

Assesment of constraints faced by rural women in girl's education

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ABSTRACT

The study was conducted in purposively selected Chakur and Ahmedpur Talukas of Latur district. Data were collected from 120 rural women for the study. It was revealed that rural women gave a number of constraints of which major constraints faced were keeping girls outside for the education is criticized by the people (67.50 per cent), no security is assured against evil elements of society when girls are keeping away from their families (65 per cent), we cannot offer to pay for educational requirement of girls (56.66 per cent), tradition of early marriages of girls do not permit for their studies (40.83 per cent), educated girls have to maintain their standard of living for which we cannot provide extra money (43.33 per cent), girls education cannot pay back to parents after their marriages (40 per cent).

INTRODUCTION

Education is the most powerful tool for change and can put girls on the path to economic and social empowerment. Education is the process of bringing about desirable changes in the behaviour of an individual. It is rightly said that education is the lifeline of development, let it be spiritual or economical, scientific or technological, national or global. Education not only imparts knowledge but also trains the mind, body, spirit and ethos, in accordance with the objectives of the society. It is because of these reasons education has always held the most valuable position in the Indian society.

There are still different areas of discrimination which exist in the Indian society. At the turn of this era, the national attention has been focused on women. The media and education system have also played a vital role in bringing up the status of women. The attempts have yielded some fruits in raising the confidence and self-respect among the women.

In spite of all these efforts, women are trailing behind the men as far as literacy is concerned. The girl's prospects for education are diminishing because of gender discrimination. According to the latest statistics, 65 per cent of 121 million children in the world who are not in schools are girls (Verma, 2006). Two thirds of the world's population illiterate adults are women. According to the 2001 census, the percentage of female literacy in the country is 54.16 per cent as against male

literacy in the country is 75.18 per cent. In Maharashtra state, female literacy is 67.51 per cent as against male literacy is 86.27 per cent. These figures focus upon the magnitude of challenges that we are facing as far as women's education and literacy is concerned.

There may be many reasons for lack of initiative on the part of girls to be educated. Though education is open now for girls, their strength in educational institute is lower than the boys. One of the important reasons may be reluctance of parents to educate their daughters. Considering the above fact, the present study therefore, was conducted with the specific objectives to know the constraints faced by rural women in girl's education

METHODOLOGY

Latur district from the Marathwada region was selected purposively for study. From this district, Chakur and Ahmedpur Talukas were selected purposively. Five villages from each Taluka and twelve respondents from each village were selected randomly on the basis of nth number method to constitute the total sample of 120 respondents. Data were collected from the rural women through personal interview. The respondents were interviewed generally at homes. The interview schedule was prepared in local language (Marathi) which helped the investigators to collect the information easily and accurately. Frequency and percentage were used for making simple comparisons.

Key words :

Constraints,
Rural women,
Girl's education

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RESULTS AND DISCUSSION

The findings obtained from the present study are presented in Table 1.

Constraints faced by rural women in girl's education:

The information regarding the constraints faced by the rural women in girl's education are presented in Table 1. constraints are listed on the basis of means score.

It is evident from Table 1 that there all several social constraints faced by the rural women. Most of the rural women think that keeping girls outside for education is criticized by the people (67.50 per cent), no security is assured against evil elements of society when girls are keeping away from their families (65 per cent), tradition of early marriages of girls do not permit for their studies (40.83 per cent), education of girls is not valued by the society (25.83 per cent), benefits of girls education are gained by their husband and not by their parents (24.16 per cent), educated girls pay less attention in household activities (8.33 per cent), we are afraid of the tendency of educated girls to marry outside the caste (6.66 per cent). Similar findings were reported by Chandrasekaran, (1988).

The economic constraints faced by the rural women are that they cannot offer to pay for educational requirement of girls (56.66 per cent), educated girls

marriage required more dowry as they have to choose highly educated partners (45.00 per cent), educated girls have to maintain their standard of living for which we cannot provide extra money (43.33 per cent), girls education cannot pay back to parents after their marriages (40 per cent), instead of expending money for girls education, it is better to use it for their marriage (38.33 per cent), instead of expending money for daughter's education, it is better to use it for son's education and future (30.83 per cent), educated girls cannot work on the farm so we need to employ additional waged labour (25.00 per cent).

The psychological constraints faced by the rural women are that girls are emotionally dependent on parents and are unwilling to live away (12.50 per cent), we are willing to educate the girls but they do not have aspiration for education (10 per cent). This finding is in line with the observations made by the findings of Thombre *et al.* (1986), Zend and Harode (1990), Kumar (1983) and Sandeep Kumar (2006).

Conclusion:

As regards the constraints, majority of rural women faced that keeping girls outside for education is criticized by the people, no security is assured against evil elements when girls are keeping away from their family for

Table 1: Constraints faced by rural women in girl's education. (N = 120)

Sr. No.	Constraints	Number	Percentage
		(In rank order)	
Social constraints			
1.	Keeping girls outside for the education is criticized by the people	81	67.50
2.	No security is assured against evil elements of society when girls are keeping away from their families	78	65.00
3.	Tradition of early marriages of girls does not permit for their studies	49	40.83
4.	Girls education is not valued by the society	31	25.83
5.	Benefits of girls education are gained by their husbands and not by their parents	29	24.16
6.	Educated girls pay less attention in household activities	10	8.33
7.	We are afraid of the tendency of educated girls to marry outside the caste	8	6.66
Economical constraints			
1.	We cannot offer to pay for educational requirement of girls	68	56.66
2.	Educated girls marriage required more dowry as they have to choose highly educated partners	54	45.00
3.	Educated girls have to maintain their standard of living for which we cannot provide extra money	52	43.33
4.	Girls education cannot pay back to parents after their marriages	48	40.00
5.	Instead of expending money for girls education, it is better to use it for their marriage	46	38.33
6.	Instead of expending money for daughter's education, it is better to use it for son's education and future	37	30.83
7.	Educated girls cannot work on the farm, so we need to employ additional waged labour	30	25.00
Psychological constraints			
1.	Girls are emotionally dependents on parents and are unwilling to live away	15	12.50
2.	We are willing to educate girls but they do not have aspiration for education	12	10.00

educational requirement of girls, tradition of early marriages do not permit for their studies were some of major social constraints expressed by respondents in regards to education of girls of their families.

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