

Migration and Educational Linkages: Socio-Cultural Perspective



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Abstract

Education and migration are dependent upon each other. In recent decades education is playing transformative role and is considered as imperative tool for the holistic development of a nation. The modern education is not only limited to theoretical orientation but is also focusing on development of communication skills, cognitive skills, autonomy and developing a spirit of confidence. Various courses are tailor made for the needs of the students and the future generation. In urban areas various colleges are trying to lure the students by giving them state of the art facilities, campus interview and placements with lucrative job and money. In order to avail best education people are migrating to nook and corner of the world. Migration is entirely determined by the human yearning for the decision to move. Individual migration also brings changes in the process of family formation and growth. Once migration has occurred from the land of origin, both the household and the local population must adapt to the loss or gain. However the impact of an individual migration on the origin depends on the duration of absence and remittances returned. This paper makes a primary study to understand the role of education in urban out migration. Thus the major objective of the study is to understand a relationship between education and migration in terms of distance with a hypothetical formulation as there is a significant relationship between sex and distance of migration. Females are more migratory than males at short distance migration and males are more migratory than females at long distance migration. The research is conducted in the 2 Class-IV towns of Dharwad district namely Alnawar and Kundgol and the data is collected through structured interview schedule. Based on Multi-stage random sampling method the sample size is limited to 158 size. Thus the study reveals highly educated and skilled people go to farther distance. Metropolitan cities to which they have gone are farther from the area selected for our study.

Keywords: Urban Out-Migration, Education and Distance.

Introduction

“A person without education is like a house without roof”. Education is one of the important factors that influence almost all demographic variable. With proper education a person can free himself from the shackles of anachronism and open his mind to newer aspirations. It is one of the basic activities in all the human societies, which are very much influenced for day-to-day activities and also for the development of technical knowledge. Thus education makes an attempt to shape the development of the coming generations in accordance with the social life.

Education is not only an imperative tool for development of youth but are also playing a pivotal role in migration. There is a correlation between education, urbanization and migration wherein the education people are less willing to compromise with rural areas due to the limitations found in these smaller areas and often grumble that lack of opportunities, less pay, limited career growth imbibes them to migrate to those areas where their dreams appear to be true. Thus the urban areas seems to be a midas touch to many youth wherein they think that they get a glorious life with their educational background.

Meaning of Migration

Migration is a averred as a fact of life wherein even in those economics where mobility is well nigh absent, yet half the population i.e. the females would migrate after marriage. However according to Srivastava, O.S (1983) “migration can't be referred to as a short trip for pleasure or business nor does it mean shifting of residence from one locality to another but it is a permanent or at least for a considerable period of time departure from a place which is which is just not nearby”.

Helen. I. Safa (1975) writes, "Migration is normally viewed as an economic phenomenon. Though non-economic factors obviously have some bearing, most studies concur that migrants leave their area of origin primarily because of lack of employment opportunities and in the hope of finding better opportunities elsewhere".

William Peterson defines (1969) "Migration as movement motivated by the individual willingness to risk the unknown of a new home and breaking from a familiar social universe for the sake of adventure, achievement of ideals or to escape a social system from which he has been alienated".

Role of Migration in Urban Development

1. It assimilates the culture of rural and urban areas.
2. Migration motivates people to become more active in terms of economic development.
3. Migration brings money, men and material into the town or city.
4. Migration helps in changing food habits, living environment and adjustment to a new place of which he or she is unaware as yet.

It is estimated that by 2020 A.D more than 50 per cent of India's population is expected to live in urban areas. Then the age-old image of India as a rural nation will be matter of a past. A rapid concentration process of population in large towns, cities and metropolitan areas compounds this picture. Presently cities are booming, with internal growth and migration putting a colossal pressure on the state and local Governments alike. Due to over migration in urban areas, India's urban future faces an unprecedented challenge for planners and administrators in cities.

A special focus on Urban-Urban migration

Urban – Urban Migration

Urban – Urban migration is a stimulated by a number of factors given below:

1. There is a widespread tendency towards step migration from smaller to bigger urban centers because of greater availability of better socio-economic infrastructures, increased job opportunities, increased pay and promotions based on competitive spirit
2. Stagnant and declining towns tend to push out some of their residents to other urban centers.
3. Considerable numbers of migrants in the government services are transferred to other urban centers.

Thus this stream of migration has a preponderance of adults possessing "higher Educational Qualification than their counterparts in the towns of origin". In urban-urban migration economic factors are more important than the others in determining the intensity. It also occurs because of technology and joining the services in centers of higher learning besides, industry and business establishments. Nowadays, this type of migration is more prominent as people living in urban areas cannot adjust easily in rural areas.

The Concept of Out-Migration

According to NSSO 64th Round Survey Reports an Out-migrant is any former member of a household who left the household, any time in the

past, for stay outside the village/ town was considered as out-migrant provided he/ she was alive on the date of survey

According to M.K. Premi (1980) "a town will have net in-migration of population from other areas during a particular period if its natural population growth rate (birth rate-death rate) in the same period is less than the census growth rate, on the other hand if the natural increase rate of the concerned place is more than the census growth rate there will be net out-migration of population to other areas. Thus if we avail the data of natural growth rate of individual towns, we can compare the same with the causes of growth rate and decide whether the place is in-migration or out-migration. Unfortunately in India due to the non-availability of complete vital statistics of individual towns have lead us to an utter chaos. Moreover in our census reports we find the existence of out-migrating districts in a more fleeting way and this creates a frivolous to our study. however in Karnataka out-migrants to and from small towns is absent in the census reports.

Education and Decision to Migrate

With the rise in overall education levels across the globe in general and particularly in India, the rate of educated and professional migration and skill transfer via migration has also increased. The development of brain drain in recent years is due to higher education or skilled based education. In the process of migration education plays a vital role where in people are pushed from rural areas and smaller towns to larger or greater cities or to abroad either to learn or earn. Thus the smaller towns and rural areas are remained with lesser educated or lesser skilled individuals which can prove to be fatal to the development of the region leading in regional imbalance. The Census 2011 data on migration shows that Andhra Pradesh, Maharashtra, Tamil Nadu, Karnataka and Uttar Pradesh account for 57.33% of the total number of people who migrated for educational reasons. More number of men than women migrated to these states to join professional or arts and science colleges in the last decade. In terms of medical and engineering colleges, the five states account for 50% of the government as well as private medical colleges in the county. In all, 80.09 lakh people migrated to various states for the sake of education. A research paper titled "Internal Migration for Education and Employment among Youth in India" was released by the UN Habitat's Global Urban Youth Research Network in Jan 2014. It maps the trend of in-country migration among youth for the purpose of higher education or employment. The most important states from the perspective of migration for education are Delhi, Maharashtra, Karnataka, Uttar Pradesh, Bihar, Andhra Pradesh, Kerala, West Bengal and Rajasthan. Of these states, Delhi, Maharashtra, Karnataka are the main destinations (i.e. attracting migrants from other states), whereas Bihar, Uttar Pradesh, Kerala, Andhra Pradesh, West Bengal and Rajasthan are the main source states of migrants. Karnataka received the largest exodus — 1.8 lakh — from other states and Uttar Pradesh sent out most students — 1.1 lakh.

Review of Literature

Chandra Shekhar S and Ajay Sharma (2014) studies Internal Migration for education and Employment among youth in India. This paper sheds light on the issue of internal migration for education and employment among the youth. i.e those aged 15-32 years. The paper is a first step towards addressing the issue of whether states should be concerned about internal brain drain since some states act as feeders and other states gain at their expense. States with better job opportunities such as Delhi, Maharashtra, Gujarat, Karnataka are gainers whereas traditionally backward states of Bihar, Uttar Pradesh, Orissa, Rajasthan are losing human capital. In the south, Kerala and Andhra Pradesh are possibly losing out workers to Karnataka and Maharashtra. The authors regret the issue of internal brain drain on account of migration by the youth has not received adequate attention. In terms of movement driven by education, they find that Uttar Pradesh, Bihar, Andhra Pradesh and Kerala are some of the major origin states whereas Maharashtra, Delhi, Karnataka and to some extent Uttar Pradesh (intra-state) are the prime destinations. Uttar Pradesh, Bihar along with Andhra Pradesh and Kerala are facing brain drain based on both aspects of human capital i.e. education and skill level. The states of Delhi, Maharashtra, Karnataka, Gujarat and Uttar Pradesh are gaining at their expense. When examined from all India perspective these movements would not to be a problem but from the perspective of some of the states these movements can affect their growth trajectories and potential development.

Smita (2008) is a review paper by Smita forms a part of the larger exercise of developing a comprehensive Country Analytical Review for India as part of CREATE. The paper reviews the available information base regarding the children of seasonal migrants, who are one the most vulnerable sections of society. The review identifies the different sectors in which these children are involved, the nature and patterns of migration, their effects on the children in general, and on their participation in schooling in particular. The paper is a comprehensive reference

document about the schooling problems faced by migrant children, and the efforts made by the government and NGOs through policies and programmes for the education of these children. This paper attempts to provide an overview of distress seasonal migration across a range of migration sectors and geographies. It touches on the nature and pattern of seasonal migration, the differing contexts and the working conditions of migrant families and children. It further documents the efforts made by the government and various agencies towards the schooling of these children, and possible emerging models to ensure the continuity of their schooling despite their constant, unpredictable mobility. Finally, it delineates the policy changes required to institutionalize these positive efforts and ensure universal coverage for migrant children.

Research Methodology

Identification of The Problem and Objectives of the Study

Generally speaking the concept of urban out-migration has been unexplored since as the rural migration is taking a major junk of the studies The reasons for this are the blindfold speculations of our traditional features of immobile population who are influenced by the predominance of age, sex, strong family attachments, caste bias, diversity in every nook and corner of the would etc, which have affected the movement of the people. Thus the major objective of the study is to understand a relationship between education and migration.

Hypotheses of The Study

There is a correlation between the literacy level and distance of migration. The skilled or highly educated persons move longer distances while unskilled or less educated persons move shorter distances.

Methodology of Data Collection

The research is conducted in the 2 Class-IV towns of Dharwad district namely Alnawar and Kundgol and the data is collected through structured interview schedule. Based on Multi-stage random sampling method the sample size is limited to 158 size.

**Exhibit 1
Educational Qualifications of The Out-Migrants**

| Sl. No. | Educational Qualification | Males | | Females | | Total | |
|---------|---------------------------|------------|------------|-----------|------------|------------|------------|
| | | F | Per cent | F | Per cent | F | Per cent |
| 1 | Illiterates | 08 | 7.92 | 06 | 10.53 | 14 | 8.86 |
| 2 | Primary | 01 | 0.99 | 05 | 8.78 | 06 | 3.80 |
| 3 | Secondary | 09 | 8.91 | 12 | 21.05 | 21 | 13.29 |
| 4 | PUC | 15 | 14.85 | 14 | 24.56 | 29 | 18.35 |
| 5 | Degree | 41 | 40.59 | 18 | 31.58 | 59 | 37.34 |
| 6 | Diploma | 21 | 20.79 | 01 | 1.75 | 22 | 13.92 |
| 7 | Post-graduate | 05 | 4.96 | 01 | 1.75 | 06 | 3.80 |
| 8 | Above PG | 01 | 0.99 | 00 | 0.00 | 01 | 0.63 |
| | Total | 101 | 100 | 57 | 100 | 158 | 100 |

Correlation coefficient test has been used for the above data to determine the level of significance of relationship between education and sex.

The correlation value between education and sex is - 292** which states a highly significant relationship at 0.01 level between these two variables. By the above value we can state that there is a

negative correlation between sex and education i.e., Higher The Sex Lower The Education” Higher sexes are the females whose level of education is lower when compared to that of males.

From the above the Exhibit 1 we find that majority of the males is degree holders (40.59 per

cent) followed by diplomas (20.79 per cent), PUC (14.85 per cent) and Post-Graduates (5.94 per cent).

Among females we find majority are the degree holders with 31.58 per cent followed by PUC (21.05 per cent) and the rest are matric and pre – matric. However (1.75 per cent) have post degree qualifications. Thus from this data we come to know that though females are provided with basic education, however in terms of higher educational qualification they are lagging behind. This is mainly due to fear of the parents to find suitable grooms if their daughters are highly educated and along with this many other sociological factors also play an important role in preventing the females from higher educations.

On the whole we find that literate migrants have out-numbered the illiterate migrants wherein the later accounted 8.86 per cent while the former accounted to be 91.14 per cent. Among the literates majority are degree holders (37.34 per cent) followed by PUC (18.35 per cent), diploma holders (13.92 per cent). Thus it indicates that the out-migration occurs due to the fact that the majority of the educated youths go to other places in search of better employment.

The correlation value between distance and education is 3639 that is highly significant. This shows that there is a positive correlation between these two variable. The hypothesis “Higher the education, Greater the distance; lower the education lesser the distance” is accepted. Thus highly educated and skilled people go to farther distance. Metropolitan cities to which they have gone are farther from the area selected for our study.

Reports of NSSO 64th Round Survey

According to NSSO 64th survey report A person was considered as literate if he/she could both read and write a simple message with understanding in at least one language. For all the individuals who were found to be literate, the general level of education was collected in terms of highest level of education successfully completed. Highest level of education successfully completed by each member of the household was decided by considering his/ her all general/ technical/ vocational educational level and was recorded in terms of 13 categories viz. (i) not literate, (ii) literate without any schooling, (iii) literate without formal schooling: (a) Non-formal Education Courses (NFEC)/ Alternative Innovative Education Programme (AIEP), (b) Total Literacy Campaign (TLC)/ Adult Literacy Centres (AEC), (c) others; literate with formal schooling including EGS: (iv) below primary, (v) primary, (vi) upper primary/middle, (vii) secondary, (viii) higher secondary, (ix) diploma/certificate course, (x) graduate, and (xi) postgraduate and above. The criterion for deciding primary, upper primary/ middle, secondary, etc., levels were the same that had been followed in the concerned states/union territories. The category ‘diploma or certificate course’ meant diploma or certificate courses in general education, technical education or vocational education, which was below graduation level. Diploma or certificate courses in general education, technical education or vocational

education, which was equivalent to graduation level, was considered under the category ‘graduate’. Similarly, diploma or certificate courses in general education, technical education or vocational education, which were equivalent to post-graduation level and above were considered under the category ‘post-graduate and above’. Migration rate is presented for persons with different levels of general education. Migration rate for males in both rural and urban areas, generally, had shown an increasing trend with the increase in the educational level of the persons. It may be seen that for rural males, migration rate was lowest (nearly 4 per cent) among the ‘not literates’, nearly 22 per cent among those with level of education ‘diploma/certificate’ and it was nearly 14 per cent among those with educational level ‘graduate and above’. For urban males also, the pattern of migration rate was similar to the rural males: it was lowest for among the not literates (17 per cent), which increased to 43 per cent and 38 per cent for those with educational level ‘diploma/certificate’ and ‘graduate or above’ level, respectively. For females, in both rural and urban areas, on the other hand, migration rate was lowest among those with level of education ‘literate and up to middle’: 37 per cent among rural females and 40 per cent among urban females in this level of education. The female migration rates for the ‘not literates’ in rural and urban areas were significantly higher: 56 per cent in the rural and 47 per cent in the urban areas. However, except such rates observed among ‘not literates’ and those with level of education ‘literate and up to middle’, among the females in both the rural and urban areas, migration rate had shown increasing trend with the increase in education level. Migration rates for females in both rural and urban areas were significantly high among those with education level ‘graduate and above’ (63 per cent among rural females and 56 per cent among urban females). Among those with education level ‘diploma/certificate’, migration rate was 61 per cent for rural females and 56 per cent for urban females.

Conclusion

Thus the study reveals that education plays a vital role in migration which motivates them to go to any farther distance. Generally smaller towns may give a foundation for their education and basic work opportunities but professional or work wise development these centers fail to cater the needs of the youth in particular which propels them to migrate to larger cities. There exists a strong relationship between education and migration which has a direct impact on a person’s decision to migrate and on his education due to migration. When migrating, it is obvious that one’s skills are also transferred which might not be that sharp because of living in a rural area which makes it difficult for them to compete with another outside world.

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Remarking An Analisation

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