 0.286^*$ and was Significant at 0.05 level of probability. Among tribal population, there was effect of child discrimination on the education of the girl child, $r = 0.446^{**}$ Significant at 0.01 level of probability. In rural and tribal population, there was effect of child discrimination on the education of the girl child at 0.282^{**} and was highly Significant at 0.01 level of probability. The results revealed that there was effect of child discrimination on the education of the girl child was in rural and tribal areas, indicating that there was impact of discrimination of the child on education and the impact was more in both rural and tribal areas. The reason may be the discrimination attitude of the respondents, majority (80.83%) of the respondents were illiterates they were considering girl as a liability, burden to them, to invest for both education and marriage of the girl child.

Pulugurtha (2008) stated that the gender-based discrimination in education is both a cause and a consequence of broader forms of gender inequality in society. The author stated that there is a need to close the gender gap. The results were in concurrence with the study of Mkandawire (2014), who examined the gender discrimination on girl child education in rural areas. The author revealed that gender discrimination had influence on education in such a way that it affects attendance of girls and in some cases and areas boys as well, the performance, dropout and enrolment rate in schools. Gender discrimination in the area was caused by poverty, ignorance, culture, religious beliefs and oppression.

Table 1. Distribution of respondents according to their age

S.No	Age (in years)	n=120					
		Rural (n=60)		Tribal (n=60)		Total (n=120)	
		F	%	F	%	F	%
1.	Young (20-30)	31	51.66	21	35.00	52	43.33
2.	Early middle (30-40)	28	46.68	36	60.00	64	53.34
3.	Late middle (40-50)	1	1.66	3	5.00	4	3.33
	Total	60	100.00	60	100.00	120	100.00

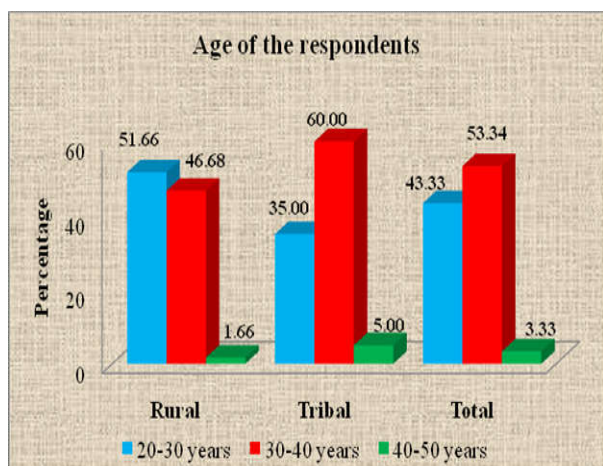
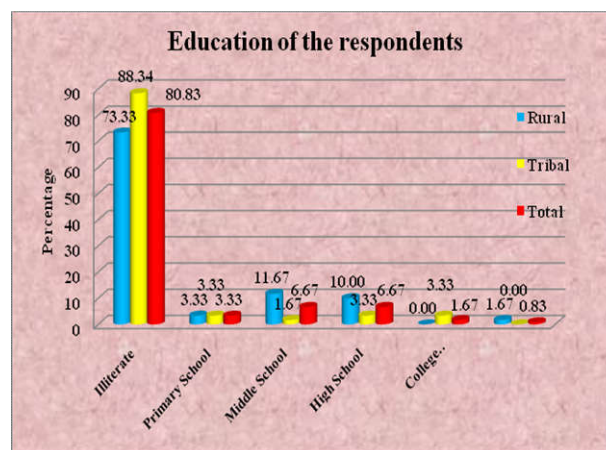
Table 2. Distribution of respondents according to their educational levels

S.No	Educational Level	n=120					
		Rural (n=60)		Tribal (n=60)		Total (n=120)	
		F	%	F	%	F	%
1.	Illiterate	44	73.33	53	88.34	97	80.83
2.	Primary School	2	3.33	2	3.33	4	3.33
3.	Middle School	7	11.67	1	1.67	8	6.67
4.	High School	6	10.00	2	3.33	8	6.67
5.	College Education	0	0.00	2	3.33	2	1.67
6.	Graduation & Above	1	1.67	0	0.00	1	0.83
	Total	60	100.00	60	100.00	120	100.00

Table 3. Correlation analysis of Discrimination of girl child with education of the girl child

S.No	Type of respondents	n=120	
		Discrimination of girl child Vs. Education of girl child	Correlation coefficient (r) value
1.	Rural	0.286*	
2.	Tribal	0.446**	
3.	Grand Total = Rural + Tribal	0.282**	

* = Significant at 0.05 level of probability ** = Significant at 0.01 level of probability

**Figure 1. Distribution of respondents according to their age****Figure 2. Distribution of respondents according to their education.**

Conclusion

Depending on results achieved in the study, majority of the rural and tribal women respondents were illiterates and there was effect of discrimination on their education of the girl child. There was a significant difference between the association of variables like discrimination of girl child and education of the girl child among the total and tribal samples at 1% level of significance and between rural villages, it was significant at 5% level indicating the impact of discrimination of the child on education of girl was more both the areas and especially in tribal areas.

REFERENCES

- Abhilasha, Gaur. 2017. Importance of educating a girl child in Indian Society. <https://medium.com/@abhilashagaur/importance-of-educating-a-girl-child-in-indian-society-ebf730cce4e1>
- Bihari, B., Kumar, R., Prasad, K and Sundarambal, P. 2012. Role Performance and Knowledge Level of Tribal Women Farmers in Meghalaya. *Indian Research. Journal of Extension Education*, 12 (1): 60-62.

- Dhar, D., Jain, T and Jayachandran, S. 2018. Intergenerational Transmission of Gender Attitudes: Evidence from India. *The Journal of Development Studies*, 1 -21.
- Jangir, H and Azeez, A.E.P. 2017. Parental Attitudes and Children's Perception on Gender Discrimination: Evidences from Rural Rajasthan. *Indian Journal of Sustainable Development*. 3 (1): 29-36.
- Manjunatha, B.R and Gangadhar, M.R. 2018. Socio-Economic Status of the Bettakuruba Tribal Women: a Case Study from the Chamarajanagara District, Karnataka. *Antrocom Journal of Anthropology*. 14 (1): 129-137.
- Mkandawire, D. 2014. Examining Gender Discrimination on Girl Child Education in Rural Areas: Case of T/AMSakambewa in Dowa. *Dissertation of B.Sc Social Science in Social work*. The Catholic University of Malawi.
- Pulugurtha, Shamala. 2008. How a lack of education adversely affects girls. Available: <http://empowermentinternational.org/2008/08/01/how-a-lack-of-education-adversely-affects-girls/>
- Sahoo, S. 2016. Girls' education in India: Status and Challenges. *International Journal of Research in Economics and Social Sciences*. 6 (7): 130-141.
- Wodon, Q., Montenegro, C., Nguyen, H and Onagoruwa, A. 2018. The Cost of Not Educating Girls. Missed Opportunities: The High Cost of Not Educating Girls.