



ATTITUDE TOWARDS WOMEN'S EDUCATION AMONG B.ED. STUDENTS IN DINDIGUL DISTRICT

Dr. R. Meenakshi

Assistant Professor, Department of Education,
Madurai Kamaraj University, Madurai, Tamil Nadu.

ABSTRACT :

The present study was explored to find out the attitude towards women's education among B.Ed. students. Survey method was employed. A stratified sample of 340 B.Ed. students in Dindigul District was chosen. Scale on Attitude towards Women's Education by Sureshkumar, M. (2011) was used for data collection. Data was analyzed by t-test. Findings showed that there is significant difference in attitude towards women's education among B.Ed. students based on residence, religion and family type. Results also found that there is no significant difference in attitude towards women's education among B.Ed. students in terms of gender, qualification, community, family income, marital status, college location and subject teaching.

KEYWORDS : Attitude towards Women's Education, B.Ed. Students.

NEED FOR THE STUDY

Women education in India plays a key role in the social and economic development of the country. Educating a woman uplifts her life as well as the quality of her life and her entire family. It is a fact that any educated woman will definitely support the education of her children especially a girl child and provide a better guidance to her children. An educated woman will easily imbibe an independent and progressive outlook in her children. More importantly, an educated woman in a society like India will assist in reducing the infant mortality rate and control the blossoming of the population.

Improving girls' educational levels has been demonstrated to have clearly impacts on the health and financial future of young women, which thus enhances the possibilities of their whole community. In the poorest nations of the world, 50% of girls don't go to secondary school. However, research shows that each extra year of school for girls expands their lifetime income by 15%. Enhancing female education, and in this manner the earning capability of women, enhances the way of life for their own children, as women invest more of their income in their families than men do. However, many obstructions to education girls remain. In some African nations, for example, Burkina Faso, girls are unlikely to attend school for such basic reasons as an absence of private toilet facilities for girls.

The first determinant is the individual's positive or negative evaluations for performing the behavior.



Generally, people with positive beliefs will have a favorable attitude toward the object of the beliefs and conversely will have an unfavorable attitude if their beliefs are negative (Silverman & Subramaniam, 1999). The second determinant is the person's perception of social pressure to perform or not perform the behavior based on the evaluation of others. Thus, an attitudinal consideration and a

normative Physical education is important to teach kids and adults for that matter! We need to educated people on the importance of being active, exercising, eating right to maintain a healthy body, especially for children as their bones and muscles continue to grow and develop. Exercise is important for strong bodies and core strength and helps develop motor skills. It's an overall confidence booster. Hence the present study is taken up.

OBJECTIVES OF THE STUDY

- To find out the significant difference in attitude towards women's education among B.Ed. students with respect to background variables.

HYPOTHESES

- There is no significant difference in attitude towards women's education among B.Ed. students in terms of gender, qualification, residence, religion, community, family income, family type, marital status, college locality and subject studying.

SAMPLE: A stratified sample of 340 B.Ed. students in Dindigul District was selected for the study.

TOOL

- Attitude towards Women's Education Scale by Sureshkumar, M. (2011).

DATA ANALYSIS

Table 1: Attitude towards Women's Education of B.Ed. Students based on Background Variables

Variable	Sub-variables	N	M	SD	t-value	Remark
Gender	Male	136	60.034	10.459	1.397	Not Significant
	Female	204	58.259	7.273		
Qualification	UG	210	59.459	9.121	1.681	Not Significant
	PG	130	57.567	7.214		
Residence	Rural	165	58.006	8.900	2.568	Significant
	Urban	175	60.853	7.493		
Religion	Hindu	267	61.065	7.560	6.057	Significant
	Others	73	53.931	8.734		
Community	SC/ST	152	59.384	7.569	0.506	Not Significant
	Others	188	58.760	8.844		
Family Income	Adequate	281	59.442	8.789	1.856	Not Significant
	Inadequate	59	57.220	7.701		
Family Type	Joint	87	60.287	7.929	1.97	Significant
	Nuclear	253	58.104	8.846		
Marital Status	Married	187	58.871	8.705	0.085	Not Significant
	Unmarried	153	58.981	8.170		
College Locality	Rural	186	58.838	8.716	0.199	Not Significant
	Urban	154	59.092	8.133		
Subject Studying	Arts	167	58.431	8.999	1.368	Not Significant
	Science	173	59.958	7.456		

From Table-1, the t-values 1.397, 1.681, 0.506, 1.856, 0.085, 0.199 and 1.368 are not significant at 0.05 level and the t-values 2.568, 6.057 and 1.97 are significant at 0.05 level.

FINDINGS

- 1) Attitude towards women's education among B.Ed. students is found dependent upon
 - Residence
 - Religion
 - Family type
- 2) Attitude towards women's education among B.Ed. students is found independent of
 - Gender
 - Qualification
 - Community
 - Family income
 - Marital status
 - College location
 - Subject teaching

EDUCATIONAL IMPLICATIONS

This study reveals that the B.Ed. students those who are reside in rural areas, those who belongs to other religion and those who belongs to nuclear family have unfavorable Attitude towards women's education as compared to their counterparts. Hence the educational authorities may take necessary steps to inculcate and nourish the importance of women's education among the B.Ed. students for effective development of our nation.

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