EPRA INTERNATIONAL JOURNAL OF ECONOMIC AND BUSINESS REVIEW

www . epratrust.com Impact Factor : 0.998 p- ISSN : 2349 - 0187
e-ISSN : 2347 - 9671

March 2015 Vol - 3 Issue- 3

EDUCATION AND PERCEPTION OF RURAL POPULATION OF ASSAM TOWARDS FAMILY SIZE

Champak Kumar Das[1] & Dr. Polee Saikia[2]

[1.]Research Scholar, Department of Education, Gauhati University, Guwahati, Assam, India

[2.]Associate Professor, Department of Education, Gauhati University, Guwahati, Assam, India.

ABSTRACT

In the present age of globalization, education has got a lot change. Education now acts as the chief engine to all solutions of the prevailing problems of our country. However its inability to check the high growth rate of population is in true sense regretful. Its main key lies behind the uneducated section and the lowly educated section of our society. No doubt, the highly educated section does a lot in this regard and they have a very good positive perception towards family size. One can enjoy the fruit of anything in this land of ours only when he/she concentrates in making the uneducated or the lowly educated section aware of high growth rate of population and help gain a positive perception towards family size. Here in this study an attempt has been made to assess education at all levels and their perception towards family size. Attempt has also been made to see whether there lies any difference about perception towards family size between educated and uneducated population. 150 adult population, 100 educated and 50 uneducated were taken as sample from Kamrup (R) District of Assam, India. To collect first hand data, self-structured questionnaires and interview schedules were prepared by the investigators. The present study tried to investigate the importance of the uneducated and lowly educated population in gaining positive perception towards family size. Statistical techniques like percentage and Chi-square test were used to test the hypothesis.

KEYWORDS: *Perception, family size, level of education, Kamrup(R).*

1. INTRODUCTION

Education is a long process of bringing up or training an individual who is culturally refined, emotionally stable, mentally alert, morally upright, physically strong, economically independent, socially efficient as well as rational. The scope of education in the 21st century has widened and changed enough. In this century education makes people creative, collaborative, knowledgeable, liberal and global. The government of India has been adopting numerous policies and programmes for multiplying literacy rate, eradicating poverty, checking population growth and improving the socio- economic condition of the rural population right from the time of independence or even before independence. Population policy of the government of India is another step in this regard. Population is now a great challenge before the entire educational programme. Despite all these policy programmes, efforts and endeavours, our land has been suffering from the problem of high growth rate population characterized by large family size especially in rural areas. Every fruit of the country has now been eaten up by this major setback. This problem is rightly been called "The mother of all problems". India has the largest illiterate population in the world. Every year, India adds more people than any other nations in the world. Keeping this viewpoint in mind it is imperative to say that education has to do a lot more in socio- economic perspectives. Education helps reduce the population growth rate and relieve society from the burden of non-productive new entrants. It could affect the age structure of the population and bring about changes associated with a reduction in young dependency. Various changes might take place in the socio-economic milieu of a society as a result of a large-scale increase in women's education .As a result,a higher proportion of women might participate in the labour force ; a change might come about in the traditional role of women as housewive and mother ; there might be better planning of every aspect of life by educated , emancipated women ; and there might be a rational planning of family size. It has been an established fact that the social benefits from investing in female education are far greater than those from investing in male education. Educated women desire smaller families. Education may also change women's preferences about the quantity versus the quality of children, with educated women choosing fewer children but of better' quality. India has a large percentage of uneducated and lowly educated population and they add more people to the total population of India in comparison to the bitterly educated section.

2.OBJECTIVES

1. To assess education and people's perception towards family size.
2. To compare perception of educated and uneducated population towards family size.

3. HYPOTHESES

H_o1 There exists no significant difference of perception between educated and uneducated population towards family size.

4.METHODOLOGY

Descriptive survey method was applied in the present study by the investigators.

4.1 SAMPLE

The investigators collected primary data randomly from 10 sample villages of 02 community development blocks of Kamrup(R) district through Purposive Sampling technique. The sample comprises of 100 educated and 50 uneducated rural married adults.

4.2 TOOLS USED

1. A self-structured questionnaire (having Yes/ No responses with 12 items) was prepared in order to assess educated people's perception towards family size.
2. A self-structured questionnaire (having highly agree/moderately agree/least agreed responses) was prepared to determine the perception of educated people towards family size.
3. A self-structured interview schedule (having Yes/No responses with 12 items) was prepared in order to assess uneducated people's perception towards family size.
4. A self-structured interview schedule (having highly agree/moderately agree/least agree response was prepared to determine the perception of uneducated people towards family size.

5. STATISTICAL TECHNIQUE

Percentage & Chi-square test were used in the present study to analyze data.

6. DELIMITATION OF THE STUDY

1. The study has taken into account only the rural areas of Kamrup District of Assam.
2. The present study has taken only 02 community development blocks out of the total 15 blocks.
3. The study has taken only 10 villages out of the total villages.
4. The present study has taken only the adult people of age group, 25 to 65 years.
5. The present study has taken only those samples as educated who received formal education and fall in the following levels of education—

Level—1 —upto Elementary, i.e. Upto 8th std.

Level—2— from Secondary to Higher Secondary, i. e. from 9th—12th std.

Level—3— Above Higher secondary i.e.Degree & above.

Uneducated= People who are illiterate or unschooled that is not received any formal education are taken as uneducated.

7. ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To assess education and people's perception towards family size.

Table-1: Item wise and educational level wise perception of rural population

Item no.	Items	Level-1 Total-40	Level-2 Total-40	Level-3 Total-20	Uneducated Total-50
		Positive perception	Positive perception	Positive perception	Positive perception
1.	Knowledge about family planning helps in small family norm	12 (30%)	28 (70%)	17 (85%)	11 (22%)
2.	Readiness for single/two Child norm	08 (20%)	15 (38%)	18 (90%)	07 (14%)
3.	Small family lessens dependency ratio and family burden	11 (28%)	13 (33%)	18 (90%)	09 (18%)
4.	Small family helps inherit more property	15 (38%)	18 (45%)	13 (65%)	12 (24%)
5.	Higher age at marriage leads to small family	23 (58%)	25 (63%)	19 (95%)	39 (78%)
6.	Prolonged expectation of son child violates small family norm	24 (60%)	27 (68%)	16 (80%)	41 (82%)
7.	Encouraging other people to follow small family norm	08 (20%)	11 (28%)	14 (70%)	07 (14%)
8.	Small family helps solve contemporary problems	10 (25%)	16 (40%)	18 (90%)	09 (18%)
9.	Educating children is convenient in a small family only	14 (35%)	20 (50%)	15 (75%)	15 (30%)
10.	Small family facilitates child's intelligence for they grow with grown-ups	13 (33%)	17 (43%)	18 (90%)	15 (30%)
11.	Standard of living becomes high in small family	10 (25%)	13 (33%)	16 (80%)	08 (16%)
12.	Life expectancy increases in small family	07 (18%)	14 (35%)	15 (75%)	10 (20%)

Table-1 shows respondent's educational level wise perception on different items of family size. It has been observed from the above table that positive perceptions of the respondents on different items are not the same at all levels of education. In most of the items, responses are almost identical between educated (level-1) and uneducated people in the sense that the number of respondents towards family size items fall below 50%. Educated respondents belonging to level-2 show a better perception towards family size in comparison to educated (level-1) and uneducated population. Again, respondents belonging to educated (level-3) show a very high positive perception towards family size in all the items.

However, item no. 5 and 6 show a differential picture. Here all the rural population irrespective of educational levels has showed positive perception

towards small family. Population belonging to all the categories of educational levels has a good faith on the ideas given in item no. 5 and 6. To them all, higher age at marriage leads one towards small family norm and prolonged expectation of boy/son child of the couples violates small family norm.

Objective 2: To compare perception of educated & uneducated population towards family size.

$H_0$1 There exists no significant difference of perception between educated and uneducated population towards family size.

Table-2: Comparison of perception of educated (level-1) and uneducated people towards family size

Respondents	Highly agree	Moderately agree	Least agree	Total
Educated (level-1)	11 (28%)	09 (23%)	20 (50%)	40
Uneducated	10 (20%)	11 (22%)	29 (58%)	50
Total	21	20	49	90

The above table shows that percentage of highly agreed among level-1 educated is 28% and among uneducated it is 20%. 23% among level-1 educated is moderately agreed while among uneducated 22%. 50% level-1 educated is least agreed and 58% among uneducated is least agreed towards family size.

Table-2.1: Chi-square value and level of significance of perception towards family size

Calculated value of Chi-square	df	Critical Chi-square value		Level of significance
		.05%	.01%	
0.811	2	5.99	9.21	Not significant

The independent values of all cells gives X^2 In the present problem calculated value of X^2 = 0.811 and df = 2 which is not significant at both the levels because the calculated value is lower than the tabulated values. We can now accept our null hypothesis and conclude that there exists no significant difference between perception of educated (level-1) and uneducated population towards family size.

Table-3: Comparison of perception between educated (level-2) and uneducated population towards family size

Respondents	Highly agree	Moderately agree	Least agree	Total
Educated (level-2)	13 (33%)	17 (43%)	10 (25%)	40
Uneducated	10 (20%)	11 (22%)	29 (58%)	50
Total	23	28	39	90

The above table shows that percentage of highly agreed among level-2 educated is 33% and 20% among uneducated. 43% among level-2 educated is moderately agreed while it is 22% for uneducated sample. 25% level-2 educated is least agreed and 58% among uneducated is least agreed towards family size.

Table-3.1: Chi-square value and level of significance of perception towards family size

Calculated value of Chi-square	df	Critical Chi-square value		Level of significance
		.05%	.01%	
9.95	**2**	**5.99**	**9.21**	**Significant**

The independent values of all cells gives X^2 . In the present problem calculated value of X^2 = 9.95 and df = 2 which is significant at both the levels because the calculated value is higher than the tabulated values. We can now reject our null hypothesis and conclude that there exists significant difference of perception between educated (level-2) and uneducated population towards family size.

Table-4: Comparison of perception between educated (level-3) and uneducated people towards family size

Respondents	Highly agree	Moderately agree	Least agree	Total
Educated (level-3)	16 (80%)	03 (15%)	01 (05%)	20
Uneducated	10 (20%)	11 (22%)	29 (58%)	50
Total	26	14	30	70

The above table shows that percentage of highly agreed among level-3 educated is 80% and 20% among uneducated. 15% among level-3 educated is moderately agreed while it is 22% among uneducated. 05% level-3 educated is least agreed and 58% among uneducated is least agreed towards family size.

Table-4.1: Chi-square value and level of significance of perception towards family size

Calculated value of Chi-square	df	Critical Chi-square value		Level of significance
		.05%	.01%	
23.54	2	5.99	9.21	Significant

The independent values of all cells gives X^2. In the present problem calculated value of X^2 = 23.54 and df = 2 which is significant at both the levels because the calculated value is much higher than the tabulated values. We can reject our null hypothesis and conclude that there exists significant difference of perception between educated (level-3) and uneducated population towards family size.

8. CONCLUSION

Education at all levels plays a vital role in checking the growing population in our land. Government policies especially Population policy when framed special care should be taken to cover the population belonging to all levels of education in order to make them aware of growing population. It is because the uneducated section and the lowly educated section of the society do not have sufficient knowledge about the ill effect of high growth rate of population. Only the highly educated section cannot keep the country with balanced population. Population policy normally gives weightage to the higher levels of education and not to the lower levels of education. One should be taught about the impact of population in our country right from the beginning of his/her education life. Though growing population is our core source of manpower, it may cause exhaustion of our resources in no time under certain circumstances. Government should think ones more to make the masses gain a very good perception towards family size.

REFERENCES

1. *Agarwal , J. C. (1999). "Education in emerging India" . Vikash Publishing House Pvt. Ltd. , Jangpura, New Delhi.*
2. *Ahuja , R. (2011). "Research Methods" . Rawat Publications , Jawahar Nagar , Jaipur.*
3. *Becker , G. S. (1962). "Investment in Human Capital : A Theoretical Analysis" . Journal of Political Economy , University of Chicago Press.*
4. *Bhende , A.A., & Kanitkar, T. (1996). "Principles of Population Studies" . Himalaya Publishing House, Girgaon, Bombay.*
5. *Datt , G., & Mahajan , A. (2012). "Indian Economy" . S. Chand & Company Ltd. , Ramnagar, New Delhi.*
6. *Diego , L. (2007). "Capabilities , human capital and education" . The Journal of socio-economics.*
7. *Dutta , M. (1985). "Education and Employment of the Tea Garden Labourers of Assam with special reference to the District of Sibsagar" . A Doctoral Thesis , Department of education , Gauhati University.*
8. *Janison , Lockheed , & Lau , L. J. (1980). "Farmer Education and Farm Efficiency: A Survey on Economic Development and Cultural Change" . University of Chicago Press.*
9. *Schultz , T.P. (2003). "Human Capital, schooling and health" . Economics and Human Biology.*
10. *Sen , A. (1998). "Mortality as an indicator of economic success and failure" . Economic Journal, Royal Economic Society.*
11. *Thomas , A.J. (1998). "Education and Economic Development in Kerala" . Anmol Publications, New Delhi.*