



# **A Study of Educated Women's Perception on the Role of Family in Women's Education**

**Ph.D. Thesis**

**By**

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## CHAPTER 5

### **SUMMARY, FINDINGS AND CONCLUSIONS**

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#### **5.0 Introduction**

Women were deliberately socialized into their ascribed roles and were made to internalize the often-negative images for themselves, which were provided under the guise of socialization. They lacked autonomy in issues about the choice of marriage, career, education, and other personal matters, and so on. Discrimination between man and woman based on ethical, aesthetic, economic, social, religious, and political backgrounds of culture revealed her diminished status. There were also highly prevalent notions of selfless service, tolerance, self-restraint, sacrifice, and docility as part of girls' grooming. Inferiority complex, low self-esteem, and self-worth were the repercussions of such self-deprecative grooming barring few exceptions.

But with the flow of time, the Indian society has observed numerous transitions from traditional to modern in respect of societal structure and traditional values majorly due to paradigm shift in thought process and unprecedented progress in science and technology. Women are most influenced by these waves of transitions.

They began to realize their power and learn to feel their importance in the home as transmitters of cultural heritage. Strongly maintained family relationships and customs were major add on. Opportunities and exposure to the outer world lead to assertion for equal rights and status.

These changes encompass all spheres of life whether social, financial, political, or educational. In the social and material milieu prevailing in the running century, the role of the family not only in the urban sector of the society but also within the rural forefront is grossly changed. Education is making it possible.

Our government is also mooting and launching various schemes which contribute a lot to shape a favorable attitude among parents towards girls. The value of a girl's education appears to be universal across socio-economic groups. The incentive scheme ensures girls are not neglected.

Even if the limited family resources are directed towards sons, the scheme provides an opportunity for the girl's school environment and education. Now, they opt for career choices.

### **5.1 Summary**

Today Indian women's participation in education is prominent and progressive. This is due to unconditional family support and high job aspirations. While going for a career choice as per one's abilities, a woman has to opt for correct and timely decisions and also have to decide the societal role, which she is going to accept or reject. The aspirations, attitude, and orientation of women determine the pattern of the relationship existing within the family. Likewise, changes and manifestations in women's status, role, and even the way they present themselves have multiple dimensions.

Now, they shared the accessibility of education which was earlier available for an only privileged and pocketed section of the population. But, the conditions are conducive now whence making infrastructure improved and accessibility available even for the population lying at the lowest financial or social level of society.

There is a direct correlation between health, education, economic, political power, and the exercise of informed choices as all these aspects are very important and intertwined, and such correlation is beneficial for individuals, society, and nation as well. A major proportion of women are now aware of their existence as an important and indispensable part of family and society. They play a decisive role within a family because they are educated. Education provides scope to educated women to exercise their financial freedom. Thus, education proved to be an asset to them.

With the understanding that role of the family is highly individualized, a broad spectrum to affix familial role is more likely to encompass the complete extent of beliefs and expectations held by families. To facilitate such roles, the environment within the family is expected to be open, helpful, and friendly and communication within the family must be frequent and clear.

The role of the family is an essential element to solve problems that a girl child faces at school, in family, and society. The family functions as a partner, collaborator, problem solver, audience, supporter, advisor, or co-decision maker to nurture, develop, socialize, and above all educate a child, especially a girl child. Families are to work together with the school which gives encouragement and motivation to a child for better performance in studies. Now, families are more involved in making curricular related decisions. More mothers are highly educated; indeed many have degrees. That's why they can play a pivotal role in the education of their wards. More parents are informed about child development.

There is a range of familial involvement in girl education. Most of the exchanges between families and girl child are positive, few are negative. Numerous factors lie within a family setup as presented under the heading **FINDINGS** influence the academic achievements of a girl child.

The perception of women is an indispensable factor that is central to this study. It matters a lot because it reflects their thought process and defines their attitude, behavior, and support for the cause of women's education. Women act as a partner in the family system; there is every possibility that their experiences of family role and support during their student life may found manifestation in their role for women education.

Women can use the knowledge and experiences acquired through education to build personal self-esteem, challenge existing social structures, questions many forms of social oppression, and develop alternative norms based on their insights, even though these are grossly intertwined in familial and societal relationships.

Moreover, we are considering the role of family and women are the core of family around whom all the happenings in a typical family take place. She plays an important decision-maker within any familial system.

The study will help the families specifically the women to imply and incorporate the conducive factors within the family and society. They will also be able to pinpoint responsible negating factors within the family system and will try their best to eradicate them. Researchers, practitioners, and consultants would derive benefits from the replication of this study at a broader scope. The simple tools and consequent action points developed by the researcher can be utilized to have an explicit idea about the perception of women.

## 5.2 Need of the study

As can be seen from the above discussion, women empowerment, for which education is the only tool, emerges as one of the main concerns of the present Indian society. Hence, ‘Women Education’ comes up as a major branch of study in the field of Education.

After reviewing the available literature of studies done in India and abroad it was found that male power was institutionalized in the structure of the family (Janssen and Jurreit, 1982). According to Dalla, C., and James, S. (1972), Men used to wield their power on women and treated them as property. Women are objectified and thus their status is marginalized. They remain invisible, operating only in supporting roles behind the scenes (Mayo, 1977). According to Beauvoir (1984), women are treated as ‘the incidental and inessential.’ It often happens that findings of studies of men are imposed and generalized for women also (Barnett, Beiner & Baruch (1987). According to Higgins (1991), significant differences are attributed to societal expectations and behavioral norms and home and society are the mirrors of social capital (Putnam, 1994). Mayo, 1997; Curno et al, (1982) tried to redefine the private lives and concern with women’s emotional fulfillment as well as women’s physical needs. The gender gap must be bridged to bring about social cohesive relations that promote the egalitarian society. Family obligations attitudes are up to such extent to which family members feel a sense of duty to assist one another and to take into accounts the need and wishes of the family (Fulgini & Pederson, 2002). According to Blossfield & Drobnick (2001), besides the number of children, the work-life partners and their orientations are important factors influencing the form of the family while decision making. Focusing on gender as a crucial collective action that takes place in the community, females should harness their energies to promote gender equality and social change. The transition is integral to the process of mobilization.

In the face of the challenges of daily life, parents may be unable to offer an individualized response and appropriate and desirable interactions all of the time. So, inevitable elements, sensitive to manage and repair the losses in day-to-day parenting are to be highlighted. Appropriate space and recognition is the right of both the genders (Baumgardner, J. and Richards, A., 2000). According to Fraser (1994)

participation was found as an act of engaging people in making decisions about the matters that affect them or enabling people to take control of their situations.

In the Indian context, an adolescent boy begins to realize himself worth and develops his personality while the adolescent girl becomes conscious of her vulnerability (Krishna Kumar, 1986). Masculinity assumes the impunity to be legitimized and openly practiced. It is still practiced among many families. They try to discriminate among boys and girls not only in terms of reinforcing speech, activity, and play but also in terms of education, material possession, and even food. Girls get less autonomy than boys. It may be because awareness about the importance of education arrives comparatively late in India. Most of the demographic characteristics, socio-religious beliefs, and practices influence the nature of the Indian family system (Kurien, 1986). There may be numerous political and social reasons for this delayed phenomenon. Cultural and traditional differences are also equally responsible. Many practices are followed and imposed in the name of traditions and societal norms. The dependence of female on a male is so deep-rooted that even decisions about personal matters of women were the prerogative of male members of the family. According to Dabla (1991), economic independence for women and opportunities to interact with men is skewed in such a manner that it jeopardizes the normal life of a woman. Many families wanted their girls to pursue education as the prospects of educated women are better concerning marriage. The greatest profession of women continued to be a homemaker (S.P. Aggarwal & J.C. Aggarwal, 1992). But modern attitude visualizes education as an instrument for women's equality and development. Daughters and sons were equally likely to be enrolled in school, but with more money spent on boys' education.

Indian girls grow up with strongly maintained family relationships and customs. They learn their function, their power, and learn to feel their importance at home as transmitters of cultural heritage. Thus, the actual scenario of women education in India in light of its cultural context emerged altogether different from other countries. The typical restrictions and expectations are limited to the Indian context which could not be addressed by studies done abroad. Numerous studies have been done in India about the academic achievements of a woman and family participation but there is a dearth of studies done on the role of the family from her perspective.

Despite the availability of a wealth of literature, research findings in the field of the

role of the family in women's education in the Indian context show several shortcomings and left many questions unanswered such as various underlying reasons which strengthen the ties between family role and women education. There is a need to explore underlying family role components and unearth those crucial missing links which linger around but seldom given any attention.

Hence, it becomes important to specifically study favorable factors within the familial system which enable women to receive education and empower themselves. There is a need to pinpoint responsible negating factors within the family system.

Structure and role of family varies between different societies. Indian society has undergone a sea-change. Indian women being a beneficiary of education to some extent and quite a few women who have received higher education are working in different walks of life. Thus, there is a need to study how they perceive the role of family in regard to women education.

### **5.3 Statement of the problem**

**“A Study of Educated Women’s Perception of the Role of Family in Women’s Education”**

### **5.4 Objectives**

The present study is being conducted to achieve the following objectives:

**Objective: 1.** To critically analyze the Government Policies for the education of women since Independence

**Objective: 2.** To study the perception of educated women on the role of the family in their education

#### **Sub-objectives**

- To study the perception of educated women on the role of Family Involvement
- To study the perception of educated women about the barriers in their education

**Objective: 3.** To analyze the impact of matrimony on women education

## **5.5 Delimitations**

The participants are residing or working in the North-west district, Delhi.

## **5.6 Methodology and procedure**

In the present study the following methods and procedures were used:

### **5.6.1 Design of the study**

The design of this present research is both qualitative as well as quantitative.

### **5.6.2 Population**

The population is the group of individuals that has one or more common characteristics. Thus, it is a specified group reflecting a few particular traits. The sample for the present study was drawn from educated and empowered women.

### **5.6.3 Sample**

To select school teachers, a multi-stage random sampling procedure was adopted. From the list of schools of North-West district (DoE) Directorate of Education, five schools were randomly selected and a list of teachers of the selected schools was obtained. From the list of teachers ten (10) primary teachers, ten (10) TGTs, and ten (10) PGTs were selected from each of the schools.

For selecting university teachers out of major universities of Delhi i.e. Delhi University, Jawahar Lal Nehru University, Jamia Millia Islamia, Indraprastha University, and Delhi Technological University, three universities were randomly selected, namely Delhi University, Indraprastha University, and Delhi Technological University. As the study was delimited to those educated women who are either working or residing in the North-West district of Delhi, a colony of university teachers was selected. Those fifty (50) university teachers working in the selected universities were selected who were available and agreed to participate in the study. The section was largely incidental.

For selecting government officials, colonies of government officials situated in the

North-West district of Delhi were selected and the procedure adopted for selecting university teachers as explained above was also applied to select government officials.

Number of university teachers: 50

Number of PGT: 50

Number of TGT: 50

Number of Primary Teachers: 50

Number of Class 1 officers: 50

Number of class 11 officers: 50

## **5.7 Tools**

The researcher used below mentioned three self-developed tools to study the perception of a woman about the level of the family's participation:

- Likert-Type Perception Scale
- Questionnaire
- Interview Schedule

### **5.7.1 Scoring Procedure of the tool**

The respondents were provided with five response alternatives (strongly agree, agree, undecided, disagree, and strongly disagree) and, therefore, a score of 1-5 may be obtained for each item. Positive items are scored 5 to 1 for responses (strongly agree, agree, undecided, disagree, and strongly disagree) and negative items are scored 1 to 5 for the response alternatives. The maximum score on this scale an individual can obtain was 1365and a minimum of 273.

### **5.7.2 Analysis**

The analysis was planned as per the objectives of the study. Documentary analysis was done for the first objective, whereas the second and third objective was studied with the help of mean and standard deviation.

### **5.7.3 Descriptive Analysis**

To support the inputs gathered through the Likert-type Perception Scale addressing 2<sup>nd</sup> and 3<sup>rd</sup> objectives, analysis of the Questionnaire and Interview Schedule is done.

## **5.8 Documentary analysis**

It was done to generate details from the examination of documents of government policies relevant to this study. These were interpreted and analyzed to meet the **1st objective**.

## **5.9 Findings**

- It is interesting to find that 60% of the participants are Post-Graduates. 25% were graduates and the rest were educated beyond Post Graduation.
- 93% of participants are married. Rest of them were never married. It came to light on intensive questioning through the interview schedule that a minuscule number of once married women were divorced.
- 82% of participants have an annual income in the bracket of 800000/- per annum.
- 76% of participants have 3 siblings closely followed by subjects having two siblings. 3% of them have 8 siblings. No one reported herself as a single child. The nuclear family structure is prominent closely followed by joint families in which participants were brought up. 2% of them were brought up by a single parent.
- Two-thirds of subjects were brought up in urban areas.
- 35% of participants reported that their fathers' were educated class 12<sup>th</sup> or above and were self-employed or employed in PSUs. The difference between the number of respondents' mothers who were educated beyond class 12<sup>th</sup> and who had education below class 12<sup>th</sup> is less than the difference between their fathers'

beyond class 12<sup>th</sup> and below class 12<sup>th</sup>. The majority of respondents' mothers were homemakers. Less than one third were working.

- 78% of participants submitted that their husbands are either Graduates or Post Graduates. Rest of them reported the education of husband below graduation. They are working in the private sector or majorly self-employed.
- Families of participants were very prompt to pay their school fees and they do not have to ask for it again and again. They said that all of their needs like help- books, reference books were fulfilled by the family's income. It was also shared that money was not considered a barrier for their families concerning their education.
- The families never wanted them to stay at home after completing their degree and they do not believe that living within four walls is better for girls.
- It is believed that a highly educated girl is no liability and a matrimonial match could be easily arranged and a girl child should be educated and independent before getting married. Career and education and children are as important as having one's own family. Parents believed that girl education would help them to find a suitable match. No participant had to leave studies due to marriage although some faced obstacles at the hands of the matrimonial family. Still, they were allowed to continue the studies after marriage.
- The medals, certificates, and achievements are shared with visitors at home. Time management is valued by all the families of all the respondents. Their families wanted them to excel in studies. If one is weak in some subject, then the family also tried to arrange for tutors. Sometimes, the family also intervened in the daily routine of studies. Family members often cited examples of successful people to motivate. They allowed and encouraged the daughters to visit libraries or another city for educational up-lift.
- Women are allowed to follow education/ profession even if it is a burden on the rest of the family members. The idea of man as bread earner and woman as a homemaker is taking a backseat now.
- The usage of unfair means was discouraged. Current events were frequently discussed. Results say that a very high proportion of participants when able to

complete the education-related task they received appreciation and attention from their families except for a few cases where they were appreciated only sometimes or never.

- Most families take interest in the hobbies of participants. When the participants devoted more time to studies, their families enjoyed it and encouraged them for self-study.
- The families have trust in the abilities of their girl child, pay attention to it, and helped the girl child to select subjects as per capabilities. They did not hesitate to assign them an important task.
- Even though the parents were illiterate, but they still paid attention to their education and ensure proper studies.
- Participants can use their self-earned money and can handle it more efficiently. They have access to it only sometimes and regret it. The earning is made by the daughter or not it does not bother the family.
- Parents were in regular touch with teachers and frequently visited schools to know about the activities, learning levels of participants or in case of any problem being faced by the child.
- The family members were interested in information about various courses and competitive exams.
- The role of mother in girl education is very significant and the expectation to study well is always there. The girls/women always wanted to be like their mothers. When busy with school assignments, the families very rarely ask them to do another work. When there were guests at home or mothers were engaged in some other tasks, only then the participants were asked to help. Otherwise, the study was a preference.
- Fathers played a major role in the education of girl children as they had larger accessibility to the outside world and were informed about various courses and competitive exams etc.
- Participation in coaching classes to help in studies was allowed sometimes. In a

few cases, the girl child was never allowed to join coaching classes. Participation in co-curricular/extra activities inside/outside of school not majorly objected. The competitive spirit is encouraged even after failure which emphasizes equal employment opportunities available to women also. The opportunity to choose the domain of work/profession is allowed in most cases. Professional success is a matter of high concern.

- Families tried their best to provide a balanced diet to their girl child, looked after them very well whenever ill and separate places for studies as per the available means. The family members even drop them to school, if required. School/college events were highly valued.
- The feeling of confidence is reflected by subjects when allowing meetings between family members and friends. Quality time spent together is the preferred choice. When a mother is at work, her children are taken care of by the members left at home. Very few subjects nullified this statement.
- Families were supportive and sympathetic and do not have a problem when a girl child got late to reach home due to some work at school/college. Still, timely arrival and departure was a matter of concern. The absence of family because of some outing or social function sometimes affects the subjects.
- The out of box thinking of participants is appreciated. The girl children were allowed to express themselves even though sometimes the opinion differs but every issue could not be discussed with the family. Family members listened to the problems that the participants faced. They helped to fulfill the task of participants' interest. The opinions are given importance as male members of the family in a substantial number of instances. Impulsive criticism rarely happened with subjects. The faults and flaws are empathized by families. Even, when a solution could not be found for any problem, family members rarely ridicule. Sufficient breathing space was provided.
- Means were limited but parents tried their best to provide every opportunity for the education of their girl child.
- The parents used to cut down on other expenses like clothing, travel, festivals,

etc. diverted the available funds and resources for the cause of education of participants.

- Participants were motivated to do better when received words of appreciation from their family members. The appreciation reinforced the desired behavior among participants.
- Parents' choices were suggestive not imposed.
- The participants were motivated by their family to compete with their siblings and friends in studies and excel in household chores.
- Trust and patience, as claimed by participants, were the main concerns that were responsible for mature behavior by parents. The majority of issues could be discussed by respondents with the family.
- Some taboo issues like periods, affairs, relationships which most of the time put up under the carpet or were discussed at most with siblings.
- Opportunities to express opinions were provided to them more explicitly when they achieved a level of education and at matrimonial home, their opinion does matter. Even if the opinion differs, they were at least listened to by their family members.
- Participants got opportunities to choose their domain of work and profession and the families supported them with pieces of advice and continuous moral and financial scaffold.
- Family members played a major role to induce the habit of self-study. The families tried their best to create a conducive environment for studies like no discussion of family or other matters while the kids were studying.
- When participants were not able to get the desired results, they were encouraged to do better in the future and never feel defeated by failures.
- Education is not merely to collect facts and knowing but learning life skills.
- Their families tried to provide space to them to grow as a balanced personality in terms of emotions and reasons. But it was brought to notice that such was never a conscious effort. Such a personality trait was imbibed spontaneously by

participants due to the balanced behavior of their families, which was natural to them (family members).

- Time management was always followed even by those family members who stayed at home.
- It was believed by families that both, the girls and the boys have to share due to responsibility in earning and to run home.
- The earnings of participants like salary, increments and bonuses, etc. are judiciously invested or spent with their consent.
- Education indirectly and profession directly supplement the income of any family, that is why families readily bore the burden.
- Families' perspective is extremely important to develop a growth mindset. Such a thought process develops a sense of confidence and self-worth among female members of a family.
- Parents were mentioned more often among family members who helped the participants in education.
- The sharing by family members about their tough times and finally overcoming those hurdles inspires the participants. Tuitions, stitching, model making, etc. were taken up by some of the participants as their families were unable to bear the burden because of meager income.
- The social and educational background of families plays a vital role and influences career choices.
- Many women were groomed to choose conventional professions as they provide a sense of security.
- The feeling of being empowered is more important than monetary gain for the participants as they are well settled in their lives.
- The paternal families reflected a mixed attitude towards whether their daughter earns or not. They were more interested to develop her as a capable and independent person. Paternal families felt that dowry hassles are comparatively less for highly educated girls.

- The matrimonial families wanted the earnings to be spent on expenses like ration, rent, festivals, etc. in many cases. Matrimonial families liked their daughters-in-law to be highly educated so that besides earning hands they could look after the education of the next generation. Paternal families were more supportive as compared to matrimonial families.
- In many cases, matrimonial families also played a commendable role to coordinate personal and professional life. One thing common to both sets of families that the participants should follow societal norms while at school or work.
- Participants were happy with the support system that was provided by their families.
- Lack of enough time is observed by the participants for the family as they remain engaged with their work assignment and familial obligations.
- Social stigma is attached to domestic violence (DV) even among educated women. So, such instances and childhood experiences were shared in person only. It not only influences the atmosphere of family negatively but the studies of participants also.
- Society possesses a sense of recognition for empowered women. Their income substantially helps the finances of their family and money matters.
- The examples set by siblings were tried to be followed in most instances. All the siblings had almost the same accessibility for the available resources. The younger siblings were looked after by the parents of subjects barring a few instances.

It is observed that there is a high co-relation between socio-economic class, the composition of the household, marital, educational and occupational status, socio-economic class, and composition of the household. The participants learned the basics of contended and happy life from their family.

### **5.10 Discussion**

The family in which a child is born is the first community. Every family is unique concerning culture, traditions, language, composition, needs, concerns, interests, flaws, and strength. The offspring grow, flourish, learn, and understand within the setup of the family before entering school. Even after attending school, a major proportion of their time is spent with the family members.

From the perspective of a teacher, the role of a family in the education of a child especially female is extremely important. As a teacher, we work to explore ways to support and encourage families to remain engaged in girl child education at home. We are sensitive about the challenges that a family faces while providing education avenues for a female member, as they require more care, concern, and support.

Our societal structure though progressed a lot but still teeming with traditions and beliefs. The family factors, the concerns, and the proactive attitude towards girl child is a positive way to engage family for women education in a conducive manner.

The role of a family in women education involves a broad spectrum of activities and attitudes. This research reflects the role of the family specifically ‘at-home’ good care has a major influence on outcomes of a woman education.

The study of educated women’s perception of the role of a family in women education gives understanding that to which extent the level of participation of family affects women's education. Results of discriminatory behavior within a family bear a brunt not only on her education but also the perception about herself including body image and self-esteem.

According to the study, most of the sample subjects are Post-Graduates. Annual income varies from 150000/- to 1400000/. A huge chunk of them is married. The number of siblings is two to three, in some cases reached to count of eight. The subjects were brought up mostly in the urban area either in the nuclear family or joint family. Very few reported being brought up by a single parent. The parent was single due to divorce or death of a spouse. The majority of fathers were educated beyond class 12<sup>th</sup> and either worked in the public or private sector or self-employed. In most of the cases, the mothers were also studied beyond the 12<sup>th</sup> but were homemakers. The

husbands were either graduates or postgraduates and a major proportion of them are working in the private sector. A clear shift is evident in the field of employment of male earning members i.e. from PSUs to the private sector and being self-employed.

The school fee was paid on time. The day to day expenses was met by family income. Families tried their best to arrange for help books, reference books, stationery items, and separate study areas. Various resources are explored to arrange for the funds. The attitude of parents in most cases was encouraging for the academic achievements of a girl child. No prominent difference in treatment towards a girl child is noticed. Coaching classes, visits to the library, even shifting the base to another city for higher education was not discouraged. Time management was highly valued by most families. Careless attitude towards academics was frowned upon but a harsh punishment is never relegated.

Even though the earning of a woman does not matter much in her paternal family but the family does not want her to stay at home after completion of the degree. The girl child is expected to be independent and educated before getting married. In the matrimonial family set up, few women reported that they have no control over their self-earned money. There are few cases that researchers observed in the case of single separated educated empowered women, where parents are supportive but other family members tried to spoil her life (by disrupting her education) though she contributes financially and emotionally to her parental family. She faces familial and social pressure being at receiving hands.

Discrimination against women has strong roots which are further reinforced by current developments enforcing structural adjustment policies, inadequate spending by governments on health care and education. This is reflected in the educational deprivation of girls and women. South Asia has both- lowest literacy rates and the largest gap between male and female literacy- 64.1% and 37.2%. While South Asian women make up 21% of the world's women population, 440/1000 of the world's illiterate women are South Asian.

The gender gap in education is much large for poor households, particularly Dalits and tribals (in the Indian context). Increasing work burden and at home and the need

to contribute to family income deprives girls of acquiring school education to escape poverty.

Discrimination against women starts early. Female feticide is made feasible (due to new medical technologies) which is leading to an alarming skewed sex ratio among children below six years of age. Female infanticide, gender-based feeding practice, and the neglect of the girl child add to a high mortality rate.

Heavy work burden, lack of access to pre-natal and post-natal care and, neglect of health care at all stages of life add to the lifetime risk of women in the region. As a result, South Asia has the most distorted sex ratios in the world. Only 940 females survive for 1000 males (global average 1060 females to 1000 males) in India alone, 40 million women are reported missing I.e. killed due to a multitude of neglect.

The devaluation of sustenance economics has created various forms of cultural crises that plague our world today. Gender subordination and patriarchy were the oldest forms of oppression, they had taken on newer and more violent forms through the project of development ‘Patriarchal categories’ which understood destruction as ‘production’ and regeneration of life as ‘passivity’ has generated a crisis...de-recognition of women’s work has created sexism and inequality between men and women.

Several studies show that working men in India earn significantly more than women. This is not just as an Indian issue, according to the Accenture ‘Getting to Equal’ Study, globally, women remain under-represented in the workforce with just half of the working-aged women active in the labor market, compared with 76% of men. However, reducing the earning gap requires a systematic and societal transition.

Striding ahead requires a concerted effort from everyone involved, women who work, their families and employers who supported them, and society which values their work so that we can live in a more equitable society.

In few cases even though the parents are illiterate, but pay due attention paid to subjects’ education. They were not aware of scholarship schemes for girl child but tried to be informed about various competitions, courses, and particular about PTMs.

Sometimes current events are discussed in the family. Tutors were arranged to help in weak areas, selection of subjects is also a widely discussed matter within the family. But liberty is given for the choice of subjects. Due opportunity is provided to women to choose the profession of interest area. Stories of successful people are also shared very often.

A girl child's performance in education is determined by the level/ status she holds in eyes of her family. Mothers do play a very significant role in girl education. Many times, either mother or father acts as a role model for a girl child. Instances, where they remain busy with their career, the girl child was not much affected. The girl child was not expected to help in the kitchen or daily chores of home, regularly. Their siblings were expected to be equally participative. When busy in some school/official assignment, the girl child is not asked to help in any other work. The girl child is encouraged to follow the footsteps of her siblings in the field of education. They were taken care of at par with their male siblings. In such circumstances comparison among siblings is not irritating as reported by sample subjects. Sometimes younger siblings demand the attention of a girl child.

Families though concerned about the timely arrival and departure of a girl child to school/college/office, but do not tend to make an issue if she gets late due to some assignment at the workplace. If a woman has dependent children, they are taken care of by family members at home.

The slightest of achievement whether in academics or co-curricular fields is highly appreciated. The abilities of a girl child are duly recognized. They were allowed to express themselves even if the opinion differs. Even after so much of liberty various issues could not be discussed by a woman in a familial setup.

The matters of marriage and children are given equal importance as a career. Almost all respondents were not made to leave studies because of marriage. Rather they were encouraged to go for further education to enhance earning capability.

As far as the level of acceptance of a female child is high then the problem being faced by her is not ignored by family whether it is academics or professional. Even

after a failure, motivation is an ongoing factor in most cases. Quality time is highly celebrated. Very often, even the travel plans or marriages within families are adjusted according to the female member schedule. The medals, certificates, and achievements are shared by families with all near and dear ones. The girls and boys of the family are treated at par. The influence of family is strong across all the classes but a mother with high educational background proves to be an asset for higher academic achievement of child especially girl child. The girls and boys of the family are treated at par. In this research, a paradigm shift is observed in the belief that boys are only made to earn and girls to run home.

However, pervasive misogynist and patriarchal norms that restrict women's role in the public arena are ever-present and place many obstacles in the path of women who seek to be active politicians and leaders. The attempts to win equitable representation in political and decision-making structures have been successful to some extent in terms of increasing the number of women in public office, especially at the local levels.

Several companies like MasterCard is tapping into girls-only schools to get them interested in technological fields. India is the first country in Asia-Pacific where MasterCard has launched the Girls4Tech. Similarly, HCL Technologies is focussed to enable 50,000 girl students in STEM by 2020.

The effect is extensive enough to have implications not only for women but for family, society, and other stakeholders also like policymakers. It is very much evident that role of the family has an equivalent and significant effect on the overall educational performance of a woman. The overall result shows that the family role in the educational achievements of a girl child, not only benefits her but her own family also.

## **5.11 Conclusion**

The realization that sustainable development is impossible without equality between men and women is one of the important findings and directly related to sustainability issues within a society. A comprehensive and holistic approach to sustainability is one of the most significant ways to support and maintain gender justice and equality. Defending equality between men and women is as important as combating domestic

violence, or the empowerment of women. Gender equality is the fifth Sustainable Development Goal of the United Nation and 2030 is set as the target year. The target includes ending all forms of discrimination against women and girls, eliminating all forms of violence against women and girls, in public spheres and private as well.

Women's effective participation and equal opportunities for leadership at all levels of decision making in political, economic, and public life need to be ensured, as also universal access to sexual and reproductive health as agreed following the PoA of the International Conference on Population and Development and the Beijing Platform for Action and the review conferences.

Other goals include reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources, following national laws. Enhanced usage of technology to promote women's empowerment and adopting strengthening sound policies and enforcing legislation for the promotion of equality is an equally significant goal.

Today Indian women's participation in higher education is quite high and growing. This is due to parental support and high job aspirations. A lot depends upon their social class, and parental educational status.

In rural areas, the disparity is very marked for both the genders. The inverse relationship between the rural population and female literacy is quite evident. The dropout rate among girls is related to their social status, as well as the lack of access to remote schools and the demand for help in domestic tasks.

In precarious conditions, all the members of the family have to work to survive. Children especially girls are forced to take part in domestic and productive activities that allow the family to obtain basic goods and services. Unfortunately, the need for child labor is so great that children specifically girls can neither have access to education and invest their time to collect water, fuel, and food. Such want to force families to employ girls in these collection activities. E.g. in a few areas, there is a shortage of drinking water as result girls are assigned to accomplish this task. This results in a very bleak literacy rate and primary enrolment of the girl child. Boys are

favored to attend schools.

In India, it has been demonstrated that parents are to send their daughters to distant schools, prefer female teachers. Girls have little access to schools due to a shortage of female teachers and many times because of the lack of toilets for females.

In the majority of cases, girls are repressed if they speak out loud. Parents value malleability and cooperative attitude in their daughters but disapprove of assertiveness. The education, a family gives to the daughters establishes the value of service and obedience. Sometimes, the lack of intellectual healthy communication between mother and daughter stood in sharp contrast to the sympathetic articulation between father and daughter.

Social, cultural, and religion influence women empowerment. Girls ultimately resigned themselves to silence. Many times these factors act as barriers. In such circumstances, the entry of women in labor, academic, government, or social appears highly improbable. Because of excessive modesty and possible inadequate and scientific knowledge mothers put rigid restrictions on girls' mobility and keep in check their way of dressing. Mothers' dominance and authority exert a lot of influence. They hardly see their mothers as representative of oppressed or exploited women hood. More stress is laid upon to instill passive obedience and non-communication of thoughts.

Methods of bringing up children differ clearly between educated mothers and illiterate ones. Educated mothers can adjust to social and economic changes, quite aware of their rights and duties, thus able to inspire the lives of families and children.

The higher the literacy rate and level of education of mothers, the lower the child mortality and fertility rate. The number of surviving children rises increases with female literacy.

The perception of the family determines the opening of opportunities for women. The family continues to be the nucleus of society. It is beyond doubt that family is the fundamental provider of education for children, together with the formal education system. Investing in girls' education is one of the most effective ways to reduce poverty. Investments in education for girls yield especially high dividends. Education

is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations.

Traditionally, women have been given the role of educators in the family and assigned with the great responsibility of raising human beings with values and attitudes that help them in their social and individual lives. Within families, the grandmothers, mothers, aunts are fundamental cultural educators. They teach religious scriptures to their children. They are the source of information, education, and training in topics such as fertility, pregnancy, nutrition, hygiene, and health. Mothers who possess little training and information in this complex world, educate their children without the tools required to face the challenges in the field of health, diet, social development, and preservation of identity.

Paradoxically, the lack of information, training, and access to education prevents them from making an optimum contribution to the development of self-assured, independent, and self-sufficient individuals. Tragically, most women aren't recognized in any sense that would empower them. It is a serious, crippling, and psychologically debilitating problem.

Women's roles should be increasingly valued as an active presence within the family with responsibilities, whether in the world of work, communities or just as mothers. Their contribution is indispensable for society.

Improved participation of women in decision making is difficult to achieve if the possibility is not created to participate in important decisions means they are to be groomed and trained.

The importance of women in the sustainable development of society is more than just a theoretical or intellectual discussion. It is a campaign and cause that unites women in the awareness of their fundamental role for this sustainable development.

Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and

know-how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain the confidence to claim them. It is necessary to reinforce the bonds between the values of family and the school.

The ambitions a family has for the children especially girl child usually determine the degree and form of her participation in upbringing them. A mother with a high level of schooling will have a greater understanding of challenges, dangers, and opportunities in the social and natural environment, which gives her the possibility to formulate effective and efficient strategies in promoting the development of sons and daughters.

A woman's typical domestic role of a daughter, sister, mother, home-maker, mother-in-law, daughter-in-law, often intervene in her professional aspirations and often consumes up a lot of her physical and mental energy and a very little space to invest in her professional role outside her home as subordinate, colleague and boss. The women embraced midlife and its accompanying challenges. They try to maintain their physical well-being while dealing with aging and enjoy their accomplishment. But at the later stage, the pace is not that maintained as earlier in their career.

We need to create the necessary mechanisms for novel ideas to be considered in a sincere and responsible manner. Women should be encouraged to seek independence and not be afraid to consider alternatives.

Women have gradually found their voice in their family, communities, and society and become an important catalyst for social transformation aspiring for the same dignity and nature as that of man.

### **5.12 Suggestions**

Sometimes women find it tough to cope with roles at personal and professional front simultaneously. They are required to maintain balance. Additional physical strength, personal ability, presence of mind, and intelligence is required on part of a girl who is having her education or is employed. While they try to excel in their role as working women; they have an equally burning desire to play a successful role at the home front. The idea of educated women should permeate society.

The higher the education of mothers and fathers, the higher expectations they have from their children and more clear their objectives. The lesser grade the parents have, the less idea they have of why they are sending their children to school and the lower their expectations of their children. But the emphasis is more on general education not the technical one as the later require women to be out of home for a full day to accomplish her duty.

Socialization among girls is further curtailed by the reluctance of parents to send their daughters with friends. It requires a lot of persuasions as parents are afraid of ‘bad influence’. Interest for socialization is considered as detrimental to studies. This results in self-depreciation in the girls.

Sometimes, the lack of intellectual healthy communication between mother and daughter stood in sharp contrast to the sympathetic articulation between father and daughter.

To transmit values and attitudes to sons and daughters is one of the principal roles of family. The family as a social institution should ensure that children follow the behavioral guidelines and observe the ethical and moral standards that have guided previous generations.

In the wake of a scenario where women and girls still face great obstacles in access to education. A change is required at the level of decision making, planning, and leadership. Female participation in decision making in education enables her to create space for decisions concerning school life, management, and administration.

Mothers could influence the conduct of their sons and daughters during early childhood but have more influence over girls who spend most of their time with them. Mothers should occupy a central role to mold the behavior of their children. She could transmit social skills, emotional value, and emotional development. Girls should be provided with greater independence. They should not be repressed if they speak out loud. Though malleability and co-operative attitude should be encouraged but assertiveness should also be not disapproved. The education, a family gives to the daughters should establish the value of service and obedience. Social, cultural, and

religious aspects should positively influence women empowerment. These factors should never act as barriers. In such circumstances, the entry of women in labor, academic, government, or social would be highly facilitated. A husbands' role should not be limited to 'provider'.

The community should be the place where the aspirations of the family and the school must coincide. Faced with the problems of dropouts and repetition, the bonds between the values of family and the school must be reinforced.

In many families the daughter is constantly rebuked for lack of aptitude in various domestic affairs, she is often told to lower her voice. This dictum of discrimination must be discouraged by families especially mothers.

Girls should be encouraged to have a technical education. The equal share of household liabilities among family members could resolve many issues like full-day engagement with such a job profile.

Socialization among girls must not be curtailed by the reluctance of parents to send their daughters with friends. Parents must not consider it as detrimental for studies or cause of 'bad influence'. Mothers could play an important role here by letting the girls aware of the choices of the friend circle.

Sometimes, the lack of intellectual healthy communication between mother and daughter stood in sharp contrast to the sympathetic articulation between father and daughter. It is the father who channelizes the educational activities and chose the fields of specialization for girls e.g.

the profession of wrestling chosen by Mahavir Phogat for his daughters despite opposition by family and society.

The women students are aware that though as a student they are equal boys are still considered as socially superior by many. So, to refute this notion girls have to prove theirs through cognitive, conative, and affective skills.

### **5.13 Suggestions for further research**

Few suggestions are being extended for further research in the area of perception, empowerment, the influence of family and other stakeholders like peers, teachers could be undertaken.

1. A similar study can be carried out taking consideration of the influence of friend circle on women education.
2. A similar study could be undertaken about the perception of adolescent girls towards the contribution of male members in their education.
3. A comparative study of the impact of expectations of paternal family and matrimonial family on women's behavior and her achievements.

### **5.14 Recommendations**

The situation of women is affected by the degree of their autonomy or capacity to make decisions both inside and outside their household. So, exposure to and interactions with the outside world are instrumental in determining the possibilities available to women in their daily lives.

As women receive greater education and training, they will earn more money. As women earn more money, they will spend it on further education and the health of their children. As women rise in economic status, they will gain greater social standing in the household and will have a greater voice. As women gain influence, they will make stronger claims to their entitlements - gaining further training, and better access to higher incomes. As women's economic power grows, it will be easier to overcome the tradition of "son preference" and thus put an end to the evil of dowry. As son preference declines, families will be more likely to educate their daughters, and the age of marriage will rise. As women are better nourished and marry later, they will be healthier, more productive, and will give birth to healthier babies.

Life in the coming decades is likely to bring new unprecedented opportunities to women. To enable them to benefit in the new environment will require new designs of human resource development. Broadly speaking, women should become digitally

fluent. It will help them to become more knowledgeable, connected, and effective. Digital technology allows even a homemaker to work and earn from home by providing them greater flexibility through virtual working opportunities. They need to make career choices as their personal choices. Women must go beyond digital fluency to immerse themselves in new technology like STEM (Science, Technology, Engineering, Mathematics). The coming generations should have the ability to internalize new ideas constantly and creatively. They have to be imbued with a strong commitment to humane values and social justice as well. All this calls for better and higher education for our women.

Taking a cue from Kerala, a success story could be replicated for every woman in form of a unique political and social environment is the key. Kerala is distinguished by a highly educated, organized, and activist populace that makes strong demand on the government. Women enjoy a higher degree of autonomy because of having a high literacy rate of education.

While understanding the different perceptions of educated women with various kinds of variables, it is necessary to view the circumstances from broad perspectives namely social, cultural, and demographic characteristics. The interacting effects of all these components and familiarity of this structure are needed. The present study is useful to women who struggle to define the role of families in women education. The findings of this study will be utilized in guidance, counseling the families about women's education, and its importance.

#### **5.14.1 Recommendation for parents**

Parents' role is an effective source for augmenting and improving the education of a girl child. Here, the quality and quantity of psychological and physical activities that members use in their experiences, matters.

Parental involvement should be an integral component of a girl child's achievement and performance. It can be seen when parents are involved, the achievement is more. Little basic involvement like listening, providing food in time, helping in the completion of assignments, treating the girl child at par with her boy siblings, etc. are

very important from the perspective of a girl child.

Parents need to educate sons and daughters so that they respect each other and are willing to share domestic chores. Boys should be taught not to denigrate the dignity of women and their work, who give decades of their lives doing thankless and often unpaid or low-paid work taken for granted, often by men.

Not only the paternal family but the matrimonial family also required to be sympathetic and concerned about the educational need of a woman. Some adjustments and flexibility are required. Mutual trust, understanding, and open talk are must between women and family to improve her educational level. Under the umbrella of such concerned care, a woman will:

- Know and follow social behavioral guidelines and observe the ethical and moral standards that have guided previous generations.
- Learn Social skills.
- Realize the importance of communication with family and friends.
- Balance office and household chores.

All they need is appreciation, love, affection, and support of parents.

#### **5.14.2 Few more recommendations**

- **Building trust and confidence**

These aspects are a must to up self-esteem. A girl child may be bullied by peers or sometimes even by family members on looks, failure. She must be continuously monitored and a belief should be inculcated that she is no less than anyone. Being a woman is a gift bestowed by nature.

- **Talk to the child**

Free flow of communication between family and child is a must, especially between a girl child and parents. A trustworthy account of newly learned things, the expectations, aspirations become more visible to the family. A common query by

parent-like- “What happened at school today?” may receive a variety of responses ranging from “Nothing special”, “I don’t remember” to a lengthy and open sharing.

As it is dialogue so mutual sharing of ideas and experiences takes place. There should be no ifs and buts and no right or wrong answers. Family members should neither try to control the dialogue (although initiated by them only) nor be a passive listener. Open-ended queries could lead them to treasure hunt.

- **Communicate with teachers and other school personnel**

Compulsory schooling can be a deciding factor to combat the effects of discrimination. To materialize the above aspect frequent communication with teachers and other school personnel and concerned persons is going to broaden the understanding of family members about the child as they would be aware of the perspective of school staff about girl child. But before commencing that three ideas should be kept in mind- brevity, clarity of thought, sensitivity. The family member who is going to school should jot down the points upon which s/he wants to discuss. The usage of polite language is a must. Jargon words and sweeping statements should be avoided. The time to time demand for documents like a copy of Aadhar card, DoB certificate, caste certificate, NOC, etc. should be provided to the school on time. Timely submission of documents reflects good organizational skills of family and side by side boosts the confidence of the child. Queries by the school should be replied in time, progress report also to be timely signed and returned. If not able to respond in time, then send a note. This is going to set a good example for other parents to follow. Speak up, share! It is like a chain reaction. If the family reflects a responsible attitude than the child is going to replicate it, for sure! Be clear, brief, and prompt. Such acts are going to boost the confidence of the girl child as she will find words of appreciation from school also. The sensitivity is shown by the family in deciding whether a message to school in writing or verbal, in meeting or personally is going to have a positive impact on the image of a girl student. Any sort of inconsiderate and irresponsible behavior could prove counterproductive.

While understanding the different perceptions of educated women with various kinds of variables, it is necessary to view the circumstances from broad perspectives namely

social, cultural, and demographic characteristics. The interacting effects of all these components and familiarity of this structure are needed. The present study is useful to women who struggle to define the role of families in women education. The findings of this study will be utilized in guidance, counseling the families about women's education and its importance.

### **5.15 Implications of the Study**

This study could act as a lighthouse to guide the family for a positive role in women's education. It intended to explore the role of a family from the viewpoint of female stakeholders. As the topic of study under consideration pinpoints the role of the family in the context of women's education, which is an extremely significant issue touching the lives of half of the population.

Women play a very pivotal role in any family setup. Their experiences matter a lot for the family. Their influence is direct, long-lasting, and mold the coming generation accordingly. The perception women have about the role of the family in their education percolates to their progeny. The experiences and perceptions have a cumulative impact on the education of their children especially, the girl child. Learning from positive and negative experiences helps a woman to decide the best for the cause of the education of their girl child. The luxuries, comforts, rights, and potentials they are enjoying right now may be shared with a girl child as an outcome of family support for their (women) education. The above factors work as a motivating factor and boost the morale of girl children to do the best efforts for the cause of their education. These aspects play as deciding factors and help the girl child to reap the benefits in the future as their mothers, sisters, or other female family members. Whence, the self-image of any girl child could be improved this way.

The women could consider the positive factors brought to light through this study to enhance their grooming attitude for women's education. On the flip side, even the negative factors could also be considered, modified, and implemented to propagate the cause of women's education.

Many times, the minute factors skip our attention though they are extremely

important. As a result, through diligent study, this research project tried to highlight such factors which are addressed under ten dimensions for the sake of women education. Though, these factors are known to one and all but overlooked quite often.

The lives of women remain subject to control through predominantly patriarchal structures, family laws, and institutions. Such acts are often justified based on religion and codified in social and legal practice. This study could be an eye-opener for the forces which deliberately try to perpetuate the discrimination for their vested interests.

Because of gender inequality, girls may feel slighted; that forces them to question themselves, their ideas, opinions, even their existence. Thus, a weak personality results in. environment, and education help girls to gain a much-needed perspective. This research is surely going to benefit the society and academic community as well. If women are provided with opportunities to receive higher education, skills, and training, they will be an earning hand. As earning and independent partners, they would have more funds, hence, they, being aware citizens, will spend it for the further education and health of their children.

As their economic status rises, they will gain greater social standing in the household and will have a greater say in household affairs. They can mold and change the pre-conceived notions prevalent in society. Women play an important role in the family. Their experiences will, for sure, going to play a significant role in familial setup.

Women can use the knowledge acquired through interaction with each other to build personal self- esteem, question existing social structures, unpack many forms of social oppression, and develop alternative services based on their insights, even if these are highly embedded in community-based relationships. Moreover, we are considering the role of family and women are the core of family around whom all the happenings in a typical family take place. She plays an important decision-maker within any familial system. Also, Family influence is strong across the social classes but mothers with high educational status are more involved in social activities, have more contact with teachers. It is observed that they (women) possess the ability to convince and influence the surroundings whether at a personal level or professional.

She may rope in other members and mobilize resources present within her reach to act

as a support system for the cause of women's education. If a woman has positive experiences regarding support of her family during her formative years, there is a great chance that she is going to give some sort of support to her children, specifically, the girl child thus replicating her own life in her children. Positive and plausible experiences need to be explored to benefit the cause of women's education.

Even her not-so-good experiences hold to the circumstances, she is currently going through. The troubles, bad experiences, sufferings may act as a counter booster to her, to provide the best support system for the girl child or any other woman whom she is concerned for. Such experiences again required to see the light of the day so that they also may prove to be contributory to women's education.

Our nation can never progress until the females are not provided adequate education and opportunities. The severely internalized notion of girls being considered as 'Paraya Dhan' should be done away with by constantly teaching and being a model to kids for generations that equality needs to start from home in all aspects as educated women often have better analytical thinking skills and contribute more actively to the society. Education and equality should emerge as articles of faith, realizing the dream of 'New India'. "*The ability to read, write and analyze; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in that door and take your seat at that table- all of that starts with education.*"

-Michelle Obama, Let Girls Learn speech, International Women's Day 2016