

Comparative Studies of Educational Level on Boys and Girls from Thanjavur District, Tamil Nadu, India

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Abstract- These paper main goals, the first analyze the level of education in boys and girls from Thanjavur district, Tamil Nadu, India. Here we have concentrated on the effects of family background, economic and poverty status of the family, schooling supply effects, government programmes and demographic composition of the family. Next objective is the second factors which may affect gender differences in education. It may be concluded the present study, the variables which affect the families invest in boys and girls education were calculated in Income level Vs Educational qualification and Community Vs Educational qualification are dependent in determined chi square effects of goodness of fit test.

Keywords- gender, educational qualification, chi square test

I. INTRODUCTION

Education is the key factors to every developing country. Education given to the individual builds in the individual, authority and power to unleash a voice of purpose, always through the individual's unique experiences. The benefits of education to man cannot be over-emphasized even as it is a major instrument for combating poverty and sustaining human and societal development. The level of education is a fundamental factor in a country's economic development in most countries the level of schooling for female is lower than that for male. Low levels of education are highly correlated as well with poverty. Lack of adequate education levels has been one of the most important factors contributing to the persistency of high levels of poverty in Latin America [1].

Development of education is a vital element in and every country, all nations that seek development must first ensure the education of the citizenry. Incidentally, the girl child is faced with the problem of cultural neglect beginning right from home to the society where the girl-child is exposed to selective provision of education of a situation in which the boy-child gets all the attention while the girl-child is being discriminated against. Both genders are not given the liberty to compete, perform and contribute to build an aggressive and favorable environment that allows a diversity of ideas, ideals and functions. Based on this, United Nations Children Education Fund (UNICEF) has advocated investment in girls' education as a means of allowing all children to fulfill their rights to quality education.

Women's education is substantial positive external effects apart from their beneficial effects on the woman

herself. Besides generating private returns from labor market participation, women's education has strong impacts on numerous other variables. The children's health and mortality as well as their own fertility and reproductive health. A large literature exists which has demonstrated that social returns to investing in women's education outweigh the social returns to investing in men's education [2, 3].

Educating girls is a particular challenge. India's high fertility rates promote a social bias against educating young girls. Parents lack the resources to provide a quality education for all of their children and therefore invest scarce resources in boys, for whom the market returns to the investment in education are perceived to be higher quality and improvement of the girl's education.

II. METHODOLOGY

Sample

The present investigation⁵⁷ was conducted on a sample of 100 students i.e., 57 boys and 43 girls drawn simple random sampling of educational level from Thanjavur District of Tamil nadu, India.

Collection of data

The investigator collected the data for the personal direct interview method of gender wise sampling. For this purpose of this study, the development of gender wise educational level i.e, sex with educational qualification, encouraged in education and moto in future, marital status (both gender) vs educational qualification, income level with educational qualification and expenditure in education, community vs educational qualification also discussed.

Statistical analysis

The data was subjected to statistical analysis by computing Pearson chi-squared test of goodness of fit and test of significance using SPSS software version 21.0 package.

Test of significance

Very important aspects of the sampling theory are the study of the test of significance, which enable us to decide on the basis of the sample results. There is no significant difference between two variables are null hypothesis and other hand significant difference between two variables is alternative hypothesis.

Interpretation

In the present study 100 samples were collected from the both gender of boys and girls by direct personal interview method in simple random sampling. In our study mainly focusing in which parameter adapt in girls educational level and how to improve the girls education in our country. In Table 1 and Fig. 1 depict the total education level discussed in both gender, the boys was 57 % and the girls exhibited in 43%. Similarly in discussed [4] the boys had a mean academic achievement score of 63.19 and the girls exhibited a mean academic achievement score of 51.35. The obtained t-value is 6.20 significant at 0.01 levels.

In encouraging educational level, most of them parents are encouraged in male students than compared to female students (Table 2 and Fig.2). The PROBE reported that 98 percent of parents surveyed felt that education was necessary for boys and 89 percent of parents felt it necessary for girls. Some studies suggest that parents are more likely to incur private expenditure for sons than daughters [5].

In Table 3 and Fig. 3 explained that the maximum no of female students are more interested to studying in various departments such as MBBS, BE, IAS/IPS and Teacher/ professor, while the highest no. of males are not interesting in education. Same way, the educational qualification vs marital status survey, the female students are more affected in the problem in family and society then male students. The data recovered in Table 4, 5 and Fig. 4 & 5.

Earlier discussed in India is also home to one-third of the 10 million child brides in the world. When girls are forced to marry at 14 years and younger, they are physically, economically and sexually bound to strangers they have never seen. They have no voice or say in the matter, no negotiating power, and no rights of refusal or choice in their sexual relations with their husband.

In the present data collection of educational qualification vs community, most of the students are educated in backward class (38%) followed by most backward class (29%), schedule caste (17%) and 8% in general caste and schedule tribes peoples in shown Table 6 and Fig. 6. Perceptions of teacher social support and sense of belonging and membership in a learning community are

especially important precursors to individuals’ motivation to learn [6].

The income level was high family students to support more and more in quality educational level and also expenditure of the education when affected in good education in poor family students (Table 7, 8 and Fig. 7, 8). Since, χ_c^2, χ_t^2 , so, we have to reject our null hypothesis; we concluded, that income level vs educational qualification and income vs expenditure in education are dependent. Some recent evidence has found that middle children do worse in terms of household schooling investments [7, 8]. Some authors have reported no difference in outcomes between these models of knowledge delivery [9, 10, 11, 12].

Table 1: Studies on the educational qualification with sex

Sex	Male	Female
Educational level	57	43

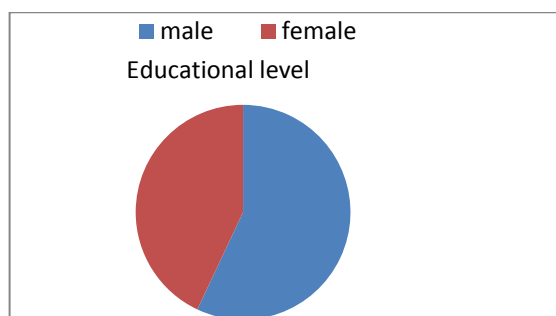


Fig. 1: Sex Vs Educational Qualification

Table 2: Sex with encouraged education pattern

Encouraged in Education\ Sex	male	female	total
Father	22	21	43
Mother	24	10	34
brother\sister	07	10	17
Friends	04	02	06
Total	57	43	100

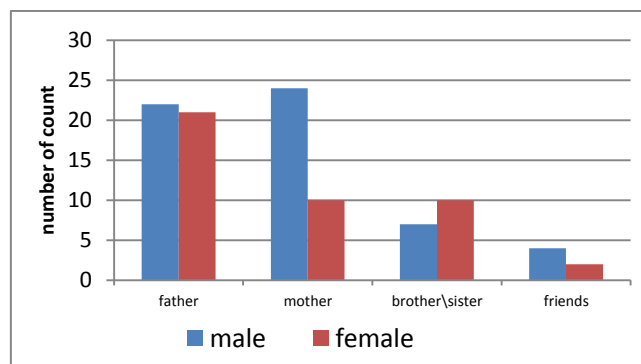


Fig. 2: Graphical representation of sex with education

Table 3: Planning of sex wish analysis

Motto in Future\ Sex	Male	Female	Total
MBBS	10	15	25
IAS\IPS	12	6	16
BE	17	10	4
Teacher\Professor	9	10	19
Not interested	9	2	16
Total	57	43	100

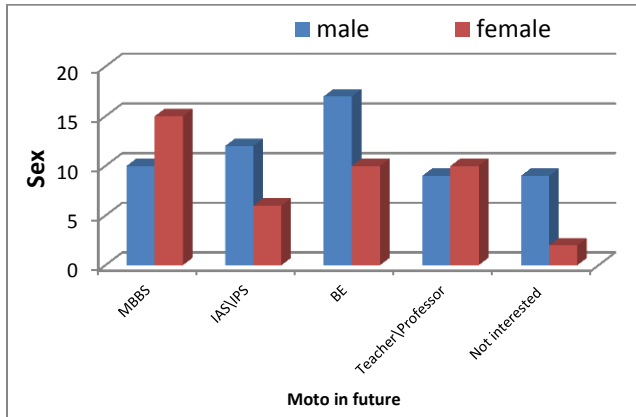


Fig. 3: Graphical analysis of future educational status

Table 4: Marital status of boys educational qualification

Educational Qualification Vs marital status (boys)	Married	Unmarried	Total
school level	0	17	17
UG level	1	10	11
PG level	4	9	13
Professional	10	6	16
Total	15	36	57

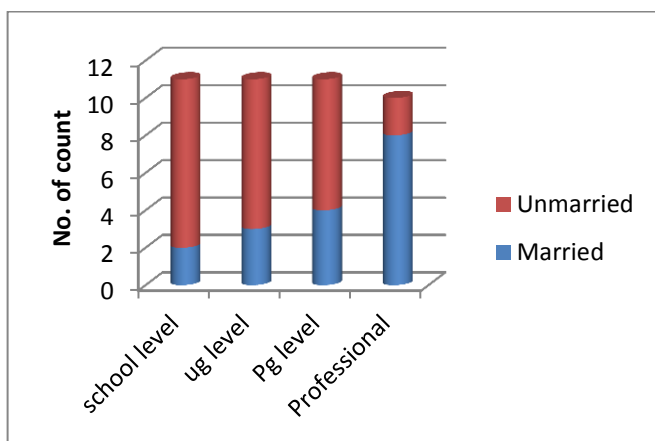


Fig. 4: Bar diagram representation of boys status

Table 5: Analysis of girls educational allotment

Educational Qualification Vs marital status(girls)	Married	Unmarried	Total
school level	2	9	11
ug level	3	8	11
Pg level	4	7	11
Professional	8	2	10
Total	17	26	43

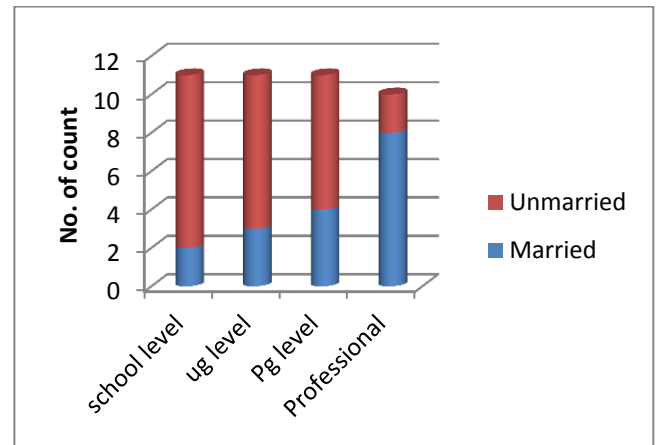


Fig. 5: Bar diagram educational pattern

Table 6: Community with educational system

Educational qualification\community	OC	BC	MB C	SC	ST	Total
school level	3	11	8		1	28
UG level	2	10	8	2	2	24
PG level	1	9	7	2	3	22
Professional	2	8	6	8	2	26
Total	8	38	29	17	8	100

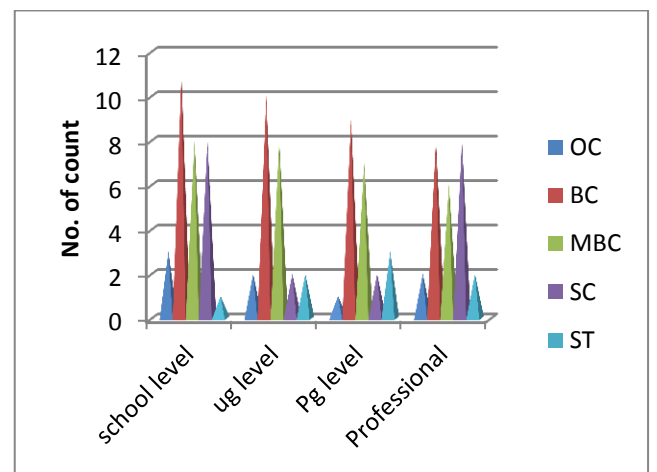


Fig. 6: Community with educational qualification application

Table 7: Pattern of income with allocation of education

Income level\ Educational Qualification	school level	Ug leve l	Pg leve l	profes sional	To tal
below - 15000	2	2	3	5	12
15000 - 25000	4	5	8	7	24
25000 - 35000	12	8	2	4	6
35000 - above	10	7	11	10	38
Total	28	22	24	6	100

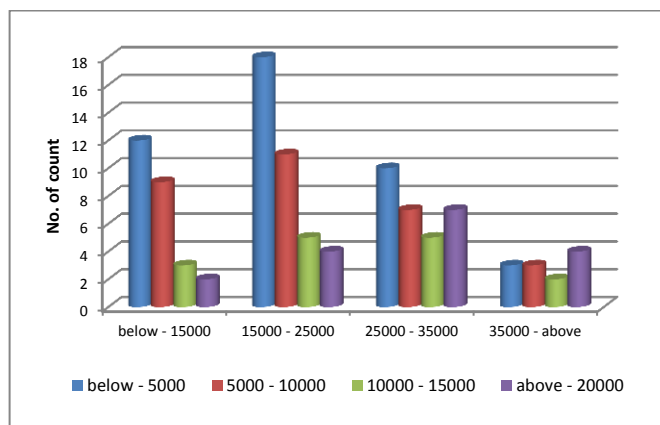


Fig. 7: Analysis of bar diagram of income level

Table 8: The relationship of income and expenditure of education

Income level\ Expenditure in Educational	below - 5000	5000 - 10000	10000 - 15000	above - 20000	To tal
below - 15000	3	3	2	4	12
15000 - 25000	10	7	5	7	24
25000 - 35000	12	9	3	2	26
35000 - above	18	11	5	4	38
Total	43	30	15	17	100

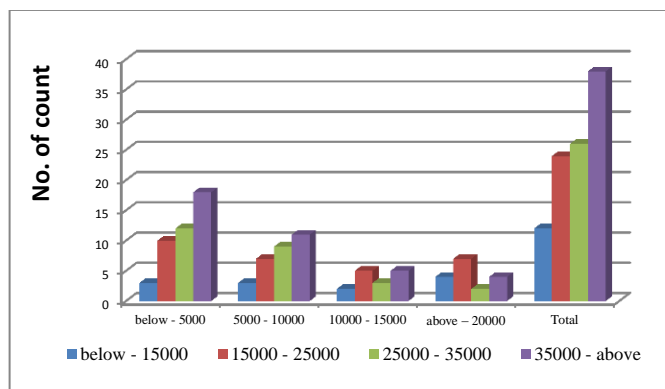


Fig. 8: Bar diagram of educational pattern

III. CONCLUSION

It is concluded that the some problems are affected in girls educational levels are characteristics of the child, parents, family background, economic and poverty status of the family, child marriage and community level. These facilities to supply in educational level and society to develop in girl's education.

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