



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

SPROUTING BENEFITS OF SKILLS INFUSED TO A GIRL CHILD – A REVIEW

Dr. M. RAJALAKSHMI

ASSOCIATE PROFESSOR AND HEAD

DEPARTMENT OF COMMERCE

QUAID E MILLATH GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS) CHENNAI-2

Abstract

Skills provided to a young girl child improvise the vitality to the human resource of a nation and provides for a continuous stand at the forefront, in times of prosperity and adversity as well. Skills are not only an add-on trait, indeed it is an essential qualification to be pursued in the parallels of primary education. This study would enable to understand the importance of skills to be put on by the girl child and the factors considered are early stage of acquiring of skill, initiative of policy makers and the socio-environment of a girl child. The girl child age considered in this study is childhood, specifically early childhood and middle childhood.

Key Words: Girl child, Early Learning, Skill Design, Learning Environment & Girl Child's Safety

Introduction

A girl child, the blessing of home and the asset of the nation is to be admired, adored and safeguarded for the well being of her and the welfare of the nation. The State of the World's Children published by UNICEF had listed Seven Deadly Sins of Development, committed in third world countries. Two of these sins are development without women and development without the poor.

Skills are the wings provided to these little angels in order to proclaim the good news to the world that “we are here to build and support the family and society”.

Skillful upbringing of the girl child plays a prominent role in unfolding manifold blessings into the country. According to Mahatma Gandhi quote “Woman as the embodiment of sacrifice and ahimsa”, wherefore the family and the society need to uphold her in providing all her needs and safety and thereby empowering her to focus on her inner strength, consequently yielding the magnificent blessings on the right time.

Scope of the study

The aim of the study is to understand the importance of providing the skill to a girl child, thereby facilitating to improve the standard of life of a girl child and thus limiting the focus on the importance of skill training to a girl child, without probing into the nature and type of skill which are admittedly important otherwise and the same is to be explored in future research.

Early starting and perennial blessings

Safety to a girl child is a safety to the nation against the social evil forces manifesting in the form of female feticide, domestic violence, child marriage, female infanticide, prostitution, child labour and dowry etc., that destroy the signs of growth and development. The aforesaid stealthy practices should not only be restricted or controlled, instead to be uprooted or erased, and to be practiced as a defensive mechanism for the young girls. As per the findings of UNICEF, “Children’s brains are built, moment by moment, as they interact with their environments. In the first few years of life, more than one million neural connections are formed each second – a pace never repeated again”. The learning age for a child to acquire the skills is not in number depicting the age, but the stage at which the child exhibits its anxiety based on the children manifest anxiety scales. “Early childhood (birth to age 5), middle childhood (ages 6 to 12), and adolescence (ages 13 to 18) are three major stages of child development” Cecil R. Reynolds et al (2019).

Findings of Daniel Hajovsky (2022) exhibits that “girls were consistently rated higher than boys by teachers, which means females were demonstrating relatively better social skills than boys as early as kindergarten, and this advantage persisted from elementary school to sixth grade”. All the more the skills to be infused at the early stage of age, when the child’s body, soul and spirit is very much receptive to imbibe the skills imparted.

Skill set design

According to UNICEF “a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”. The girl children who are in tough bind of many threatening factors need to be untied by the well designed skill suit, this quiver holding the piercing arrows carried on by the young ones to be sharpened in the light of environmental and time factors. Life skills and social skills occupy the predominant position in the journey of a girl child in comparison with other skills. According to World Health Organisation “Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner”.

Physical and psychological training an embedded skill suite

While designing the skill set for the girl children, due care must be given for the physical and mental training as they need to battle with the issues both in mental and physical realm. Adolph KE et al (2019) stated in their review that “Motor development and psychological development are fundamentally related, but researchers typically consider them separately. Moreover, they suggest that motor development is an ideal model system for the study of psychological development”.

It is worth mentioning that talents and competencies conceived in the minds of little girls are aborted before it had spring forth to win laurels to the family and society.

Stakeholders Initiative

The little one at its young age would be able to grasp the skill effectively in its tender mind, this timely message to be proclaimed in the chambers of policy makers, undoubtedly to the parents and the society in whose hands the bundle of joy is given.

Sadhna Kad (2022) elucidated “despite the fact that various schemes, summits, conferences, and events have been held to promote girl child rights, male children are preferred over girls, and female children are discarded. It is fair to say that the century-old prejudice against girls can only be overcome by changing society's attitude as a whole”.

Girl child bestowed with a lot of potential, and these credentials are to be channelized into a right path and the opportune moment starts from childhood. Annie D. Schoch et al. (2023) stated that “participating in early care and education (ECE) helps children to develop skills that will benefit them in school and in life”.

Parents the first torch bearers

Parents’ attitude in upbringing of girl child must be fine tuned with new virtues and values about their offspring irrespective of the gender. “Local Government or civil society must play an active role to aware parents of the benefits of educating their daughters through various awareness programmes. They encourage parents to send their daughters to educational institutions” Mir, Dr & Lone, Showkat. (2023).

Wherefore, the combined effort put forth by the stakeholders in identifying the skill set based on the curiosity of the child by considering the environmental factors is the preparatory stage of skill training. To acknowledge the aforesaid view, the literature quoted by Mahara Suardi (2021) stated that the “development of early childhood curiosity will increase if given the facilities, direction and good habituation to involve them in decision making, and demanded children's participation”.

Learning the skill must be facilitated based on the interest of the child, at the same time misperception of interest is the trivial issue but to be reckoned with, in early stages of measuring the results of training. UNICEF (2019) stated that the “distinguishing marker of a girl-centered skills development program is not the specific set of skills offered, but rather the approach to determining girls’ unique needs and vulnerabilities and to ensuring that the skills offered align with those needs”. Interest and need based skill training would produce the expected results and might yield the unexpected results of success, which could be seen through the testimonies of women achievers around the world.

Skill Training differ by age and gender

A Study conducted in the modern neuroscience and brain research by Amany Nasser et al (2016), “the male and female brains are different in structure, and therefore are wired differently. Size and sequence and rate of development of the brain are also different, which affects cognitive Processes”. The results in survey conducted by Oga-Baldwin (2020) indicated that “male students were more likely to demonstrate low quality, externally controlled motives, while girls were more likely to show higher quality internally regulated motives”.

An encompassing environment and all embracing training programme

The combination of so-called skills or traits could be framed and used accordingly based on the need depending on the child's living and learning environment, notably without losing the substance called a child’s personal interest. The hindrances faced and the challenges confronted in the childhood days of the girl children are not only country related but universal. Therefore, the magnitude of each issue would be manifested based on the ignorance of the people.

Except in a few countries the girl children are trained and brought up in such a way to escape the situation, rather than confronting it and thereby losing the future opportunities of living the life to its fullest. “Every adolescent girl should be encouraged to raise her unsolved issues in order to achieve safe motherhood plus growth and development of their children” (Choudhary AK et al. 2016).

Social and Economic upliftment of women is being proclaimed louder in many nations, but the widespread across the globe is needed especially in the places where women are weighed less on the scale of gender equality. UNICEF - Davos/Geneva/New York (2020) study revealed that “nearly 1 in 3 adolescent girls from the poorest households around the world has never been to school”.

A line of demarcation is necessary to show the difference between the basic education and skill training to a girl child. Subsequently, the basic education would lay down the foundation and at the same time, the skill training would serve as an enhancing feature in making a girl child, a successful woman of the future.

Literature Review

Pinar Aksoy et al (2010) found that social skill education programs are effective over skills such as assertiveness, aggressiveness, social adaptation. In this context, it is seen essential to increase studies aimed at bringing and improving social skills and to extend effective social skill education programs

Michael G. Wessells (2015) used an approach developed and tested in rural Sierra Leone, community-driven action, including collaboration and linkages with the formal system, promoted the use of formal services and achieved increased ownership, effectiveness, and sustainability of the system

Akhil Bhat et al (2017) in his review stated that skewed sex ratio is a very serious problem with severe consequences such as trafficking of women Violence against women kidnapping, rape, shortage of brides etc which discourages the couples from to be the parents of a girl child and thus society gets caught in a vicious cycle and to come out of this cycle will be very difficult for society once it is fully established

The outcomes of the study made by **Dr. Ankita Gupta et al (2020)** demonstrated that skill development is found to have a significant impact on the participation of girl's labor force. The only drawback that discourages the commercial employment of girl is the concept of culture and social norms

Cynthia Caesar Acquaye (2021) There is no significant difference in the challenges facing the girl-child's education on the basis of age. It was concluded that Guidance and Counselling coordinators should strengthen counselling services in the schools

Qaiser Suleman et al. (2015) in their study brought out various factors that affect girls' education. These were: unpunctuality of teachers; unfeasibility of school buildings; poor financial status of the parents; lack of basic facilities; marriage at early age; lack of parental attention; negative attitudes of parents about girls' education; illiteracy of the parents; lack of competent teachers; lack of basic facilities for teachers; lack of proper security arrangement; and long distance to school etc

Dr. K. Madhu Babu (2022) found the significant difference in perception of parents towards the girl child education significantly differs in their living area. Rural area parent shows high perception when compares to urban area parents and also stated that now days every parent must give proper priority to girl child education. Government also creates proper awareness to parents with the help of projects like Sarva Shiksha Abhiyan, mid-day meals

The research report of **Dr.Ganpatsinh S.Patel (2014)** revealed that the parents are not aware about government scheme for girls education, most of the backward area people are illiterate so they do not understand the importance of education in life and their income is limited so they didn't give education to their child

Sutapa P et al (2021) conducted the training three times every week for 12 weeks, consisted of running 25 m, walking on the balance beam, throwing the ball as far as possible, loco motor movement, arranging cans, and bouncing the ball The results showed that there were differences between pre- and post-training in the elements of motor ability in early childhood

Paul et al. (2018) Life skill training is to be made as part of academic training as it is useful not only for the children with learning disability but also for normal children. This can be possible by appointing life skill trainers in all schools

Conclusion

The admitted truth for the aforesaid issue is that every government provides bountiful measures and incentives for the development of the girl children; nevertheless the expected goals are not achieved. The need and the urge for the skills to be put on by the young children are to be vividly understood by policy makers, the parents and the society at large, importantly, in the process of policy framing and implementing in truth and spirit.

The type of skill seasoned by the environmental factors, strategy of implementing and cognitive development of a girl child must be in a proper blend to reap the results in due time.

In spite of plentiful research findings and the alerting messages, numerous girl children are uneducated or undereducated. The girl children deprived of their basic rights is to be focused sharply and clearly which would be otherwise the ever seeking and never ending problems of a nation.

References

- [1] Annie D. Schoch, Cassie S. Gerson, Tamara Halle and Meg Bredeson 2023. "Children's Learning and Development Benefits from High-Quality Early Care and Education: A Summary of the Evidence". OPRE Report #2023-226 | August 2023
- [2] Mir, Dr & Lone, Showkat. 2023. "Parent's Attitude towards Girl's Child Education. A Review". 2349-3429. 10.25215/1101.161
- [3] Sadhna Kad 2022. "Girl child in India: A situational analysis". International Journal Of Research Culture Society ISSN: 2456-6683 ,Volume - 06, Issue - 03, March – 2022
- [4] Daniel Hajovsky 2022. "Boys and girls learn social skills on different paths". February 2022, Research at Texas A&M
- [5] Dr. K. Madhu Babu & Kona Baburao 2022. "A Study on Parents Perception towards Girl Child Education: Special Reference to Bridging of Gender Gap in primary Education through Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) Programme in Andhra Pradesh ".2022 IJCRT | Volume 10, Issue 7 July 2022 | ISSN: 2320-2882
- [6] Mahara Suardi, Leli KurniawatiYeni ,Rachmawati 2021." Curiosity in Young Children" Advances in Social Science, Education and Humanities Research. volume 538 Proceedings of the 5th International Conference on Early Childhood Education (ICECE)
- [7] Acquaye Cynthia Caesar 2021. "Challenges facing the girl-child's education and their coping strategies in the Ada East District, Ghana". UCC IR Home
- [8] Sutapa P, Pratama KW, Rosly MM, Ali SKS, Karakauki M 2021. "Improving Motor Skills in Early Childhood through Goal-Oriented Play Activity". Children (Basel). 2021 Nov 2;8(11):994. doi: 10.3390/children8110994. PMID: 34828707; PMCID: PMC8625902
- [9] Dr. Ankita Gupta & M.G.Kashi 2020. "Right to Education Act 2009 and Gender Skill development in India". IJCRT2008117 International Journal of Creative Research Thoughts (IJCRT), olume 8, Issue 8 August 2020 | ISSN: 2320-2882
- [10] Oga-Baldwin, W. L. Quint & Fryer, Luke 2020. "Girls show better quality motivation to learn languages than boys: latent profiles and their gender differences". Research Gate

- [11] Adolph KE, & Hoch JE 2019. "Motor Development: Embodied, Embedded, Enculturated, and Enabling". *Annu Rev Psychol.* 2019 Jan 4; 70:141-164. doi: 10.1146/annurev-psych-010418-102836
- [12] Paul, Ms & Babu, Jobi 2018. "Role Of Parents For The Life Skill Development of Children With Learning Disability". *Indian Journal of Applied Research.* 8. 17-20
- [13] Akhil Bhat & Manoj Bhat 2017. "Determinants & consequences of declining sex ratio: A Review". *EPRA International Journal of Multidisciplinary Research (IJMR) | ISSN (Online): 2455 - 3662, June 2017*
- [14] Amany Nasser 2016. "The Difference Between Girls and Boys in Learning". December 2016 *Research Gate*
- [15] Choudhary AK, Saxena DM, Kaushal R 2016. "A Study to Assess Empowerment of Adolescent Girls in Terms of Knowledge-Based Life Skills Education About Child Survival and Safe Motherhood Practices". *J Obstet Gynaecol India.* 2016 Dec;66(6):480-484. doi: 10.1007/s13224-015-0733
- [16] Michael G. Wessells 2015. "Bottom-up approaches to strengthening child protection systems: Placing children, families, and communities at the center, *Child Abuse and Neglect*". Elsevier. May 2015
- [17] Qaiser Suleman, Hassan Danial Aslam, Muhammad Badar Habib, Kausar Yasmeen, Zaitoon Akhtar & Basreen Akhtar 2015. "Exploring Factors Affecting Girls' Education at Secondary Level: A Case of Karak District, Pakistan". *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.19, 2015
- [18] Dr.Ganpatsinh S.Patel 2014. "An Analytical Study Of Women Education In The Backward Area Of Panchmahal" District Research Report Minor Research Project Submitted to University Grants Commission Western Region Pune
- [19] Pinar Aksoy & Gülen Baran 2010. "Review of studies aimed at bringing social skills for children in preschool period". *Procedia - Social and Behavioral Sciences, Volume 9, 2010, Pages 663-669, ISSN 1877-0428*
- [20] Cecil R. Reynolds & Kathleen D. Paget 1983. "National Normative and Reliability Data for the Revised Children's". *Manifest Anxiety Scale*