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# CHAPTER-I

## INTRODUCTION

### 1.1 INTRODUCTION

The first chapter includes the brief introduction of the research topic in a nutshell, also consisting of objectives, research questions, operational definitions and delimitations of the present study. In developing countries, overpopulation is considered to be one of the most basic causes of underdevelopment. Fertility rates in these countries remain very high. One of the keys to reducing fertility level is achieving higher female literacy rates, as improvement in female literacy has a direct effect on reducing fertility. In a Study conducted in Bangladesh, by **Ahmed Ali (1991)**, it has been found that there is a positive relationship between women's education and fertility. Fertility is being determined by the supply of children, the demand for children and the material and non-material costs of fertility regulations.

Fertility is one of the major components of population change. Various factors are attributed to the fertility behavior of various communities. According to the **United Nations**, "Natural fertility is the fertility which exists in the absence of deliberate birth control". According to the same source, controlled fertility is the fertility which involves a deliberate use of birth control. The term birth control is used in a broad sense to include intentional abortions, sterilization. In this connection, it is necessary to differentiate between fertility and fecundity. Fertility refers to the actual reproductive performance applied to an individual or a group. On the other hand, fecundity refers to the capacity of a man, a woman or a couple to participate in reproduction (i.e. the reproduction of a live child). Fertility can be measured through birth rate while Fecundity, however, cannot be measured. A man or a woman who has given birth to a live child is considered fertile. The total number of children born by one couple is known as family size. The sequence of births of children is birth order. This sequence in the case of mothers is known as parity which is decided by the number of children born alive. The biological limits of child birth are known as reproductive span. The physiological limits of child bearing capacity and period are known as theoretical maximum fertility. Abortions and still births are classified as reproductive wastage. Birth control by self-control is known as voluntary abstinence. In the words of demographer **Lewis and Thompson**, fertility is

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generally used to indicate the actual reproductive performance of a woman or groups of women.

Fertility varies from place to place and from time to time. This variation in fertility is caused by various factors such as education, economic status, occupation, age, marital period, employment of women, religion, race, family structure, health status etc. These factors are related to each other's one being influenced by the other. These facts mention that there are considerable differentials in the fertility of different groups. Much attention has been devoted to studying the differences between the fertility of various groups of the population of a country, such as groups differentiated according to locality, income, occupation, religion, education, age, age at marriage, employment of women or other important socio-economic characteristics. The special statistics required for studies of differential fertility are rare in comparison with the statistics on overall fertility. The major classifications of fertility differential are based on age at the time of marriage education, employment status of wife, occupation, religion, income, wealth, landholding, caste, age, bureaucratic positions etc.

There is a close relationship between Education and Fertility. Fertility is highly affected by education. By educating women, it helps the women to think and decide their own future and family by taking proper decisions which is not only good for their own health and family but also for society and country. Education and women's participation in decision making is better in case of educated women than uneducated women. So we can say that higher the Educational attainment lower the fertility, lower the educational status higher the fertility rate.

Due to modernization in the society, it has also been seen that the level of fertility declines with increase in Educational level of females. As educated women want to pursue their higher studies or want to achieve a higher goal, they prefer to marry at a late age, want children after a distance of marriage and also have less no. of children as compared to uneducated one. It benefits the mother, such as improved health, greater investment in human capital, and greater labor supply; as well as benefits to the child, such as improved nutrition, greater investment in schooling, and various improved health outcomes. More generally, development economists have emphasized the role of female education in fertility, health, and human capital formation, and investment in female education has been adopted as a development tool in many developing countries. In most of the studies, it has been found

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that in rural areas like villages, girls are getting married at a very early stage having less or no education and having no source of income for their own livelihood after marriage. They have to become financially independent of their spouse for living. They are becoming mothers of 5-6 children at their own teen ages; due to lack of proper education they are not able to take care of their own health and child which later on leads to various nutritional diseases. Due to lack of proper family planning, women are having more children, do not have proper food to feed them, are not able to provide good quality of education, and are not able to take care of their health issues. A major problem related to female foeticide also found in rural areas, they prefer to have son over daughter as their first child. For which they are killing a no. of foeticides in the mothers' womb by aborting it or even after a girl child birth they throw them in the garbage. By educating women all these problems can be minimized to some extent. However, a thorough understanding of the causal relationship between fertility and female education has lagged behind the enthusiasm for educational interventions as a tool to reduce fertility.

## **1.2 STATEMENT OF THE PROBLEM**

Out of the various factors which lead to overpopulation, education is considered as the most effective one which has a great effect on fertility. The present study identifies "The effect of education of women on fertility behavior", the important social factors which influences family planning and fertility behavior of couples.

**“A Study on the Impact of Female Education on Fertility Behavior”**

## **1.3 NEED AND JUSTIFICATION OF THE STUDY**

Education reduces fertility by reducing reproductive span and increasing age at marriage, contraceptive use and work participation. It is known that there is a positive relationship between education and age at marriage. With an increase in educational level not only age at marriage but also proportion of never married women substantially increased which denoted a considerable decline in fertility. Female education also amplifies the use of contraception by providing correct knowledge to the users and non-users about contraception. Mainly the present research study tries to compare different measures of fertility differentials with altered educational levels to examine the influence of education on fertility behavior. Education changes fertility level but to understand the changing role of female education on

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fertility this study will be done. The aim is to study whether female education has a significant impact on fertility behavior in the present situation.

#### **1.4 OBJECTIVES**

To carry out the study following objectives are formulated:

1. To study the awareness level among women towards fertility behavior
2. To study the relationship between female education on fertility behavior
3. To find the difference in awareness level of educated and uneducated women on fertility behavior

#### **1.5 RESEARCH QUESTIONS**

1. What is the awareness level among women towards fertility behavior?
2. What is the relationship between education and fertility behavior?
3. What is the difference in awareness level of educated and uneducated women on fertility behavior?

#### **1.6 OPERATIONAL DEFINITIONS OF THE TERMS**

**1. Women Education-**Female education is a catch-all term of a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women. It is frequently called girls' education or women's education.

**2. Fertility Behavior-** Fertility behavior refers to the childbearing patterns of women or couples, including especially the number of births, the timing of births, and associated reproductive behaviors such as union formation (including marriage and cohabitation) and contraceptive behavior.

**3. Educated Women-** Women who have completed formal school education. They develop skills, knowledge, and powered to claim their rights. This allows them to make free and informed decisions.

**4. Uneducated Women-** Women having little or no formal schooling, which enable them to read but is disinclined to derive information from literary sources.

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## **1.7 DELIMITATIONS OF THE STUDY**

1. Out of the various factors that affect fertility behavior, this study only focuses on the effect of female education on fertility behavior.
2. The study will be confined to only women of a particular village.
3. The study will be done using a limited sample.

## **1.8 CHAPTERISATION**

The whole research is divided into five chapters. The First Chapter is introduction, which includes statement of the problem, need and justification of the study, objectives, research questions, operational definitions of the terms, delimitations of the study and chapterisation. Second Chapter covers the review of related literature consisting of the previous studies related to this topic. Third Chapter is research methodology which covers information about population, sample size and sampling technique, data source, data collection, and research design of the study, tools used for the study, data collection procedure and brief idea about data analysis procedure. Fourth chapter comprises of data analysis and procedure used in the study. The final chapter covers conclusion and interpretation, followed by reference and bibliography.