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**A STUDY ON PROBLEMS OF WOMEN EDUCATION IN RURAL AREAS AT  
NAMAKKAL DISTRICT**  
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**Abstract**

Man and woman are of equal rank but they are not identical. They are a peerless pair being supplementary to one another; each helps the other, so that without the one the existence of the other cannot be conceived, and therefore it follows as a necessary corollary from these facts that anything that will impair the status of either of them will involve the equal ruin of them both. In framing any scheme of women's education this cardinal truth must be constantly kept in mind. Man is supreme in the outward activities of a married pair and therefore it is in the fitness of things that he should have a greater knowledge thereof. On the other hand, home life is entirely the sphere of woman and therefore in domestic affairs, in the upbringing and education of children, women ought to have more knowledge. Not that knowledge should be divided into watertight compartments, or that some branches of knowledge should be closed to any one; but unless courses of instruction are based on a discriminating appreciation of these basic principles, the fullest life of man and woman cannot be developed.

**Introduction**

Education is the bedrock of social and economic development. Throughout history, philosophers like Aristotle and Plato recognized the importance of education. Use these famous education quotes to inspire others to follow the path of knowledge. It is only through education that we can hope to eradicate social evils.

Education is not preparation for life; education is life itself. John Dewey.

An educated person is one who has learned that information almost always turns out to be at best incomplete and very often false, misleading, fictitious, mendacious. "Give a girl an education and introduce her properly into the world, and ten to one but she has the means of settling well, without further expense to anybody" - Jane Austen

Mahatma Gandhi says "By Education, I mean, an all round drawing out of the best in child and man body, mind and spirit". Education is a process which draws out the best in man with the aim of producing a well-balanced personality culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong efficient, spiritually mature, vocationally self-sufficient and internationally liberal. These words show the relation of education with life, character, ideas and ideals.

**Illiteracy among Women**

As for illiteracy among the women, its cause is not mere laziness and inertia as in the case of men. A more potent cause is the status of inferiority with which an immemorial tradition has, unjustly branded her. Man has converted her into a domestic drudge and an instrument of his pleasure, instead of regarding her as his helpmate and 'better half'! The result is a semi-paralysis of our society. Woman has rightly been called the mother of the race. We owe it to her and to ourselves to undo the great wrong that we have done her

**Female education**

Female education is a catch-all term for 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 includes areas of gender equality and access to education, and its connection to the alleviation of poverty. Also involved are the issues of single-sex education and religious education in that the division of education along gender lines as well as religious teachings on education have been traditionally dominant and are still highly relevant in contemporary discussions of educating females as a global consideration.

While the feminist movement has certainly promoted the importance of the issues attached to female education the discussion is wide-ranging and by no means narrowly defined. It may include, for example, AIDS education. Universal education, meaning state-provided primary and secondary education independent of gender is not yet a global norm, even if it is assumed in most developed countries. In some Western countries, women have surpassed men at many levels of education. For example, in the United States in 2005/2006, women earned 62% of associate degrees, 58% of bachelor's degrees, 60% of master's degrees, and 50% of doctorates.

Education for women with handicaps has also improved. In 2011, Giusi Spagnolo became the first woman with Down syndrome to graduate college in Europe (she graduated from the University of Palermo in Italy.)

Improving girls' educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves the prospects of their entire community Infant mortality rate of babies whose mothers have received primary education, is half that of children whose mothers are illiterate.

In the poorest countries of the world, 50% of girls do not attend secondary school. Yet, research shows that every extra year of school for girls increases their lifetime income by 15%. Improving female education, and thus the earning potential of women, improves the standard of living for their own children, as women invest more of their income in their families than men do. Yet, many barriers to education for girls remain. In some African

countries, such as Burkina Faso, girls are unlikely to attend school for such basic reasons as a lack of private latrine facilities for girls.

Higher attendance rates of high schools and university education among women, particularly in developing countries, have helped them make inroads to professional careers with better-paying salaries and wages. Education increases a woman's (and her partner and the family's) level of health and health awareness. Furthering women's levels of education and advanced training also tends to lead to later ages of initiation of sexual activity and first intercourse, later age at first marriage, and later age at first childbirth, as well as an increased likelihood to remain single, have no children, or have no formal marriage and alternatively, have increasing levels of long-term partnerships. It can lead to higher rates of barrier and chemical contraceptive use (and a lower level of sexually transmitted infections among women and their partners and children), and can increase the level of resources available to women who divorce or are in a situation of domestic violence. It has been shown, in addition, to increase women's communication with their partners and their employers, and to improve rates of civic participation such as voting or the holding of office

#### **The Role of the Government to Avert the Problem**

The government has made it mandatory for an Indian child between the ages of six to fourteen years to attend school. In addition, the government has availed free food especially lunch across the country. Overall; educating a woman leads to the progression and development of the family in most instances.

##### **a) Nationwide demographics**

World Education's programs help girls enroll and stay in school and help women gain access to or create new educational, financial, and social resources in their communities

- Women's education in India is one of the foremost concerns of the Government of India as well as of the society at large. It is due to the fact that at the present time, the educated women play a very significant role in overall development and progress of the country
- Women hold a prominent position in the Indian society and all over the world

##### **b) Advantages of a Women's education**

To be female in the 21st century poses extensive challenges and opportunities. Thousands of young women have made the decision to attend a women's college to better prepare for the years ahead.

The Advantages of girls' Women's education:

- Social Development
- Social Equity
- Economic Productivity

**c) Disadvantages**

- According to some, if the female is married then the working pattern is disturbed due to their family matters. This is because females pay more attention to their family rather than their work
- Once they are married , but if the female is single then it could be great deal only if she is independent but again the problem would be their family boundaries

**d) Present Position**

- The present position of educating a woman are irrefutable.
- Education boosts a woman's self-esteem, her employment opportunities and her ability to deal with the problems of the world around her.
- Despite progress, girls and women continue to be discriminated against in accessing education and within education systems. 57 million children worldwide, including 31 million girls, are out of school and two thirds of illiterate adults are women. In developing countries, adolescent girls are more likely to drop-out of secondary school than boys, particularly in rural areas.
- There are many reasons that prevent girls from going to school. Poverty, pregnancy, school-based violence, early marriage and discriminatory gender norms are some of the major obstacles to girls' education worldwide. School fees, the threat of violence on the way to and in school, and the perceived benefits of girls' domestic work keep girls out of school. Pregnancy and early marriage cut short adolescent girls' schooling before they have completed secondary school.

**Need and Significance of the Study**

Education is universally regarded as an instrument of improvement in the status of women. It is considered a step-ladder for occupational and social mobility. The post independence period has witnessed a significant improvement in women's education. The southern region had a relatively favourable record in the field of women's education but even here the education gap between boys and girls still persists. General education is very important not only for men but also for women because it is the education that makes men and women living, interesting and intelligent. It also makes a person a good citizen of his society. Educate a man and you educate one person. Educate a woman and you educate the whole family."Women education in India has improved through the ages, and women in India have come a long way since the Purdah system. Women Education in Modern India is traced back to the years after the independence of India. In the present times, the government of India takes measures to provide education to all women of the country. Women literacy rate seemingly rose in the modern days. This has actually helped women to achieve top positions at work place and also at society. The government of India has recently launched the Saakshar Bharat Mission for Female Literacy, which aims to reduce

female illiteracy. The Constitution of India Guarantees free primary school education for both boys and girls up to age 14. Education in India plays a vital role in the overall development of the country. This proves that educated women promote education in their family. Despite having all kind of women education programme still there is a bottle neck in achieving 100 percent of women education in India. Hence the study was focused to find the level of awareness among the girls towards various problems for the women to continue their studies. If they get some little bit awareness definitely in the future course of action the possibility to achieve 100 percent women education.

#### **Statement of the Problem**

The present study was focused to find out the hindrances of the female children to pursue their education. Hence the title of the study is “**A STUDY ON PROBLEMS OF WOMEN EDUCATION IN RURAL AREAS AT NAMAKKAL DISTRICT**”.

#### **Definition of the Key Terms**

- **Study** : to analyze in a scientific manner
- **Problems** : issues or bottlenecks or hindrances or disturbances
- **Women education**: female children who are pursuing their primary education to higher education.
- **Namakkal** : It is one of the Districts in Tamil Nadu

#### **Objectives of the Study**

1. To Find out the different kinds of problems of women education in rural areas viewed by the samples
2. To find out the significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their demographic variable viz.,
  - Community
  - Type of management of the school
  - Nature of the school
  - Group of study in HSC
  - Fathers’ qualification
  - Mothers’ qualification
  - Fathers’ occupation
  - Mothers’ occupation
  - Annual income of the family

**Hypothesis of the Study**

1. There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their community.
2. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their type of management of the school
3. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Nature of the school
4. There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their group of study in HSC
5. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Fathers' qualification
6. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Mothers' qualification
7. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Fathers' occupation
8. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Mothers' occupation
9. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Annual income of the family

**Limitations of the Study**

The following are the limitations of the study

- The study was conducted only to standard XI students.
- The study was restricted to Namakkal District only.
- Only XI standard Girl students were comprised as the sample
- The study was conducted to find out the level of awareness of the samples towards the various problems for women to pursue their education.

**Review of Related Literature**

Sudhakar, C., Umamohan and Sugunakumari, R. (2011). Universalization of girls education. This article analysed the enrolment and dropout trends in schools, family members' interest in their children's education, weavers' views regarding education, and their perception towards child earnings and work-orientation. The study was conducted during 1998-99 in Somandepalli village of Anantapur district, Andhra Pradesh. The sample comprised 120 households, 60 from traditional weavers and 60 from non-traditional weavers. There were 3 schools in the village; a high school, an elementary and a private

school. Elementary school provided education upto primary level; it had a pucca (permanent) building and the school had 8 teachers. It was found that school dropouts were highest among STs followed by SCs and then OBCs. The percentage of boys who dropped out was higher than girls among backward castes. It was observed that dropouts were more in Classes IV and V. 76.7% parents admitted that their children were irregular in going to school, as they helped their parents in their occupation, and looked after their siblings. Data showed that drop out tendency was higher among traditional weavers. All children in the age group 6-10 years were enrolled in school. 91.6% respondents supported formal school education. There was a clear gender bias towards education of the male child. 51.6% traditional weavers felt that 5 years of schooling was sufficient for a girl's education; whereas 50% non-traditional weavers wanted their girl child to attain more than 5 years of schooling. The respondents were of the view that their children's earnings would certainly reduce their financial difficulties. More than 60% parents wanted their child to learn either their occupation or some other vocation. Results showed that 56.6% respondents did not provide any guidance to their children. 43.3% parents were interested in their children's education. They advised children to study regularly at home. Nearly 54.1% respondents showed interest in their school management, and 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management. Respondents felt that three years of formal schooling was just enough to label the children as 'literate'.

**Kar Jyotirmayee (2012).** Promoting girl's schooling in Orissa. Dept of Analytical & Applied Economics . The present study was undertaken to assess the extent to which enrolment in primary and secondary schools in the state of Orissa is determined by access to schools and quality of schooling. The study is based on secondary data compiled from various economic survey, records and statistical abstracts of the state of Orissa. The data incorporates a cross-section of information on the socio-economic and demographic features of the 30 districts of the State. It was revealed that there is no significant difference between the factors influencing girls and boys enrolment at the primary and secondary stages of schooling. With regard to primary school enrolment, an economic variable represented by agricultural development plays a major role while in the secondary stage, educational factors like the number of schools and literacy rate becomes predominant. In educational system, the role of schools is instrumental in promoting secondary school education, but not in the case of primary school enrolment.

**Yadappanavar, A.V. (2013)** conducted a CSE study on Factors influencing elementary schools. The study based on a case study, identified the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along

with their parents looking for jobs. Girls' education was not given importance as compared to boys . Infrastructure facilities including toilet, drinking water, playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrollment of children. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of roads/transport, upgradation of lower primary schools into primary and higher primary school and good infrastructure was also recommended.

**Ghosh, Sukumar and Sikdar, Deb Prasad. (2014).** Impact of mass literacy programme among the children (9-14 years) of tribal belt of Sundarban area. Education is the most vital input for improving the quality of manpower, and an important factor in accelerating rapid growth in social, economic and political domains. The study examined the proficiency of the neo-literates of Mass Literacy Programme (MLP) in reading, writing and numeracy with respect to gender and caste among 96 neo-literate children (9-14 years) of tribal belt of Sundarban area. "Literacy and Numeracy Achievement Test" was prepared on the basis of "Dave Committee Report, (1992)". Questionnaire was prepared for collection of information from MLP personnel. The scores of non tribal neoliterates was better than that of tribals in the 3 R's (i.e. reading, writing and arithmetic) . Also, the scores of male neo-literates were better than those of female neo-literates. The study revealed that the factors which influenced MLP were proper methodology of teaching, well-equipped literacy personnel, good quality teaching materials, well-knit organisation, proper academic and administrative supervision, profuse use of mass media to spread awareness, and universalisation of elementary education for children aged 6-11 years. Overall social and economic development, improvement in health, nutrition and sanitation, and population control are recommended for successful mass literacy programme in this area.

**Plan India, New Delhi. (2009).** Why are children out of school? Education is widely recognized as an imperative to ending poverty, a catalyst for human development that eliminates disparities of all kinds and opens the way for empowerment. Quality education through a formal school system, is the right of all children. The 86th Constitution Amendment Act (that added Article 21A to the Indian Constitution) affirms that every child, between the ages of 6 and 14 years, has the right to free and compulsory education, and the Right to Education Bill 2005 gives effect to this Amendment. However, despite this progress, a significant number of children in India, especially from disadvantaged groups, are still out of school. In June 2008, Plan commissioned a study to identify reasons for exclusion among out of school children, to identify the out of school children (who never enrolled, who dropped out and who enrolled but did not attend school) in the age group 6-14 years in areas where Plan operates, to get a deeper insight into the circumstances of communities and reasons for not sending their children to school. The study focused on four states - Bihar, Uttar Pradesh, Uttarakhand and Delhi. Plan's study revealed that in Uttar



Pradesh 8.6% children and in Bihar 20.6% children were found to be out of school. In Uttar Pradesh 66% of the out of school children were never enrolled and the remaining 34% enrolled but dropped out. In Bihar, among 20.6% out of school children, the percentage of never enrolled children was 56% and enrolled, but dropped out were 44%. It also emerged that the percentages of irregular attendance of children among the school going children were 50.2% and 40.2% for Uttar Pradesh and Bihar respectively. It was found that unfriendly behaviour of teachers, use of abusive language and corporal punishment, schools are far off, lack of sports equipment and recreational facilities, and burden of work i.e. domestic chores and sibling care for girls, and farm work and cattle grazing for boys were the key factors that keep children out of school. In Delhi and Uttarakhand, regular students had strong push factors (family support) and a conducive learning environment at school. Irregular students had strong push factors (family support) but the learning environment at school was not so encouraging. Dropouts had little family support and the environment at school was not conducive to learning. Never enrolled

**Ali, Tazan 2008**, conducted a study on “Gender Roles and Their Influence on Life Prospects for Women in Urban Karachi, Pakistan: A Qualitative Study” “Pakistan is a patriarchal society where men are the primary authority figures and women are subordinate. This has serious implications on women’s and men’s life prospects. The aim of this study was to explore current gender roles in urban Pakistan, how these are reproduced and maintained and influence men’s and women’s life circumstances. Five focus group discussions were conducted, including 28 women representing employed, unemployed, educated and uneducated women from different socio-economic strata. Manifest and latent content analyses were applied. Two major themes emerged during analysis: ‘Reiteration of gender roles’ and ‘Agents of change.’ The first theme included perceptions of traditional gender roles and how these preserve women’s subordination. The power gradient, with men holding a superior position in relation to women, distinctive features in the culture and the role of the extended family were considered to interact to suppress women. The second theme included agents of change, where the role of education was prominent as well as the role of mass media. It was further emphasised that the younger generation was more positive to modernisation of gender roles than the elder generation. This study reveals serious gender inequalities and human rights violations against women in the Pakistani society.... However, attainment of higher levels of education especially not only for women but also for men was viewed as an agent towards change. Furthermore, mass media was perceived as having a positive role to play in supporting women’s empowerment.”

**Chaudhry, Hafeez-ur-Rehman; 2011** conducted a study on “Developing Gender Equality: An Analytical Study of Socio-Political and Economic Constraints in Women’s Empowerment in Pakhtun Society of Khyber Pakhtunkhwa Province of Pakistan” “Socio-political and economic constraints to women’s empowerment exist in most of the world

societies. However, the nature and shape of these constraints differ from culture to culture and society to society. This study was undertaken on socio-political and economic constraints in women's empowerment in Pakhtun Society of Chakdara District Dir (L) Khyber Pakhtunkhwa, Pakistan. Women in the region have been discriminated in many ways, i.e., at domestic, economic, religious and political levels. To investigate socio-political and economic constraints, the researcher ethnographically selected village Chakdara and a survey of 4,331 households was conducted. Data was collected from 176 educated respondents by systematic random sampling technique using semi-structured interview schedule. The collected information has been classified, tabulated and presented in bar charts, which has further been discussed qualitatively in detail. The study highlights that there exist various social, political and economic barriers to women's empowerment. However, changes are observable in gender roles towards women's participation in socio-cultural activities and the need is to provide educational opportunities, gender representation in government policies and programs and socialization."

#### **Method Selected for the Present Study**

Survey method is selected for the present study. Survey is a procedure in which data are systematically collected from a population through some form of direct solicitation such as face to face interview, questionnaire or schedule.

#### **Sample**

"A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn". (John W. Best & James V. Khan 2006, P.26) The sample for the present study consists of 225 XI standard female students studying in various Higher Secondary schools in Namakkal District was selected by random sampling method.

#### **Tool Construction**

Suitable tools are used for collecting the data required for the study. The selection of suitable tools is necessary for successful research. The investigator can use one or more tools for a single study. The nature of the tools depends on the nature of the problem under investigation and the sample of the study.

By keeping the various objectives of the study in mind, here the investigator used self made tool for data collection. .i.e. questionnaire for assessing the awareness of the samples towards the various problems in women education in the rural areas.

**Personal data sheet**

The personal data sheet is prepared to collect data regarding variables such as community, type of management of the school, nature of school, group of study, parents' educational qualification and their occupation, annual income of the family. These details are used to interpret the data. The subjects had to read the items and then either write or mark their responses in the space provided in the personal data sheet.

**Description of the questionnaire**

The questionnaire was constructed with 5 dimensions viz., which mainly hinder the female students to pursue their studies

- Lack of infrastructural facilities in the school
- Economic problem
- Social problem
- Lack of awareness of the parents towards modern education
- Family issues

The investigator reviewed various literature and consulting with the subject experts in which those are the bottleneck of the female children to pursue their education. Eventually, the investigator made those problems under 5 dimensions. Each dimension has 5 statements respectively. Altogether 25 statements are incorporated after the pilot study.

**Validity and Reliability of the Tool**

The questionnaire for assessing the awareness of the samples towards the various problems in women education in the rural areas was given to the guide and some other experienced professors in the college to identify the fitness of the tool. The investigator translated the tool from Tamil language expert and got it corrected from the research supervisor.

Reliability is the degree of accuracy and consistency. The tool was subjected to a pilot study. For establishing reliability test-retest method was employed. Thus scale was administered to 25 students of XI standard in Namakkal District. The investigator scored their responses. After 10 days, the same tool is administered to the same set of 25 students. Again the investigator scored their responses. Then the co-efficient of correlation was computed by using product moment correlation method the reliability of learning style questionnaire was found to be 0.83.

**Administration of the Tool**

After seeking permission from the respected headmasters of school, the investigator visited ten higher secondary schools in Namakkal District. The investigator explained the purpose of his study and created a rapport with the students to avoid fear of

testing. The students were asked to answer the tool promptly. The filled in tools were scored and the data were tabulated for analysis.

**Scoring procedure:** the three point scale was used with Agree, undecided and not agrees. Scores allotted for Agree 2 points, undecided 1 point and not agree 0 point.

#### Statistical Analysis Used for the Study

- The following are the statistical techniques were used for the study.
- Mean
- Standard Deviation
- Percentage analysis
- t test and
- ANNOVA

#### Analysis of Data

##### Testing the Objectives of the Study

To Find out the different kinds of problems of women education in rural areas viewed by the samples

**Table 1: Percentage analysis of the opinion of the samples towards different kinds of problem in women education in rural area**

Problem in women education	Opinion	N	Percentage
Lack of infrastructural facilities in the school	Yes	151	68
	No	71	32
Economic problem	Yes	90	40
	No	135	60
Social problem	Yes	152	68
	No	73	32
Lack of awareness of the parents	Yes	121	54
	No	104	46
Family problem	Yes	141	63
	No	84	37

The above table shows that 68 percent of the samples viewed that lack of infrastructural facilities are the problem in women education in rural areas.

60 percent of the samples feel that economic problems in women education in rural areas. 68 percent of the sample opinioned that social problem is one of the hindrances for the women to pursue their education.

54 percent of the samples viewed that lack of awareness of the samples and 63 percent of the samples viewed family problems is also the barrier for women to continue their education.

### Testing the Hypothesis

1. There is no significant difference in the opinion of the samples towards the problems women education in rural areas with respect to their community.

**Table 2: ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their community**

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	8.634	2	4.317	0.152	0.85	NS
Within Groups	6291.366	222	28.339			
Total	6300.000	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.85 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "There is no significant difference in the opinion of the samples towards the problems women education in rural areas with respect to their community" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their community.

There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their type of management of the school

**Table 3: ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their type of management of the school**

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	28.667	2	14.333	0.507	0.60	NS
Within Groups	6271.333	222	28.249			
Total	6300.000	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.60 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their community" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their type of management of the school.

There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Nature of the school

**Table 4: t test for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their nature of the school**

Nature of School	N	Mean	Std. Deviation	t value	P value	Result
Girls school	100	13.60	4.97	1.54	1.29	NS
co education	125	12.52	5.52			

The above table shows t test for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their nature of the school.

The calculated p value 1.29 is greater than 0.05 and it is not significant. Hence the formulated hypothesis “there is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Nature of the school” is accepted.

It is inferred that the samples who study in the Girls School and co education school do not differ in their opinion towards the problems of women education in rural areas.

There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their group of study in HSC

**Table 5: ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their group of study in HSC**

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	87.360	2	43.68	1.561	0.21	NS
Within Groups	6212.64	222	27.98			
Total	6300.00	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated ‘P’ value 0.21 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis “There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their group of study in HSC” is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their group of study in HSC.

There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their Fathers’ qualification

**Table 6: ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Fathers' qualification**

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	120.30	3	40.102	1.434	0.23	NS
Within Groups	6179.69	221	27.962			
Total	6300.00	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.23 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their Fathers' qualification" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their Fathers' qualification

There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their Mothers' qualification

**Table 7: ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Mothers' qualification**

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	24.65	3	8.21	0.28	0.83	NS
Within Groups	6275.34	221	28.39			
Total	6300.00	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.83 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their Mothers' qualification" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their Mothers' qualification

There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their Fathers' occupation

**Table 8**

ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Fathers' occupation

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	120.30	3	40.10	1.43	<b>0.23</b>	<b>NS</b>
Within Groups	6179.69	221	27.96			
Total	6300.00	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.23 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their Fathers' occupation" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their Fathers' occupation.

1. There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their Mothers' occupation

**Table 9**

ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Mothers' occupation

	Sum of Squares	df	Mean Square	F	P value	Result
Between Groups	16.31	4	4.07	0.143	<b>0.93</b>	<b>NS</b>
Within Groups	6283.69	220	28.56			
Total	6300.00	224				

The above table shows the mean square ANOVA and p value of the samples. The calculated P value 0.96 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "There is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their Mothers' occupation" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their Mothers' occupation



2. There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their Annual income of the family

**Table 10**

‘t’ test for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Annual income of the family

Annual income of the family	N	Mean	Std. Deviation	t value	P value	Result
Less than Rs. 2 Lakh	132	13.03	5.15	0.102	0.92	NS
More than Rs. 2 Lakh	93	12.95	5.52			

The above table shows the t’ test for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Annual income of the family

The calculated P value 0.92 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis “There is no significant difference in the opinion of the samples towards problems of women education women education in rural areas with respect to their Annual income of the family” is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their Annual income of the family.

### Discussion of the Study

68 percent of the samples viewed that lack of infrastructural facilities are the problem in women education in rural areas. 60 percent of the samples feel that economic problems in women education in rural areas. 68 percent of the sample opinioned that social problem is one of the hindrances for the women to pursue their education.

54 percent of the samples viewed that lack of awareness of the samples and 63 percent of the samples viewed family problems is also the barrier for women to continue their education.

It is found that still in rural areas the problem prevails for the women to continue their education. With respect to their demographic variable almost all the samples of the study have highlighted the different problems prevail in rural area. It is noted that they do not differ in their view with respect to their demographic variable.

### Findings of the Study

68 percent of the samples viewed that lack of infrastructural facilities are the problem in women education in rural areas.

60 percent of the samples feel that economic problems in women education in rural areas. 68 percent of the sample viewed that social problem is one of the hindrances for the women to pursue their education.

54 percent of the samples viewed that lack of awareness of the samples and 63 percent of the samples viewed family problems is also the barrier for women to continue their education.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their community.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their type of management of the school.

The samples who study in the Girls School and co education school do not differ in their opinion towards the problems of women education in rural areas.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their group of study in HSC.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their Fathers' qualification.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their Mothers' qualification.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their Fathers' occupation.

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It is found that still in rural areas the problem prevails for the women to continue their education. With respect to their demographic variable almost all the samples of the study have highlighted the different problems prevail in rural area. It is noted that they do not differ in their view with respect to their demographic variable.

### **Educational Implications**

Remedial Measures for Improving the Literacy Level of Women in India The following measures can be considered for bringing phenomenal change in the plight women's education and empowerment in India.

Since the prevailing situation of poor or less enrolment of girls in schools closes the doors for development and prosperity of future generation of women, concerted efforts must be initiated jointly by the government, parents and civil society to achieve universal enrolment for girls without any compromise. The enrolment can be made even mandatory for every girls by the government in the realm of compulsory education. .

The Ministry of Education both at Centre and State level should work out strategic steps to stop firmly the ongoing high drop -outs among girls especially in rural, tribal and slums areas with the serious involvement of voluntary organisations in every locality to realize zero drop-out among girls.

The poverty stricken families can be identified through proper research and necessary poverty alleviation services be provided to strengthen the income thereby to enable the families to send their children to schools and colleges without much financial difficulties.

Bonded Child labour and Child labour practice must be abolished with strict administrative measures and the relieved children form bondage should be integrated into schools with suitable defence social mechanism.

Appropriate steps should be taken by the educational authorities with the participation of communities in order to bring the girl children to the main stream of education and development at every level including family and community. • The female child in every Indian family irrespective of socio-economic status should be moulded to overcome the challenges of inferiority; subservience and domesticity which place sever limitations on her education and development. Every family irrespective its socio-cultural and economic background can take it a challenge to bring up their girl children as dignified human being with empowerment in physical , mental, economic and social dimensions of life.

The Midday meal scheme and other educational supportive services like free text books, Note books , Fee uniforms , Free Bicycles, Free bus , scholarships Free bus pass and so on as done in the state of Tamil Nadu can be provided in all states and union territories to lift up the literacy level among girls

As social evils like dowry, child marriage , caste system and other practices deprive rights of education for children belonging to poor and underprivileged families and communities, they should eliminated through well-designed packages of mass awareness programmes and social welfare measures with full support of public, political parties, NGOs and government agencies.

The electronic and print media can play significant role in building a good and positive image about girls and women in general in the society by giving no focus for such advertisements and news fetching commercial gain at the cost of depicting women as an object. This would help in changing the society 's attitudes towards girls and their roles to treat every girl or woman as human being with self respect and dignity.

Government, voluntary sector and philanthropic organisations and individuals should come forward to provide free education for poor girls and provide free hostel facilities for girls studying in schools and colleges in every state of India. This will certainly

encourage children of poor families to pursue good and higher education without much impediments

The schools of social work, departments of women studies, Women Universities and other educational institutions in hand with NGOs and social service organisations such as Rotary Clubs , Lions Clubs , women lib organisations associations can work together to improve the educational status of the womenfolk in this country on mutual respect and understanding.

The parents of children belonging to poor, underprivileged families must be specially educated with proper social formula to help them to understand the significance of education for their girl children as foundation for empowerment

Government, NGOs and public should work hand in hand to implement the minimum age at marriage (21and above) Awareness should be created to institutionalise it as a traditional practice cut acrossing castes, religions, community etc.

Government officials, policy makers, political parties and others should have adequate political will and conviction to empower women in India without double standard mind. The law enforcing machinery should be made really effective with efficient monitoring vigilant system to implement the constitutional and legislative provisions and administrative measures to assure free and compulsory education for all children of this nation without any gender discrimination.

#### **Suggestions for Further Research**

The research suggests the following topics for further research. It may stimulate the prospective research workers to do some useful researches in this area.

- This study is limited to selected schools of Namakkal District only. It can be extended to other educational districts of Tamil Nadu.
- Other variables may be included in the same study.
- Further study can be done to measure attitude between State board students and CBSE school students towards women education.
- This study may be extended to the comparative analysis of selective subjects.

#### **Conclusion**

"Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process." Significance of education of girls and women is well recognized by development planners due to multiple benefits that arrive to women and their family. Despite economic and social benefits derived from women education, vast majority of women in India and other developing countries continue to remain illiterate. Problem of women education is not merely due to lack of parental motivation to educate children but a problem of access

to education. It is typically associated with poor and powerless people. Most of poor and socially disadvantaged who are bound more severely by activities and work for survival in subsistence agriculture or in the informal sector, undeniably affects their educational participation. Thus rural and poor women face constraints in terms of time, space and societal expectations for education. For expansion of girls' education state government has taken various initiatives but there is needs to implement the formulated polices religiously and grow awareness among parents.

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