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Constraints analysis of rural women in girls higher education

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Abstract

The present study was conducted in Latur district of Marathwada region of Maharashtra state during the year 2019-2020. From Latur district, three tehsils were selected randomly viz. Chakur, Latur and Renapur. From each selected tehsil, four villages were selected randomly. From each selected village, 10 rural women were selected as respondents purposively on the basis of their daughters studying in secondary or higher secondary educational institutions. In this way total 120 rural women were selected as respondents for the present study. These selections were done by using simple random sampling method for the purpose of the study. Ex-post facto research design was adopted for this study and data was coded, tabulated, analysed and interpreted using suitable statistical parameters. Profile of rural women depicted that majority (66.66%) of the respondents were middle aged, 57.50 per cent had high school level of education, 95.83 per cent of the respondents were married, 40.00 per cent belonged to OPEN category, 56.66 per cent were of them were from medium size of family, 81.66 per cent were from nuclear family, 63.33 per cent respondents had cultivation as their major occupation, 34.16 per cent had semi-medium size of land holding. It was observed that, majority (93.34%) of the respondents were having medium annual income, 60.83 per cent of them having medium social participation and 65.83 per cent of them had medium level of mass media utilization. Major constraints were faced, physical fitness and homesickness was one of the barriers to keep girls at hostel, followed by girls education and their income benefitted to her in-laws not parents, girls education has given secondary preference as compared to male child, and they were afraid that if they educate girl, she will marry inter-caste, educated girls are reluctant to adjust with husband's career or his work profile, girls education has no value in society and it is better to marry at early age to get rid of responsibilities respectively.

Keywords: Constraints, profile, rural women, girls higher education, Maharashtra state

Introduction

Education has always been important in the development of a nation. It plays a vital role in the development of human race and nation. It is the light that shows the way, medicine that cures and the key which opens all doors. It is most powerful tool for change and can put girls on the path of economic and social empowerment with the knowledge, skill and self-confidence which is necessary to participate fully in the development process. Although women are vital human resources; their economic, educational, social and political empowerment hastened the pace of social development. The importance of educating girls to economic growth is supposed by the literature. It is widely accepted that investing in girl's education has important externalities for improving general social welfare, leading them to marry later and have fewer and healthier children, thereby reducing both maternal and infant morbidity and mortality rates (Sheila 2007) [13].

Parents feel that higher education is more expensive. The formal education is known to influence the higher education participation of girl's and it continues to facilitate girl's development of potential. Since, independence literacy rate of women has continuously improved although it is still very low in comparison to men. The major educational problem is lack of educational institutions especially beyond tertiary level in rural areas. Higher education helps the girl's not only in gaining knowledge but also enables her to earn a living. It helps them to have a better understanding of social and political process beyond the home in far reaching social structure and makes her a wise citizen with effective social and political action. It helps them to become mentally and emotionally stronger and to face challenges and overcome obstacles in life and to be complete women.

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Materials and Methods

The present study was conducted in Latur district of Marathwada region of Maharashtra state during the year 2019-2020. From Latur district namely three tehsils were selected randomly viz. Chakur, Latur and Renapur. From each selected tehsil, four villages were selected randomly. From each selected village, 10 rural women were selected as respondents purposively on the basis of their daughters studying in secondary or higher secondary educational institutions. In this way total 120 rural women were considered as respondent for the present study. These selections were done by using simple random sampling method for the purpose of the study. For the objective of constraints faced by rural women in girl's higher education, Ex-post facto research design was adopted in this study. The data were collected with the help of pretested interview schedule. The statistical methods and tests such as frequency, percentage, mean, standard deviation and multiple regression were used for the analysis of data.

Objectives

- A) Profile of rural women.
- B) Constraints analysis of rural women in girl's higher education.

Research findings

A) Profile of rural women

1. Age

The data presented in table 1 shows that majority (66.66 %) of the respondents were observed in middle age group, followed by young (24.16%) and old (09.18%) age.

2. Education

It depicts that 57.50 per cent of the respondents had high school level of education. Whereas, 20.00 per cent, 10.83 per cent and 06.66 per cent, 04.16 per cent and 00.85 of the respondents who were having education up to middle school, illiterate, primary school, graduate and read and write only respectively.

3. Marital status

It was revealed that majority (95.83%) of the respondents were married, whereas only 04.17 per cent of them were widow.

4. Category

It was found that more than two third (40.00%) of the respondents belonged to OPEN category, followed by Other Backward Class (21.66%), Scheduled Tribe (15.00%), Scheduled Caste (14.16%) and Nomadic Tribe (09.18%) respectively.

5. Family size

It was reported that more than half (56.66%) of the respondents belonged to medium sized family, whereas 26.68 per cent were from small sized family and 16.66 per cent were from large sized family.

6. Family type

Table 1 indicates that majority (81.66%) of the respondents belonged to nuclear family and only 18.34 per cent belonged to joint family.

Table 1: Profile of rural women

Profile Characteristics	Category	Frequency (N=120)	Percentage
Age	Young age (Up to 32 years)	29	24.16
	Middle age (33 to 42 years)	80	66.66
	Old age (Above 42 years)	11	09.18
Education	Illiterate	13	10.83
	Can read only	00	00
	Can read and write	01	00.85
	Primary	08	06.66
	Middle	24	20.00
	High school	69	57.50
	Graduate	05	04.16
Marital status	Married	115	95.83
	Widow	05	04.17
Category	Open	48	40.00
	Other Backward Class (OBC)	26	21.66
	Nomadic Tribe (NT)	11	09.18
	Scheduled Tribe (ST)	18	15.00
	Scheduled Caste (SC)	17	14.16
Family size	Small size (Up to 4)	32	26.68
	Medium size (5 to 8)	68	56.66
	Large size (Above 8)	20	16.66
Family type	Nuclear	98	81.66
	Joint	22	18.34
Occupation	Labour	24	20.00
	Caste occupation	01	00.85
	Business	04	03.32
	Independent Profession	06	05.00
	Cultivation	76	63.33
Land holding	Service	09	07.50
	Marginal (Up to 1.00 ha.)	35	29.16
	Small (1.01 to 2.00 ha.)	36	30.00
	Semi-medium (2.01 to 4.00 ha.)	41	34.16
Medium (4.01 to 10.00 ha.)	07	05.83	

	Large (Above 10.00 ha.)	01	00.85
Annual income	Low income (Up to 48000/-)	00	00
	Medium income (48001 to 400000/-)	112	93.34
	High income (Above 400000/-)	08	06.66
Social participation	Low participation (Up to 9)	25	20.83
	Medium participation (10 to 14)	73	60.83
	High participation (Above 14)	22	18.34
Mass media utilization	Low (Up to 5)	28	23.34
	Medium (6 to 10)	79	65.83
	High (Above 10)	13	10.83

7. Occupation

It is evident from table 1 that more than half (63.33%) of the respondents were engaged in cultivation, whereas 20.00 per cent were labour, 07.50 per cent were engaged in service, 05.00 per cent were engaged in independent profession, 03.32 per cent were engaged in business and remaining 00.85 per cent engaged in caste occupation.

8. Land holding

It is revealed that more than one third (34.16%) of the respondents had semi-medium land holding i.e. 2.01 to 4.00 ha land holding, whereas 30.00 per cent had small i.e. 1.01 to 2.00 ha, 29.16 per cent had marginal i.e. 1.00 ha, 05.83 per cent had medium i.e. 4.01 to 10 ha and only 00.85 per cent had above 10 ha.

9. Annual income

It is depicted that majority (93.34%) of the respondents had annual income in between Rs 48001/- to Rs 400000/-, whereas 06.66 per cent of the them had annual income above Rs 400000/- and no single respondent were observed in annual income up to 48000/- income group.

10. Social participation

The data reported in table 1 showed that nearly two third (60.83%) of the respondents belonged to medium social participation, followed by low (20.83%) and high (18.34%) respectively.

11. Mass media utilization

It is evident that 65.83 per cent of the respondents had medium mass media utilization, followed by 23.34 per cent had low and 10.83 per cent had high respectively.

B) Constraints analysis of rural women in girl's higher education

It was reported from Table 2 that, majority (75.83%) of the respondents expressed that physical fitness and homesickness was one of the barriers to keep girls at hostel, followed by girls education and their income benefitted to her in-laws not parents (75.00%), girls education has given secondary preference as compared to male child (65.83%) and they were afraid that if they educate girl, she will marry inter-caste (60.00%), educated girls are reluctant to adjust with husband's career or his work profile (46.66%), girls education has no value in society (35.83%) and it is better to marry at early age to get rid of responsibilities (33.33%) respectively.

Table 2: Constraints analysis of rural women in girl's higher education

SL. No.	Constraints	Frequency (N= 120)	%	Rank
1.	Girls education has no value in society.	43	35.83	VI
2.	Girls education has given secondary preference as compared to male child.	79	65.83	III
3.	It is better to marry at early age to get rid of responsibilities.	40	33.33	VII
4.	Girls education and their income benefitted to her in-laws not parents.	90	75.00	II
5.	Educated girls are reluctant to adjust with husband's career or his work profile.	56	46.66	V
6.	We are afraid that if we educate girls, they will marry inter-caste.	72	60.00	IV
7.	Physical fitness and homesickness may be one of the barriers to keep girls at hostel for higher education.	91	75.83	I

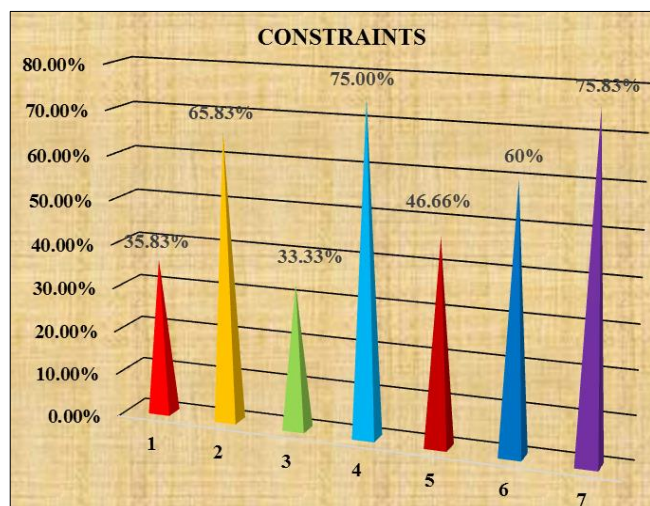


Fig 1: Constraints

Conclusions of the study are as follows

1. From the above results it was concluded that majority of the respondents belonged to medium age group, high school level of education, married marital status, OPEN category, medium size of family, nuclear type of family and they had cultivation as their major occupation, semi-medium size of land holding. It was also observed that, majority of the respondents were having medium annual income, medium social participation and medium level of mass media utilization.
2. From above results it was depicted that majority (75.00%) of the respondents reported that girl's education and their income benefitted to her in-laws not parents.

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