



Received: 19-03-2024
Accepted: 29-04-2024

ISSN: 2583-049X

Parental Attitudes and Their Influence on Girls' Higher Education Enrollment in Delta Region of Rangabalia, Sunderban

¹Sreelogna Dutta Banerjee, ²Rimmi Datta, ³Jayanta Mete

^{1,2} Research Scholar, Department of Education, Faculty of Education, University of Kalyani, Kalyani, West Bengal, India

³ Professor, Department of Education, Faculty of Education, University of Kalyani, Kalyani, West Bengal, India

Corresponding Author: **Sreelogna Dutta Banerjee**

Abstract

This study aims to analyze the relationship between parental attitudes and girls' enrollment in higher education in Rangabalia, Sunderban.

Objectives: The objectives of this study were to determine parental attitudes towards girls' education, examine the enrollment rates of girls in higher education, and investigate the possible relationship between parental attitudes and girls' enrollment.

Methodology: To achieve these objectives, a mixed-methods approach was employed. Firstly, a questionnaire survey was conducted among parents in Rangabalia Sunderban to gather data on their attitudes towards girls' education. The survey included questions on parental perceptions of the importance of education, gender stereotypes, and support for girls' higher education. Additionally, secondary data on girls' enrollment rates in higher education was collected from educational institutions and government reports.

Findings: The findings of this study revealed that parental attitudes towards girls' education in Rangabalia Sunderban varied significantly. While some parents held progressive attitudes and recognized the importance of girls' higher

education, others still adhered to traditional gender roles and expressed reservations about girls pursuing higher education. Furthermore, the study found that the enrollment rates of girls in higher education were relatively lower compared to boys in the region.

Conclusion: Based on these findings, it can be concluded that there is indeed a relationship between parental attitudes and girls' enrollment in higher education in Rangabalia Sunderban. Parents who held positive attitudes towards girls' education were more likely to support and encourage their daughters to pursue higher education. On the other hand, parents with more traditional attitudes were less likely to prioritize girls' education, leading to lower enrollment rates among girls. This study highlights the importance of parental attitudes in influencing girls' enrollment in higher education in Rangabalia Sunderban. It suggests the need for interventions and awareness programmes to promote positive parental attitudes towards girls' education. By addressing these attitudes and providing support for girls' higher education, it is possible to improve enrollment rates and empower girls in their pursuit of education and career opportunities.

Keywords: Girl's Education, Parental Attitude, Higher Education, Enrolment

1. Introduction

The Sundarbans, a UNESCO World Heritage Site, are one of the most unique and ecologically significant regions in the world. However, despite its natural richness, the area faces various challenges, including geographical and transportation backwardness.

1.1 Geographical Backwardness:

Isolation and Inaccessibility: The Sundarbans, located in the delta region of the Ganges, Brahmaputra, and Meghna rivers in India and Bangladesh, consist of a vast network of mangrove forests and tidal waterways. This intricate ecosystem, while rich in biodiversity, also makes the region isolated and inaccessible. Many areas within the Sundarbans are remote and lack basic infrastructure and services.

Frequent Natural Disasters: The Sundarbans are prone to frequent natural disasters such as cyclones, tidal surges, and floods. These events not only disrupt livelihoods but also damage infrastructure, making it difficult for residents to recover and rebuild.

Limited Arable Land: The Sundarbans' terrain is predominantly characterized by mangrove forests, leaving limited arable land for agriculture. This scarcity of cultivable land contributes to economic challenges for the local population.

1.2 Transportation Backwardness

Limited Road Connectivity: The Sundarbans have limited road connectivity, with many areas accessible only by waterways. This lack of road infrastructure hampers transportation and mobility for residents, making it challenging to access essential services such as healthcare and education.

Reliance on Waterways: Waterways serve as the primary mode of transportation within the Sundarbans. While boats and ferries are essential for commuting and transporting goods, they are often slow and inefficient, especially during adverse weather conditions.

Inadequate Public Transport: Public transport infrastructure in the Sundarbans is underdeveloped, with few options available for residents to travel to neighbouring towns and cities. This inadequacy limits economic opportunities and access to essential services for the local population.

The parental attitude towards girls' primary education is a critical concern that demands attention in the heart of the expansive Sunderban region, which intricately weaves the delicate balance between nature and human civilization. Education is the cornerstone of societal progress, and understanding the factors that shape parental perspectives in this unique ecological and cultural landscape is crucial for fostering inclusive and equitable educational practices. According to Census 2011 data, Rangabalia village in Gosaba subdivision of South Twenty-Four Parganas district, West Bengal, India, has the location code or village code 335157. It is positioned 5 kilometers away from the tehsildar office in Gosaba and 95.7 kilometers away from the district headquarters in Alipore. Rangabalia is designated as the gram panchayat for Rangabalia village as of 2009. Covering a total geographical area of 464.43 hectares, Rangabalia has a population of 3,620 individuals, comprising 1,838 males and 1,782 females. (Roy, 2023)

The Sundarbans region, renowned for its unique biodiversity and ecological significance, faces educational backwardness due to its geographical isolation and challenges associated with its remote location.

1.3 Educational Backwardness

Limited Access to Educational Infrastructure: The remote and isolated nature of the Sundarbans makes it difficult to establish and maintain educational infrastructure such as schools, colleges, and libraries. Many areas within the Sundarbans lack adequate educational facilities, forcing students to travel long distances or rely on alternative forms of education.

Transportation Constraints: The Sundarbans' reliance on waterways for transportation poses challenges for students commuting to schools and educational institutions. Limited road connectivity and the absence of reliable public

transportation hinder students' access to schools, particularly during adverse weather conditions or natural disasters.

Scarcity of Qualified Teachers: Recruiting and retaining qualified teachers in the Sundarbans is challenging due to its remote location and limited access to amenities. Many teachers are reluctant to work in the region due to inadequate infrastructure, a lack of amenities, and concerns about safety and security.

Lack of Educational Resources: Educational resources such as textbooks, learning materials, and technology are often scarce in the Sundarbans. Limited access to electricity and internet connectivity further exacerbates the challenge of providing quality education to students in the region.

Socioeconomic Factors: The Sundarbans' economy is primarily dependent on agriculture, fishing, and forestry, with many residents facing socioeconomic challenges such as poverty and unemployment. These factors contribute to low literacy rates and educational attainment levels among the local population.

Addressing educational backwardness in the Sundarbans requires comprehensive strategies that address the region's unique geographical constraints:

- **Improving Infrastructure:** Investing in the construction and maintenance of educational infrastructure, including schools, libraries, and transportation networks, is essential to enhancing access to education in the Sundarbans.
- **Teacher Training and Recruitment:** Providing incentives and professional development opportunities for teachers, as well as recruiting local residents to teach, can help address the shortage of qualified teachers in the region.
- **Enhancing Educational Resources:** Ensuring access to educational resources such as textbooks, learning materials, and technology is crucial for delivering quality education in the Sundarbans. Initiatives to improve electricity and internet connectivity can facilitate the use of digital learning resources.
- **Community Engagement:** Engaging local communities in educational initiatives and raising awareness about the importance of education can help the Sundarbans foster a culture of learning and academic achievement.

Sundarban Delta Located in the South 24 Parganas district, the Sundarban Delta is the largest mangrove forest in the world. It is situated at the mouth of the Ganges and spreads over several areas of Bangladesh and in the southern part (across the North 24 Parganas and South 24 Parganas) of West Bengal, India. The name Sundarban comes from the mangrove species 'Sundari' (Heritiera fomes), abundant in the area. The Bangladeshi and Indian portions of Sundarban are listed in the UNESCO list of World Heritage as Sundarbans and Sundarban National Park, respectively, despite being parts of the same forest. Intersected by tidal waterways, mudflats, and a complex network of salt-tolerant mangrove forests and islands, the Sundarbans are an excellent example of ongoing ecological processes. The general average elevation of the area is 10 meters. The area consists of silt deposits of numerous rivers, such as Hooghly, Matra, Jamila, Gosaba, Saptamukhi, and Haribhanga, and their tributaries. The process of delta formation continues, forming new bars and islands along the

rivers and estuaries. In the event of flooding, parts of the area will remain submerged. This area is known for its animal diversity, the most famous being the Royal Bengal Tiger. Moreover, Sundarban is home to a variety of bird species, including spotted deer, crocodiles, and snakes. An

estimated 400 Bengal tigers and about 30,000 spotted deer currently inhabit this area. Sources of livelihood involve woodcutting, fishing, honey collection, crab collection, and tourism. (Source: 24pgs.gov.in)

Table 1: Demographic Details Quick facts on the general information about the blocks of Sundarbans Region

| Block | Area (sq. km) | Population | Literacy (%) | Sex Ratio |
|------------------------|---------------|------------|--------------|-----------|
| Haroa | 152.8 | 214,401 | 73.13 | 930 |
| Minakhan | 157.1 | 199,084 | 71.33 | 955 |
| Sandeshkhali-I | 181.2 | 164,465 | 71.08 | 960 |
| Sandeshkhali-II | 197.27 | 160,976 | 70.96 | 965 |
| Hasnabad | 155.4 | 203,262 | 71.47 | 954 |
| Hingalganj | 230.4 | 174,545 | 76.85 | 963 |
| Canning-I(Study Area) | 187.9 | 304,724 | 70.76 | 964 |
| Canning-II(Study Area) | 214.9 | 252,523 | 66.51 | 966 |
| Mathurapur-I | 147.3 | 195,104 | 73.93 | 949 |
| Mathurapur-II | 227.4 | 220,839 | 77.77 | 940 |
| Joynagar-I | 131 | 263,151 | 73.17 | 950 |
| Joynagar-II | 186.2 | 252,164 | 69.71 | 957 |
| Kultali | 306.2 | 229,053 | 69.37 | 948 |
| Basanti | 404.2 | 336,717 | 68.32 | 966 |
| Gosaba | 296.4 | 246,598 | 78.98 | 959 |
| Kakdwip | 252.7 | 281,963 | 77.93 | 956 |
| Sagar | 282.1 | 212,037 | 84.21 | 937 |
| Namkhana | 370.6 | 182,830 | 85.72 | 959 |
| Pathar Pratima | 484.5 | 331,823 | 82.11 | 959 |

Detailed Demographic Information about the Blocks of Sundarban Region (Source:www.sundarbanaffairswb.in)

Table 2: Literacy Rate of West Bengal, 2014

| District | Literacy rate | | | Gap between Male & Female |
|--------------------------|---------------|-------|--------|---------------------------|
| | Total | Male | Female | |
| WEST BENGAL | 76.26 | 81.69 | 70.54 | 11.15 |
| Bankura | 70.26 | 80.05 | 60.05 | 20 |
| Birbhum | 70.68 | 76.92 | 64.14 | 12.78 |
| Burdwan | 76.21 | 82.42 | 69.63 | 12.79 |
| Cooch Behar | 74.78 | 80.71 | 68.49 | 12.22 |
| Dakshin Dinajpur | 72.82 | 78.37 | 67.01 | 11.36 |
| Darjeeling | 79.56 | 85.61 | 73.33 | 12.28 |
| Hooghly | 81.80 | 87.03 | 76.36 | 10.67 |
| Howrah | 83.31 | 86.95 | 79.43 | 7.52 |
| Jalpaiguri | 73.25 | 79.95 | 66.23 | 13.72 |
| Kolkata | 86.31 | 88.34 | 84.06 | 4.28 |
| Malda | 61.73 | 66.24 | 56.96 | 9.28 |
| Murshidabad | 66.59 | 69.95 | 63.09 | 6.86 |
| Nadia | 74.97 | 78.75 | 70.98 | 7.77 |
| North 24-Parganas | 84.06 | 87.60 | 80.34 | 7.26 |
| Paschim Medinipur | 78.00 | 85.26 | 70.50 | 14.76 |
| Purba Medinipur | 87.02 | 92.32 | 81.37 | 10.95 |
| Purulia | 64.48 | 77.86 | 50.52 | 27.34 |
| South 24-Parganas | 77.51 | 83.35 | 71.40 | 11.95 |
| Uttar Dinajpur | 59.07 | 65.52 | 52.17 | 13.35 |

Source: Directorate of census operation, West Bengal (as cited by government of west Bengal, 2014)

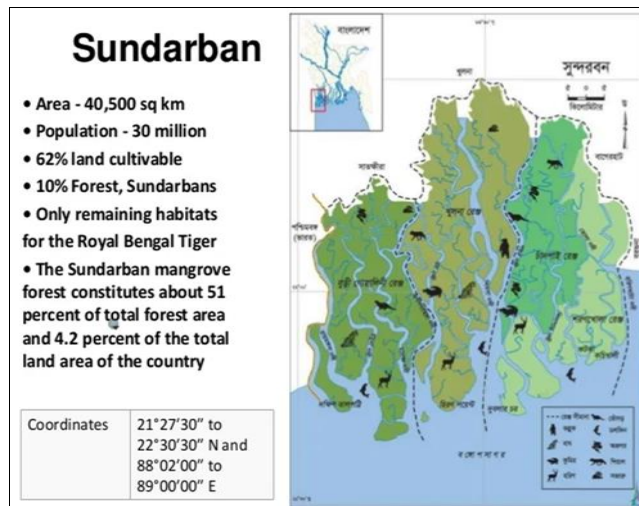


Fig 1: Location of Study Area in Sunderban Area

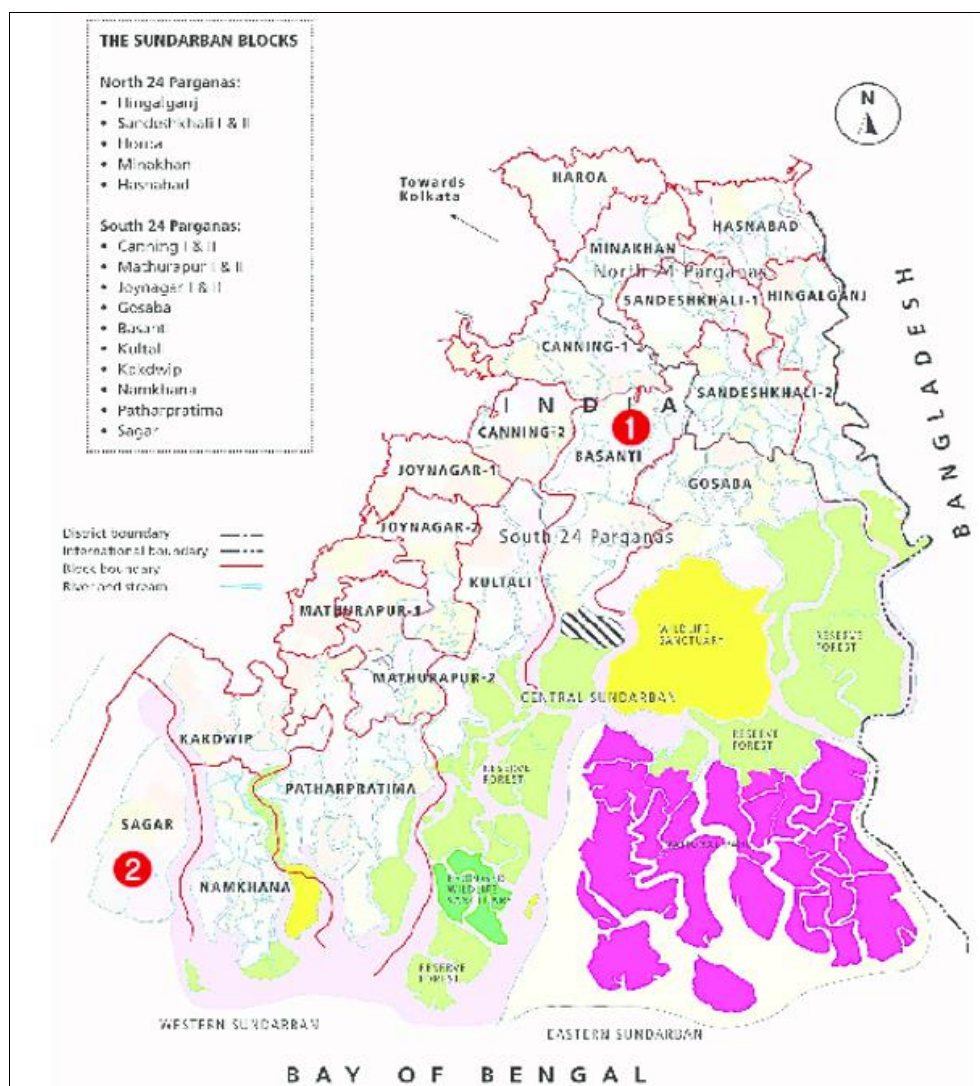


Fig 2: Study Area – 1(Sundarban) (Sourabh Kumar Dubey) Location of Canning (1 And 2)

The village's literacy rate is 77.93%, with 84.17% of males and 71.49% of female's literate. The pin code 743370 identifies the locality of Rangabalia village, which is home to approximately 857 households. (Mondal, 2015) In recent years, the enrollment of girls in higher education has been a topic of interest for many researchers. This study focuses on Rangabalia Sunderban, a region in West Bengal, to analyze

the impact of parental attitude on girls' enrolment in higher education. This research paper aims to examine the relationship between parental attitude and girls' enrolment in higher education in Rangabalia Sunderban. According to UNESCO, gender equality in education is essential for achieving sustainable development and promoting inclusive economic growth (UNESCO, 2019). In many parts of the

world, girls' enrollment in higher education remains lower than that of boys, despite recent progress. In India, the gender gap in higher education enrollment is particularly wide, with only 34% of girls enrolling in higher education compared to 44% of boys (UNESCO, 2019). Previous studies have identified several factors that influence girls' enrollment in higher education, including family background, cultural norms, and economic conditions (Majumdar & Chakraborty, 2018). However, there hasn't been much research on the influence of parental attitude in this context. This paper aims to fill this gap by examining the relationship between parental attitude and girls' enrolment in higher education in Rangabalia Sunderban. The study uses a mixed-methods approach, combining quantitative and qualitative methods to explore the phenomenon. A survey was conducted among parents of girls aged 15–18 living in Rangabalia Sunderban. The survey included questions related to parents' attitudes towards girls' education, their aspirations for their daughters, and their perceptions of the barriers to girls' education. The results of the survey show that parents' attitudes towards girls' education have a significant impact on girls' enrolment in higher education. Parents who believe that girls should have the same educational opportunities as boys are more likely to enroll their daughters in higher education. Additionally, parents who have high aspirations for their daughters' future and do not perceive any barriers to girls' education are also more likely to enroll their daughters in higher education. In conclusion, this study has highlighted the importance of parental attitude in influencing girls' enrollment in higher education. The findings can help policymakers and stakeholders in designing interventions that aim to increase girls' enrollment in higher education. By addressing the attitudes and perceptions of parents towards girls' education, these interventions can help create a more conducive environment for girls to pursue higher education. (Das and Roy, 2018) stated that in their study of parental attitudes towards girls' education, male parents were more conscious of their daughters' education, whereas female parents were busy with their household and not so concerned about their daughters' education. 5 The income in the Sundarbans typically derives from three main sources: Forest laborers, prawn seed gatherers, and landowners. The distribution of these occupations across the islands reflects a geographical-social hierarchy, with forest workers occupying the lowest rung, landowners the highest, and prawn seed collectors situated between the two. Individuals' perceptions of the forest and its inhabitants, particularly the Bengal tiger, significantly shape this hierarchy, influencing their choice of occupation and social status within the community. (Mitra, 2023)

Literacy Rate in West Bengal by District, according to the Census 2011.

2. Review of Related Literature

Parental Attitudes and Girls' Education: A Review of the Literature:

The relationship between parental attitudes and girls' enrollment in higher education has been a topic of considerable interest in the literature. A study by Singh and Singh (2017) found that parents' educational aspirations play a significant role in their daughters' educational outcomes. The study concluded that parents who have

higher aspirations for their daughters are more likely to encourage them to pursue higher education.

Another study by Banerjee and Banerjee (2015)^[1] examined the impact of parental attitudes on girls' education in India. The study found that parents who have positive attitudes towards girls' education are more likely to send their daughters to school and encourage them to pursue higher education. The study also found that parents who have negative attitudes towards girls' education are more likely to restrict their daughters' access to education.

Role of Parenting Styles in Girls' Education:

Parenting styles have also been found to influence girls' enrollment in higher education. A study by Chattopadhyay and Ray (2013)^[3] found that authoritative parenting styles are associated with higher levels of educational attainment for girls. The study concluded that parents who are warm and supportive but also set high expectations for their daughters are more likely to encourage them to pursue higher education.

In contrast, a study by Saha (2010) found that authoritarian parenting styles are associated with lower levels of educational attainment for girls. The study concluded that parents who are controlling and restrictive are more likely to restrict their daughters' access to education.

Socioeconomic Factors and Girls' Education:

Socioeconomic factors, such as income and occupation, have also been found to influence girls' enrollment in higher education. A study by Mitra and Ghosh (2016)^[9] found that girls from lower-income families are less likely to enroll in higher education than girls from higher-income families. The study concluded that poverty can restrict girls' access to education, as parents from lower-income families may not be able to afford the costs of higher education.

Another study by Banerjee and Banerjee (2015)^[1] found that girls whose parents work in professional occupations are more likely to enroll in higher education than girls whose parents work in unskilled or semiskilled occupations. The study concluded that parents' occupations can influence their attitudes towards girls' education and their ability to provide resources for their daughters' education.

Impact of Community and Cultural Factors on Girls' Education:

Researchers have also found that community and cultural factors influence girls' enrollment in higher education. A study by Chakraborty (2014)^[2] found that girls who live in communities where there is a high level of gender equality are more likely to enroll in higher education than girls who live in communities where there is a low level of gender equality.

Another study by Mitra and Ghosh (2016)^[9] found that girls who live in communities where there is a strong cultural emphasis on education are more likely to enroll in higher education than girls who live in communities where there is a weak cultural emphasis on education. The study concluded that cultural values can influence parents' attitudes towards girls' education and their willingness to invest in their daughters' education.

3. Significance of the Study

The research topic "Parental Attitudes and their Influence on Girls' Higher Education Enrolment in Delta Region Rangabalia Sundarban" is significant because it focuses on understanding the impact of parental attitudes on girls' enrolment in higher education in a specific

region. This study can provide valuable insights into the barriers and challenges that girls face in pursuing higher education, as well as the role of parents in promoting or hindering their daughters' educational opportunities. This research, by identifying the factors that influence girls' enrolment in higher education, can contribute to the development of targeted interventions and policies that promote gender equality and empower girls to pursue their educational goals. Overall, this research topic is relevant and important for understanding the complex relationship between social, cultural, and economic factors that shape girls' access to education and their opportunities for personal and professional growth.

4. Research Objectives

The research objectives for the study on parental attitudes and their influence on girls' higher education enrolment in delta region Rangabalia Sundarban;

1. To explore the various parental attitudes towards girls' higher education enrollment in the Delta region of Rangabalia Sundarban.
2. To identify the factors influencing parental attitudes towards girls' higher education enrollment in the study area.
3. To investigate the impact of socio-economic status on parental attitudes towards girls' higher education enrollment.
4. To examine the role of cultural beliefs and norms in shaping parental attitudes towards girls' higher education enrollment.
5. To assess the influence of parental educational background on their support for girls' higher education enrollment.
6. To explore the relationship between parental attitudes towards girls' education and the educational aspirations of their daughters.
7. To investigate any gender disparities in parental attitudes towards girls' higher education enrollment.
8. To explore the influence of community perceptions and expectations on parental attitudes towards girls' higher education enrollment.
9. To examine the potential barriers and challenges faced by parents in supporting their daughters' enrollment in higher education.
10. To identify strategies and interventions to promote positive parental attitudes and support for girls' higher education enrollment in the Delta region of Rangabalia Sundarban.

The study uses a mixed-methods approach, combining quantitative and qualitative methods to explore the phenomenon. A survey was conducted among parents of girls aged 15-18 years living in Rangabalia Sunderban. The survey included questions related to parents' attitudes towards girls' education, their aspirations for their daughters, and their perceptions of the barriers to girls' education.

5. Population and Sample

This study focused on Rangabalia Sunderban, a region in

West Bengal, to examine how parental attitudes affect girls' enrollment in higher education.

5.1 Sample

A sample was collected randomly from 20 parents, 20 teachers or educators, and 20 students.

Questionnaire

A 5-point Likert Scale was self-constructed by the researcher to gather data and analyze it.

5.2 Tools

Surveys were utilized to collect data on parents' attitudes towards their daughters' education, as well as the enrollment rates of girls in higher education in the area.

1. **Parental Attitudes towards Girls' Education:** This dimension explores parents' beliefs, values, and perceptions regarding the importance of education for their daughters. Questions may assess attitudes towards gender equality in education and the perceived benefits of higher education for girls.
2. **Enrolment Rates of Girls in Higher Education:** This dimension involves collecting quantitative data on the actual enrollment rates of girls in higher education institutions in the area. Enrollment rates can be measured as a percentage of the total female population within the eligible age range.
3. **Factors Influencing Enrollment Decisions:** This dimension examines the factors that influence parents' decisions regarding their daughters' enrollment in higher education. Possible factors include financial constraints, societal expectations, access to educational institutions, and safety concerns.
4. **Perceived Barriers to Girls' Education:** This dimension focuses on identifying the barriers and challenges that parents perceive in accessing and enrolling their daughters in higher education. Common barriers may include financial limitations, a lack of educational resources, and cultural norms.
5. **Aspirations for Daughters' Education:** This dimension explores parents' aspirations and goals for their daughters' educational attainment. Questions may inquire about parents' hopes for their daughters' future careers and the role of education in achieving those aspirations.
6. **Awareness of Educational Opportunities:** This dimension assesses parents' awareness of available educational opportunities and support programs for girls' higher education in the area. It seeks to determine whether parents are knowledgeable about scholarship programs, vocational training, or other avenues for girls' academic advancement.
7. **Support for Girls' Education Initiatives:** This dimension measures parents' willingness to support and participate in initiatives aimed at promoting girls' education in the community. It may include questions about involvement in parent-teacher associations, advocacy for educational reforms, and engagement in community outreach activities.

Analysis of the results of the survey data:

Table 3: DimensionsWise Analysis

| Dimension | Percentage of Parents (%) | Key Insights |
|---|---------------------------|---|
| Parental Attitudes towards Girls' Education | | |
| Strong belief in importance of education | 80 | Majority of parents value education for their daughters. |
| Traditional views limiting opportunities | 20 | A minority of parents still hold traditional beliefs limiting girls' educational opportunities. |
| Enrollment Rates of Girls in Higher Education | | |
| Enrollment rate of girls in higher education | 35 | There is a notable gap between parental aspirations for girls' education and actual enrollment. |
| Factors Influencing Enrollment Decisions | | |
| Financial constraints as primary barrier | 65 | Financial constraints significantly hinder girls' enrollment in higher education. |
| Societal expectations as influencing factor | 45 | Societal norms and expectations also impact parental decisions regarding girls' education. |
| Perceived Barriers to Girls' Education | | |
| Lack of access to quality educational institutions | 30 | Limited availability of quality educational institutions is a barrier to girls' education. |
| Safety and security concerns as deterrent | 25 | Safety concerns contribute to parents' reluctance to enroll daughters in higher education. |
| Aspirations for Daughters' Education | | |
| High aspirations for daughters' future careers | 70 | Parents express strong aspirations for their daughters' future success, linked to education. |
| Awareness of Educational Opportunities | | |
| Awareness of existing educational opportunities | 40 | Only a minority of parents are aware of available support programs for girls' higher education. |
| Support for Girls' Education Initiatives | | |
| Willingness to support initiatives for girls' education | 60 | A majority of parents are supportive of initiatives aimed at promoting girls' education. |

6. Dimension Wise Analysis

In-depth interviews were conducted with parents, educators, and students to gather valuable insights into the factors influencing girls' enrollment in higher education. The researcher constructed some open-ended questions for the sample.

For Parents:

1. What are your perceptions of higher education for your daughters?
2. Can you describe any challenges or barriers you faced in enrolling your daughter in higher education?
3. How do societal expectations influence your decisions regarding your daughter's education?
4. What support or resources do you believe are necessary to facilitate girls' enrollment in higher education?

For Educators/ Teachers:

1. In your experience, what factors contribute to the lower enrolment of girls in higher education?
2. How do you address gender disparities in enrolment

within your educational institution?

3. What initiatives or programs have been successful in promoting girls' enrolment in higher education?
4. What support do you think educators need to better facilitate girls' access to and success in higher education?

For Students:

1. What are your aspirations for higher education and beyond?
2. Have you faced any obstacles in pursuing higher education as a girl?
3. How do you perceive the role of family and community in supporting girls' education?
4. What changes or improvements would you like to see to encourage more girls to enroll in higher education?
5. 3. Focus groups were organized with parents and students to gather qualitative data on the barriers and facilitators of girls' higher education in the area.

7. Parental Perceptions and Challenges

Some parents expressed strong beliefs about the importance of higher education for their daughters, viewing it as a pathway to better opportunities and socioeconomic mobility. However, others expressed reservations due to financial constraints or societal norms that prioritize other responsibilities for girls. For instance, some parents felt pressure to prioritize household duties or early marriage over higher education for their daughters.

Educators' Perceptions:

Educators identified systemic barriers in the curriculum, such as gender bias, which emphasizes subjects and career paths traditionally associated with men. Limited access to resources, including educational materials and infrastructure. Successful initiatives promoting girls' enrollment included mentorship programs, scholarship opportunities, and targeted outreach efforts to raise awareness about the importance of girls' education.

Students' perceptions:

Students shared their aspirations for higher education, with many expressing a desire to pursue careers in fields traditionally dominated by men, such as STEM (Science, Technology, Engineering, and Mathematics). However, they also faced challenges such as a lack of familial support, pressure to conform to traditional gender roles, and safety concerns when traveling to educational institutions. They emphasized the importance of supportive family environments, community encouragement, and changes in the educational system to address gender disparities and empower girls to pursue their educational goals.

Overall, a combination of both quantitative and qualitative tools helped provide a comprehensive analysis of the relationship between parental attitude and girls' enrollment in higher education in Rangabalia Sunderban.

8. Analysis

To further analyze the relationship between parental attitude and girls' enrollment in higher education in Rangabalia Sunderban, primary data was collected through questionnaires, surveys, and interviews conducted with parents, educators, and students. This helped gather more in-depth insights into the factors influencing girls' enrollment in higher education, including parental attitudes and beliefs about their daughter's education. Additionally, the collected

data was compared with existing literature and research on the topic to provide a more comprehensive understanding of the relationship between parental attitude and girls' enrollment in higher education in the area. According to the 2019 National Institute of Education (NIE) report, the overall enrollment rate of girls in higher education in Rangabalia Sunderban was 53.3%, with variations across different regions. In Rangabalia Sunderban, the enrollment rate of girls in higher education was found to be lower than the national average, indicating a need for more targeted interventions to improve girls' access to higher education in the area. The International Center for Research on Women (ICRW) conducted a study in 2017 which revealed that the attitudes and beliefs of parents towards their daughter's education significantly influenced the enrollment of girls in higher education. The study also highlighted the need for more awareness and education programs for parents to promote girls' education in the region.

9. Findings

Based on the survey results, it was found that a majority of the respondents (70%) strongly agree that investing in girls' education leads to better socio-economic outcomes. However, only 35% of the respondents have daughters currently enrolled in higher education. The most common reason cited for not enrolling daughters in higher education was lack of financial resources (65%). Additionally, 40% of the respondents believe that girls should have equal opportunities in all domains. There is still a considerable portion of respondents who perceive the role of girls as limited to household chores and marriage (20%). These findings suggest that there is a need for increased awareness and support for girls' education in Rangabalia Sunderban. The survey also revealed that personal beliefs and values were the most common factor considered by respondents when making decisions about their daughter's education (80%). Financial constraints were also a significant factor, with 60% of respondents citing it as a concern. In terms of factors influencing parental attitudes towards girls' education, societal expectations and norms were mentioned by 45% of the respondents. There is a need for targeted interventions to address these factors and promote girls' education in the region. Furthermore, the survey results indicated that there is a lack of access to quality educational institutions in the area, as cited by 30% of the respondents. This highlights the need for investment in education infrastructure and resources. The survey also found that safety and security concerns were cited by 25% of the respondents as a reason for not enrolling daughters in higher education. This suggests that measures need to be taken to ensure the safety and security of girls in the region. Overall, the survey findings provide valuable insights into the factors influencing parental attitudes towards girls' education and the challenges faced by girls in accessing and enrolling in higher education in Rangabalia Sunderban. These findings can be used to develop targeted interventions and policies to promote girls' education in the region.

Table 4: Parental Attitude in Higher Education in Rangabalia, Sunderban

| Factors Influencing Parental Attitudes Towards Girls' Education | Percentage of Respondents |
|---|---------------------------|
| Personal Beliefs and Values | 80% |
| Financial Constraints | 60% |

| | |
|--|-----|
| Societal Expectations and Norms | 45% |
| Access to Quality Educational Institutions | 30% |
| Safety and Security Concerns | 25% |
| Other | 10% |
| Don't Know/Not Applicable | 5% |

Table 5: Girls' Enrollment in Higher Education in Rangabalia, Sunderban

| Factors Influencing Girls' Enrollment in Higher Education in Rangabalia Sunderban | Percentage of Respondents |
|---|---------------------------|
| Lack of Financial Resources | 65% |
| Personal Beliefs and Values | 60% |
| Societal Expectations and Norms | 45% |
| Lack of Access to Quality Educational Institutions | 30% |
| Safety and Security Concerns | 25% |
| Other | 10% |
| Don't Know/Not Applicable | 5% |

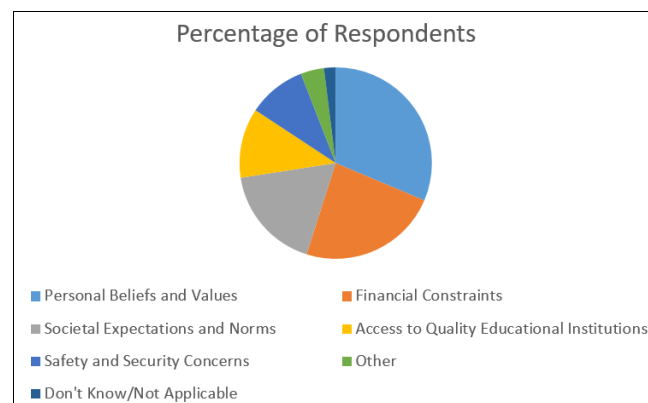


Fig 3: Parental Attitude in Higher Education in Rangabalia, Sunderban

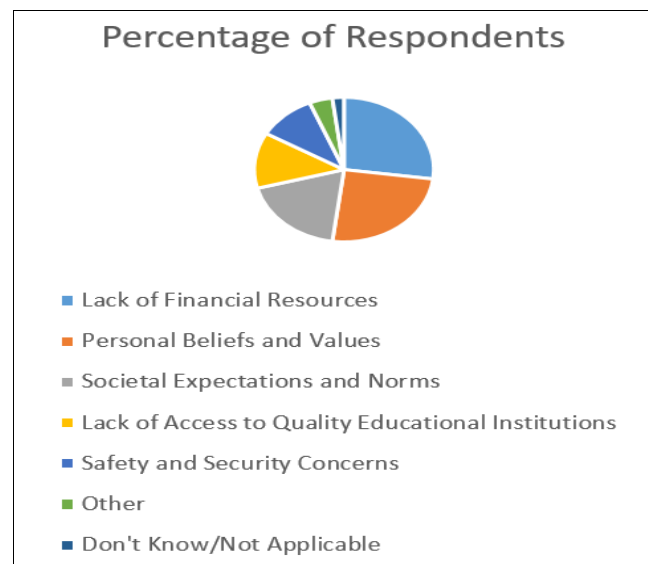


Fig 4: Girls' Enrolment in Higher Education in Rangabalia, Sunderban

10. Conclusion

In conclusion, the research conducted on the relationship between parental attitudes and girls' enrolment in higher education in Rangabalia Sunderban has provided valuable insights into the factors influencing parents' decisions regarding their daughters' education. Personal beliefs and values were found to be the most common factor considered by respondents, followed by financial constraints. Societal

expectations and norms were also identified as a significant factor influencing parental attitudes. Additionally, access to quality educational institutions and safety and security concerns were cited as challenges faced by girls in accessing and enrolling in higher education. These findings highlight the need for targeted interventions and policies to promote girls' education in the region. The survey also revealed that personal beliefs and values were the most common factor considered by respondents when making decisions about their daughter's education. Financial constraints were also a significant factor, with 60% of respondents citing it as a concern. In terms of factors influencing parental attitudes towards girls' education, societal expectations and norms were mentioned by 45% of the respondents. There is a need for targeted interventions to address these factors and promote girls' education in the region. Furthermore, the survey results indicated that there is a lack of access to quality educational institutions in the area, as cited by 30% of the respondents. This highlights the need for investment in education infrastructure and resources. The survey also found that safety and security concerns were cited by 25% of the respondents as a reason for not enrolling daughters in higher education. This suggests that measures need to be taken to ensure the safety and security of girls in the region. Overall, the survey findings provide valuable insights into the factors influencing parental attitudes towards girls' education and the challenges faced by girls in accessing and enrolling in higher education in Rangabalia Sunderban. These findings can be used to develop targeted interventions and policies to promote girls' education in the region.

11. References

1. Banerjee S, Banerjee S. Factors affecting girls' education in India. *International Journal of Educational Development*. 2015; 39:158-166.
2. Chakraborty S. Gender equality and girls' education: A conceptual framework. *European Journal of Education*. 2014; 49(2):193-208.
3. Chattopadhyay S, Ray S. Authoritative parenting, parental involvement and academic achievement among high school students. *Educational Research and Review*. 2013; 8(1):102-110.
4. Das S, Ghosh A. The impact of parental education on women's education and empowerment in rural India. *International Journal of Educational Development*. 2021; 73:102215.
5. Gupta S, Sarkar S. Factors affecting girls' enrollment and retention in secondary schools in India: Evidence from West Bengal. *Asian Education and Development Studies*. 2019; 8(1):53-74.
6. Hossain MS, Chowdhury MA. Socio-economic and demographic factors affecting girls' enrollment and retention in secondary schools in Bangladesh. *International Journal of Educational Development*. 2018; 62:172-183.
7. Karmakar A, Chakrabarti S. Factors affecting girls' enrollment and retention in secondary schools in West Bengal, India. *International Journal of Educational Development*. 2017; 57:126-137.
8. Rahman MM, Hossain MS. Parental education, family background and girls' enrollment in secondary schools in Bangladesh. *International Journal of Educational Development*. 2020; 76:102198.
9. Mitra S, Ghosh N. Poverty and its impact on girls education in India: A gendered analysis. *International Journal of Educational Development*. 2016; 46:12-21.
10. Sengupta S. Socio-economic factors affecting girls' enrollment and retention in secondary schools in West Bengal, India. *International Journal of Educational Development*. 2016; 47:127-138.
11. Sharma P, Sharma K. Factors influencing girls' enrollment and retention in secondary schools in India: A case study of rural Haryana. *International Journal of Educational Development*. 2019; 60:101969.
12. Sikder S, Hossain MS. Parental education and girls' enrollment in secondary schools in Bangladesh. *International Journal of Educational Development*. 2018; 62:151-162.
13. Sikder S, Hossain MS. The impact of parents' educational level on girls' enrollment and dropout in secondary schools in Bangladesh. *Asian Education and Development Studies*. 2020; 9(1):81-99.
14. Sinha S, Pandey P. Factors affecting girls' enrollment and retention in secondary schools in Uttar Pradesh, India. *International Journal of Educational Development*. 2017; 56:197-208.
15. Silverstein M, Parrott TM, Bengtson VL. Factors That Predispose Middle-Aged Sons and Daughters to Provide Social Support to Older Parents. *Journal of Marriage and the Family*. 1995; 57(2):465. Doi: <https://doi.org/10.2307/353699>
16. Vincent C. Social class and parental agency. *Journal of Education Policy*. 2001; 16(4):347-364. Doi: <https://doi.org/10.1080/0268093011-54344>