

## Chapter I

### Research Design

Educate a Boy and you educate an individual, Educate a Girl and you educate whole community.  
Greg Mortenson

The chapter presents a description of rationale of the study, and its importance in the current Indian scenario. The objectives of the study are laid out in this chapter, so as to bring out purposeful representation. The chapter deals with the methodology of the research which presents a detailed lay out of the scientific explanation to the sampling and universe of the respondents. Research questions are delved in the chapter so as to understand the reasons for conducting the entire research work.

#### **Significance of the Study:**

The National Association of Social Workers defines Social Work as “the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favourable to this goal. Social Work practice consists of the professional application of Social Work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counselling and psychotherapy with individuals, families, and groups; helping communities. The practice of Social Work requires knowledge of human development and behaviour of social, economic, and cultural institutions; and of the interactions of all these factors”.

Social Work Practice is focussing on holistic development of the individual, community and society at large. Holistic Development is only possible when all the aspects of human life are considered. Education being one of the most important tools to bring about a change is being factored in. Education stands to be the most important tool for the empowerment of any individual. Women being the most vulnerable part of our society are in great need of education. Does female education matter? Answering the question, David Pilling, Asia Editor of the Financial Times (2012) writes, "Study after study shows that it does. Female literacy improves health and enables women to assert their legal rights. LeVine R, LeVine S, et al.

(2012) found that literate women are far more likely to understand and act on health messages."

Education and fertility is directly linked to each other, reproductive health being one of the major barriers towards growth and development can only improve when girls are educated. Educated girls are more likely to respond to health related interventions.

Quoting Nobel Laureate Amartya Sen, Pilling writes "In the Indian state of Kerala, where girls generally go to school, women have, on average, 1.7 children against more than four in many other parts of India".

Educating girls is a powerful lever for their empowerment, as well as for reducing poverty. Girls who are educated are likely to marry later and to have smaller, healthier families. Education helps girls to know their rights and claim them, for themselves and their families. Education can translate into economic opportunities for women and their families. The importance of education in reducing gender inequities is highlighted in by its inclusion in the Millennium Development Goals.

Education is a tool to express which results into the process of the development. An individual expresses himself through education. These privilege and potentialities are upgraded and drawn out through education. It is means of adjustment for an individual with the society. Education is the process by which the knowledge, character and behaviour of an individual are formed and modified. Education stands to be the most powerful mean for the empowerment of any individual as it imbibes a character.

It is being increasingly recognized that educated wives and mothers are an asset to a nation. The base to the developed nation is Girls Education. Over the years, lot of efforts have been positioned to strengthen the education of girls. It is a constant process which needs to be practiced continuously.

Muslims in India form a total percentage of 14% (Census 2011), making it highest minority group. Even after decades of Independence the community has not been able to overcome the barrier of economic disparity. The nationwide data shows that the community has been suffering from employment barriers too. The major pitfall is that of educational status of the community. Out of all the minority groups, muslim community stands to be at lowest percentage in terms of literacy rate. If the data is to be taken into consideration separately, the data will have vast difference within the ratio of muslim males and females.

The Census 2011 data on Categorization of Population according to Religious Communities, shows that Muslim Population in India comprises of 14% of total population. While in Gujarat Muslims comprised of 9.06% of state's total population. Overall literacy rate in Gujarat is 79.1%, whereas literacy ratio of Muslim population is 73.2% which is comparatively lower than total average of the state. We need to analyze the reasons for the skewed ratio for the poor performance of religious minority. Multiple factors are responsible for such skewed ratio of Muslim population, ranges from economic factors to social factor to that of cultural hindrances. At the midst of this, the major victims to these unwavering conditions are female population, which is a universal phenomenon across the globe.

When it comes to scanty distribution of resources, it is the female population who will have to take up the soreness of sacrificing the privileges. When a family can afford education of only one child, it is very obvious that female member of the family will suffer. Similarly in the community too, female literacy rate gets severely affected. School enrolment ratio as well as school regularity gets a major shock here as Gujarat has got 78.9% of Muslim child enrolment for the children aged between 6-14 years.

It is a known fact that the developed nations have much higher literacy rate as compared to that of the developing or developed nation. World literacy rate is 85.3% wherein 81.5% of female are literate, whereas if the data is taken to the specific countries the ratio is too skewed (UNESCO UIS 2016). On one hand Countries like Norway, Finland, have 100% literacy rates wherein 100% female are literate. On the other hand country like Afghanistan has 28 % of literacy rate out of which only 12 % female is literate.

Referring to the country specific data, we can draw an inference that countries like Indonesia (93.8%) and Malaysia (93.1%) where Islam is widely practices, do not face problems relating to girls education or any other form of education per se (UNESCO 2014). These countries have successfully achieved gender equality in secondary and higher secondary levels. On the other hand if comparison is to be done with that of underdeveloped countries like Afghanistan and Bangladesh, level of education is much lower. It can be said very safely that it is not the religion which hinders the growth, it's the economic condition which makes the developmental goals unreachable. Islam should not be an impediment to girls' education.

Kerala and Mizoram are the only states in India that have achieved universal female literacy rates. Gujarat depicts a clear history of educational development. Current steps taken by the Government is duly focussing on the upliftment in educational sector, more so special

programs are now designed for girl child. The damage is already done, Status of Education Report (ASER), 2013, a report released by well-known advocacy group, Pratham, is an indication that out of school children ratio in Gujarat is worst amongst the list of states included in the study. Adolescent girls stand to be at larger risk of dropping out, after completing higher secondary, entry to college becomes a major barrier. This is the age group wherein specialized efforts are required.

### **Background of the Study:**

According to the 2011 Government of India Census, there are 66,814,106 Muslim women in India. These women are typically seen as a monolithic entity undistinguished and indistinguishable in their homogeneity. The spotlight, when it falls on them, tends to do no more than view the role of religion in their lives and reinforce the usual stereotypes: pardah, multiple marriages, triple talaq, the male privilege of unilateral divorce and the bogey of personal law.

According to 'Sachar Committee Report' "one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school is likely to complete secondary education, compared to 62% at the national level". The Report has also drawn attention to the low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education. The High-Level Committee under the Chairmanship of Justice Rajinder Sachar has also made a number of recommendations for improvement of the educational status of the Muslim communities. A.A. Fatmi, the then Minister of State in the Ministry of HRD has also formulated a plan of action on the findings of the report of the Justice Sachar Committee.

Gujarat's Literacy rate has seen an upward trend and is 78.03 % as per 2011 population census. Of that, male literacy stands at 85.75 % while female literacy is at 63.31 %. In 2001, the literacy rate in Gujarat stood at 69.14 % of which male and female were 78.49 % and 60.40 % literate respectively. It is obvious that there is a vast gap in the male and female education in the state of Gujarat.

With the above background, the study aims to study on factors hindering on education of adolescent Girls, with a Social Work perspective

### **The Magnitude of the Problem:**

The condition of girl child still requires persistent attempt; sustainable efforts are required to take positive actions. Unequal treatment to both the gender is deemed as major barrier. Girls are still considered as a burden to families and it is foolish to spend money on educating them. Because of low literacy rate among women, India still witnesses large number of child marriages every year. The community can only develop when there is enough chance for them to enjoy overall development in terms of equal opportunity and availability of resources. Due to the availability of limited resources, distribution of resources becomes unequal, hence the discrimination starts.

Muslim Community, being the highest minority group in India is in need of great economic reforms. These reforms are only possible when holistic efforts are put in. Community in itself is plagued with economic shortfalls, lower enrolment ratio of girls encapsulate to the additional reason for lower performance of the community. The status is presented in holistic view of the entire Nation. Taking a micro scoping view towards the status of each state, the picture will depict varied image.

Due to low education and lack of skills, the girl child is exposed to various problems such as:

- Early Marriage
- Working as domestic Help to support family
- Poor nutritional status
- Low earning potential and little autonomy within the household
- Negative impact on the health and well-being of her children
- Additionally, lack of an educated population can be an impediment to the country's economic development
- Higher education in girl leads to lower chances of getting eligible bachelors for marriage

This status not just highlights the need for the strong educational system but also focuses on the problems faced by girl child for her education.

The report of Times of India dated 23 June 2009 States that Gujarat is worst in enrolling girl students. Gujarat slips down in the rankings as students move from the primary (class 1 to 5) to the upper primary level (class 6 to 8) level. A Union Ministry of Human Resources Development (MHRD) study, 'Elementary Education in India: Progress towards Universal Primary Education', suggests that there is a sharp decline of eight per cent between 2005 and 2008 in students moving from the lower primary level to the upper primary level in Gujarat.

While Gujarat's focus on school enrolment has been on girls, this fall comes mainly because of a high drop-out among girls, in classes 6 to 8. In fact, as one moves higher, to secondary and higher secondary education, the enrolment of girls dips further. In urban as well as rural schools having classes from 1 to 12, the percentage of girl child enrolment is the worst in Gujarat compared to all Indian states.

There are multiple factors accounting for the education of a girl child. Studies reveal that the enrolment of Girl Student in higher education is limited, owing to various reasons. This study is an attempt to understand these problems from Psychosocial perspectives. The girl child is exposed to issues like male preference, lower participation in decision making, involvement in household activities, babysitting of younger siblings, and much more. These factors amount to drop-out among the girl child. Girl child belonging to the strict orthodox family, have to bear the burden of religious restrictions. As a result to that, she is not allowed to visit the school on a regular basis. Options available to her either dropping out from school or availing distance education courses. These factors lead to the causation of disturbances in her education pattern.

## **Objective**

The specific objectives of the study are as follows

- To study the challenges of Muslim Adolescent girls residing in backward communities of Vadodara City.
- To understand the perception of the parents towards the education of girls.
- To study the psycho-social factors affecting the education among muslim adolescent girls.
- To study the difficulties faced in pursuing higher education among adolescents girls.

- To understand the perspective of adolescence girls in regards to their future goals.
- To study the perspective of school teachers towards Muslim Girls Education.

### **Research Questions:**

- Does religion act as a barrier for the girl child in availing higher education?
- Is there any co-relation between the academic performance of the girl child and the views of family members and teacher's performance?

### **Operational Definitions**

#### **Adolescence:**

The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19 years.

In the present study, the researcher has taken the respondents falling into the age group of 14-18 years, since the study is designed towards students of Class 9, 10, 11 and 12.

#### **School:**

Oxford Dictionary defines school as an institution for educating children.

In the present study, the researcher has taken those schools which are Higher Secondary Schools providing education in Std. 9, 10, 11 and 12. Also, those schools are selected wherein majority of muslim students are studying.

#### **Psychosocial Factors:**

Psychosocial Approach which is drawn from Mary Richmond's formulations from many sources such as practice material thesis, social sciences etc. is also a 'system approach' and the basic unit of attention is 'person-in-situation configuration' i.e. person must be seen in the context of his interactions with the external world with which he is in close interaction must also be understood ("The psycho-social approach to practice of case work" - Florence Hollis). It has been recognised throughout that change in one part of 'person-in-situation configuration' brings changes in other parts and that interchanges between various components are continuously in progress.

Psychological factors refer to thoughts, feelings and other cognitive characteristics that affect the attitude, behaviour, and functions of the human mind. These factors can influence how a person thinks and later affect his decisions and relations in his daily life. It is also defined as the aspects that directly influence or affect lifestyles. Some important social factors include religion, ethnicity, family, physical status, economic status, education, location, life partners, children and political systems.

### **Community:**

Merriam-Webster defines community as a group of people who live in the same area (such as a city, town, or neighbourhood) or have the same interests, religion, race, etc.

Here the definition comprises of the community belonging to one particular religion and that is Muslims.

### **Research Design:**

Polit et al (2001:167) define a Research Design as “The Researcher’s overall for answering the research question or testing the research hypothesis”.

Exploratory Research is a methodological approach that is primarily concerned with the discovery and with generating or building theory. Whereas Descriptive Research is a study designed to depict the participants in an accurate way. Descriptive research is all about describing people who take part in the study.

This study is Exploratory cum Descriptive in nature as it aims to explore the psychosocial factors affecting the education of adolescent girls. The inquiry into psycho-social aspects demands exploratory and descriptive research design as it aims to generate an approach of dealing with the factors affecting education of the girls.

### **Universe:**

The respondents are all Muslim adolescence girls between the age group of 14-18 years availing regular formal education from Government and Government Aided schools of Vadodara City. The schools which are selected for data collection are the schools wherein majority of Muslim Girls are studying. Majority is defined by 10 or more Muslim Girls in all the Classes of 9 to 12<sup>th</sup> Standard.

The selection of the school was done based on the wards wherein majority of the Muslim population is located. Major 4 wards of Vadodara City comprises of Muslim Community, hence the schools are selected accordingly. Total 11 schools were selected as per these criteria.

The school teachers were selected who were primarily teaching in higher secondary section of the schools. These teachers are selected from the schools where majority of the Muslim girls are studying. There are 132 school teachers in the selected schools.

The parents studied under the research are the ones who have their daughters studying in Standard 09 to 12<sup>th</sup> studying in the same selected schools. Only those parents were selected whose daughters are part of the study.

There are approximately 2500 students enrolled in Higher Secondary Education of selected schools. Schools have the staff of 132 teachers and the number of parents can be considered as approximately 5000, whereas for study purpose, only 1 parent was considered for collecting data.

### **Sampling Procedure:**

The representative portion of population is a called a sample. "A sample is a subgroup of population." Sample is defined as "A 90 subset of the population to which the researcher intends to generalize the results." It would be impracticable, if not possible; to test, to interview or observe each unit of the population under controlled conditions in order to derive principles having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effort and manpower. Sampling is a process by which a relatively small number of individuals or measure of individuals, objects, or events is selected and analysed to find out something about the entire population by which it was selected. It helps to reduce expenditure, save time and energy, permit measurement of greater scope and produce greater precision and accuracy. Sampling procedure provides generalizations on the

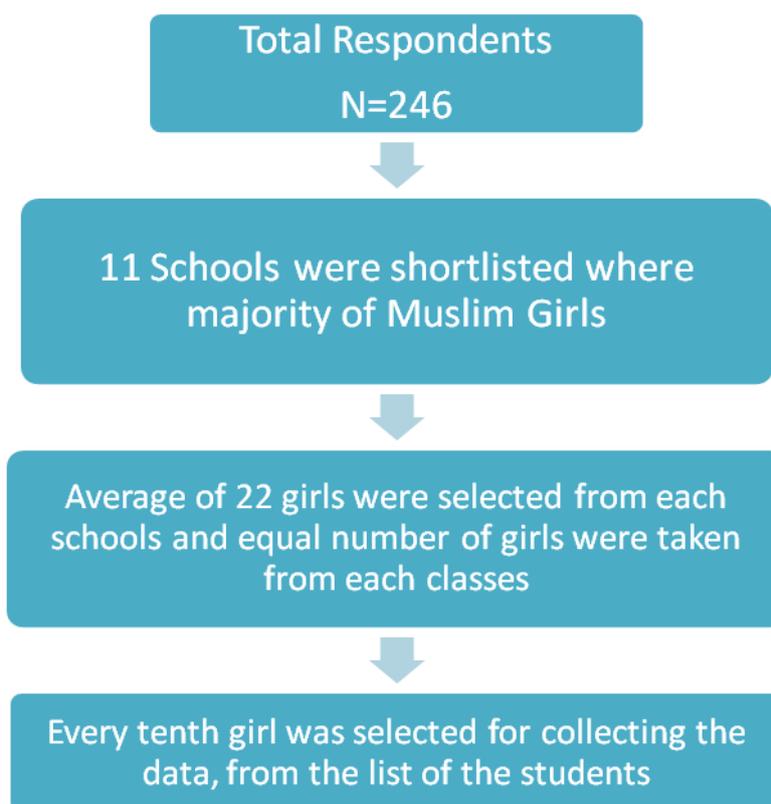
basis of relatively small proportion of the population. In the present study the researcher employed purposive random sampling.

A simple random sample may be defined as one in which each and every individual of the populations has an equal chance of being included in the sample, and also the selection of one individual in no way depends on other individuals. (Chauhan 2008)

The objective was to select students from all the schools of Vadodara city with a majority of Muslim students. The researcher made sure that each respondent gets an equal chance of getting selected in the study. Probability Sampling Method is followed to select the respondents.

<b>Vadodara Municipal Corporation Wards</b>	<b>Schools</b>	<b>Proportion Percentage of Sample</b>	<b>Total Number of School Children</b>	<b>Sample Size Selected of Girls Respondents</b>
<b>01- City Area</b>	School 1	10%	212	21
	School 2	10%	225	22
	School 3	10%	211	21
	School 4	10%	220	22
<b>02- Fatehpura</b>	School 5	10%	210	21
	School 6	10%	233	23
<b>09- Kishanwadi/Panigate</b>	School 7	10%	223	22
	School 8	10%	255	25
	School 9	10%	226	22
<b>11- Makrand Desai Road</b>	School 10	10%	230	23
	School 11	10%	254	24
<b>Total</b>			<b>2498</b>	<b>246</b>

### **Stages of Sample Selection of Girls Respondents**



Teachers were shortlisted from the same schools wherein student data was obtained. The method selected for selecting teachers was Systematic Random Sampling from the identified schools of the clusters. There are about 132 school teachers in the selected schools, 10% of the school teachers were covered. Based on the list of teachers available from the school, every second teacher was selected for data collection. Hence the total number of teacher's respondents has come to 64.

<b>Vadodara Municipal Corporation Wards</b>	<b>Schools</b>	<b>Proportion Percentage of Sample</b>	<b>Total Number of School Teachers</b>	<b>Sample Size Selected for Teachers</b>
<b>01- City Area</b>	School 1	50%	13	6
	School 2	50%	10	5
	School 3	50%	12	6
	School 4	50%	13	6
<b>02- Fatehpura</b>	School 5	50%	12	6
	School 6	50%	12	6
<b>09- Kishanwadi/Panigate</b>	School 7	50%	13	6
	School 8	50%	12	6
	School 9	50%	12	6
<b>11- Makrand Desai Road</b>	School 10	50%	10	5
	School 11	50%	13	6
<b>Total</b>			<b>132</b>	<b>64</b>

Parents were also included in the study. Data of parent's residential address was taken from student respondents. Parents of the students were covered in the study. Purposive Sampling method was used to collect data from the parents. 20% of the parents were covered for collecting the data. Total 5 parents were selected from each schools, every fifth parent was selected for data collection.

### **Tools of Data Collection:**

Since the data focussed on the psychosocial factors impacting on the education of girls, Questionnaire was used to take the views of girls on education. The researcher used

Questionnaire with the combination of both open-ended as well as close-ended questions to take the elaborate view of respondents on the questions.

Questionnaire once prepared was then translated into Gujarati so that it became more feasible for the respondents to furnish their views.

The major domains included in the Questionnaire are as follow:

- Personal Background of Girls (like their religion, marital status, locality, etc).
- Their views on the importance of education in their life.
- Future Aspirations of Girls.
- Difficulties faced at school.

For teachers Questionnaire were used, which comprised of Close-ended and few open-ended questions. The questions comprised of Teaching method used in the school as well as that of difficulties faced by teachers in specifically teaching girls from the community.

Interview Schedule was used to the parents of the respondents to determine the views of parents regarding the education of girl child. The Interview Schedule consisted of the Questions pertaining to the future aspirations of Parents towards the girl child. It also covered questions about the role of society towards the encouragement of girl's education.

### **Reliability of Instrument:**

Reliability of Questionnaire was checked through Cronbach's Alpha test the rating was .847, which means the questionnaire is valid to be considered as a standardized tool for data collection.

Reliability of Questionnaire for Teachers was checked by Cronbach's Alpha test the rating was .627, which means the questionnaire is valid to be considered as a standardized tool for data collection.

Reliability of Interview Schedule for Parents was checked by Cronbach's Alpha test, the rating of the test was .712, which means the interview schedule is valid to be considered as a standardized tool for data collection.

### **Sources of Data Collection:**

The data was collected by the researcher herself based on the records available from local schools of Vadodara city. Data was collected from schools which are located in the economically backward areas.

Primary Source of data was adolescence girls and their parents whereas secondary data was total no. of schools in the city of Vadodara and total no. of students in the school. The period of data collection is from June 2015 to January 2016.

### **Data Analysis and Interpretation:**

The study had Quantitative data, hence its analysis was done using statistical methods.

Qualitative data was interpreted as per the following method:

- Simplification of data into specific preliminary domain of the study
- Forming of category under the salient domains
- Coding the Questionnaire on the basis of categories formed under each qualitative domain

Factual information was analyzed quantitatively using frequency and percentage analysis. Information obtained through interview schedule was content analyzed. The conclusive findings were drawn based on data obtained on information schedules.

### **Chapterization:**

The first chapter is about Research Design, which details out the type of study, the research questions, the definition of terms, and approaches to collect data. It describes the sampling method selected for the purpose of data collection.

The second chapter presents a theoretical framework of the topic. The chapter depicts the general trend of Muslim girls education at a global level, followed by Indian Perspective.

Chapter three is the Literature Review in which education system and its importance for girls are discussed in context to the studies undertaken across the globe. The chapter has multiple studies pertaining to Psycho-Social parameters pertaining to girls education.

Chapter four is the data analyses and interpretation and concludes the findings in different perceptions of the subjects such as psychological as well as the social barrier of the education. It analysis the responses of girl students towards the educational practices and its correlation with variables.

Chapter five is the data analyses and interpretation of the responses from school teachers and parents of the respondents. Interpretation is presented in the chapter which correlates certain defined variables.

Chapter six is major findings related to the subject. Followed by Suggestions and conclusions based on the entire study.

### **Limitations of the Study:**

- The study was focussing on Muslim Girls only since they are at the high risk of being drop-outs for multiple reasons.
- The study focused on girls between the age group of 14- 18 years, hence the data was reliable only to adolescent girls.
- The Study was concerned with girls of muslim community, however muslim boys are facing problems relating to education as well. Hence a separate study was needed for boys.