

A Study on the Challenges Faced by Rural Women in Accessing Education

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Abstract: If you educate a man, you educate an individual. But if you educate a woman, you educate the nation. The purpose of the study is to find out the various dimensions that contribute to the challenges faced by rural women for accessing basic education in rural areas. Exploratory factor analysis was used to list various dimensions that contribute to challenges faced by rural women for accessing basic education in rural areas. Total four factors were extracted Family problem, Personal problem, Infrastructure & Society Problem contributes to 71.977 percent of variation. The study definitely helps to find out important factors contributing the challenges faced by rural women for accessing basic education in rural areas. Further studies can be made by applying confirmatory factor analysis technique.

Index Terms: Analysis, Factor, Rural, Women.

I. INTRODUCTION

Education is the exercise of easing learning, or the gaining of understanding, knowledge, capabilities, practicality, morals, optimism, and practices. Educational techniques comprises of the ability to educate, teaching, proper explanation, conversation and guided examination. Education generally occurs in the direction of teachers, despite students also are able to school themselves. Right to Education has been acknowledged by few governments and the United Nations. In maximum countries, education has been made compulsory till a certain age factor, for e.g. In India it is compulsory for everyone to acquire education till the age of 14 years. There is a stir for education improvement, and specifically for evidence-driven programmes with worldwide initiatives intended at attaining the Sustainable Development Goal 4, which encourages excellent and merit education for everyone.

The position of women in India had been a topic of wide discussion with respect to the changes which had occurred in the stretch of the foregone Indian history. Their status in society

degraded before time from dating back to India's ancient time, probably in the Indo-Aryan speaking provinces, and their conformity continue to be materialize into India's early modern period. Customs such as female infanticide, dowry, child marriage and the prohibition on remarriages of widows, that started in upper-caste Hindu society in Northern parts of the country, prove to be impossible to be eliminated, and especially the cases related to dowry have disseminated to every caste and religions.

Presently the larger portion of the world's population still resides in rural areas. It is most probably exceptionally hard for females both girls and women in this rural sectors to get either school education or adult education.

Despite the need for education is on an increase, the female literacy ratio in our country is lower as compared to the male literacy ratio. A far hardly any girls compared to boys seek admission in school, and from that countless girls drop out. In urban part of the country, girls are probably on the same level with boys with respect to getting education. But the scene in rural part of the country totally different side where girls continue to be not so much as literate as compared with the boys. As per the National Sample Survey Data of 1997, the states of Kerala and Mizoram are only those who have seen universal female literacy. As per the opinions of many intellectuals, the crucial elements following the advancements in the social and economic position of women in the state of Kerala is because of high literacy rate.

The literacy ratio is less for women than men: the literacy percentage in women is about 60.6% and in men it is about 81.3%. According to the 2011 census, it showed a 2001–2011 ten year literacy growth rate of about 9.2%, which in comparison is slower to the rise witnessed in the course of the preceding decadal. There is an extensive gender discrepancy rate foreseen in the literacy rate of the country.

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II. REVIEW OF LITERATURE

Jain, P. et al (2017) examined that in our country India, the position of women and girl child had been a topic of discussion, dispute and argument. As from beginning, the girl child of the house have been viewed as weight on the family comparatively and not as a blessing, conveyors of excessive dowries, who once are going to go away to their husband's house rather than staying for a lifetime. Infusion of immense cultural and economic causes in the society are the hindrances faced by the female children about not getting equal health-related, sentimental, and educational recognition as compared to the male child of the family. Henceforth, resulting in lower literacy rate amidst the women population in rural sector. It has also been seen that there is a rise in the segment of literate women in the last 20 years. In spite of the reforms there still remains a huge difference in the magnitude of educational levels between men and women in rural areas of the country. The study done stressed on the position, reasons and suggestions for women education in rural India.

Bhavadari, R. et al (1997) described in their study the situation of women and their link to education mainly focused in developing countries particularly in India. Hereby identifying the main points of correlation connecting family and procurement of education to the female population in our country most importantly focusing on the rural areas also hereby giving attention to a few of the crucial family related, sociocultural, personal-level, and institutional elements which restrict the realization of the importance of female education. Since the focus of the study is India, the discoveries have been valuable sources for other countries also. Especially the outline of the study had been drawn to bring out the views from the point of view of rural women with respect to the literacy programs. The study had found out that in spite of the negative experiences that they had related to education, there is still will in the rural women who look up to participation in this education programs which are designed for them and for the community as a whole. Implying the policies overall and enhanced cooperation among international agencies, government, nongovernmental organizations and communities for educational programs are discussed.

Kaur, S. (2017) pointed out that equivalent approach regarding educational opportunity is noted as a fundamental human right accessible to all the citizens of the country irrespective to their gender. The gap between male and female in acquiring education and also among rural female and urban female are the main points of research. This paper in particularly is focused on a village in Punjab to estimate the empowerment of rural women in education. The study took place on a selected sample size of 200 women distinguished as rural women in the age group of 20 to 50 years. Semi-structured interview program, field records and observation were the methods applied for the study. The study disclosed that rural women have very low literacy rate. And in between in together all social groups, scheduled caste women are at the border. The main reason behind denial of education for rural

women has been due to the poor status of their family and lack of schools in their village. The study also shows that as the family income increases there is a rise in the level of attainment of education among the rural women. It has been proposed that education has the ability to make women empowered and self-dependent. In order to make it in a reality attempts should be done so as to educate the rural women and make them self-reliable.

Kaushik, S. et al (2006) highlighted in their study conveys and put forth a history of how an institute providing higher education for women long-established in the year 1999 in a rural area of our country is advocating the importance of human rights and skills regarding entrepreneurship development. This attempt has surely enhanced the lives and probabilities of many women and the society as a whole in a rural Rajasthan area. The college has achieved their goals in enhancing the overall growth in the level of women's education, human rights and probabilities for entrepreneurship development in the area are discussed in this paper. It also shows that entrepreneurship and human rights can be improved because of education.

Marens, A. (2013) conducted a study by applying a unique set of data that he gathered by doing research in three villages in semi-deserted India. He examined the part of the comprehended returns to education and social factors with regard to the perfect age of marriage in the educational programs. He exhibited that approach of the perfect age of marriage importantly compel the education that parents strive to give their daughters, but not their sons. Adding on, ambitions of pursuing higher education are appreciated in boys, but not in the case of girls.

Setty, E. et al (1987) mentioned in their study that for around the last 30 years, Gandhi gram Rural Institute for Higher Education (Deemed University) in the South India state of Tamil Nadu has endeavored to enhance the socio-economic situations of adjacent rural areas concurrently by gaining educational realization and delivering certain training schedules and programs for children and adults. A major reason behind the success of these programs has been the active participation by the rural people. The village of Valayapatti, had witnessed success by generating greater demand from neighboring rural areas for services larger compared to which Gandhi gram is able to supply. This study focuses on the relationship of Gandhi gram's educational beliefs to the success which Valayapatti received the grounds on where the success depends on.

Ghose, M. et al (2014) surveyed in his study has found out the discoveries of their analysis study which tracked down 56 rural women learners after 15 years where they took part in an empowerment and education project which took place in Northern India. The study tries to explain, from the point of view of women from derided sections, the methods in which they take part in the programme which has resulted in empowering them or not. Most of the rural women were in fact able to change several aspects of their lives, this research exemplifies that empowering results cannot be presumed in unconditional terms and conveying the

alterations need the negotiation of power at various levels. With this paper the authors debate the demand to examine the difficulties around the relationship among women’s education and empowerment.

Selvan,A. (2017) identified that there are a number of issues that female student’s had to face for gaining their career prospectives. Some of the grave issues are as such issues related to family, Educational institutes, Society, Economic problems, Educational problems, Girl dropout ratio has increased with design of gender inequity with approach to education, which seems to be achievable and applicable from urban to rural and to disadvantaged group in the society. Access should be provided for local applicable high-quality in education and providing training opportunities is important to retain rural girl students in Higher Educational Institutions.

III. OBJECTIVE OF THE STUDY

To find out the various dimensions that Contributes to the challenges faced by rural women for accessing basic education in rural areas.

IV. RESEARCH METHODOLOGY

Research methodology is a foundation upon which research is based. Research design is the ground plan for conducting the research investigation.

A. Research Design

The researcher has undertaken exploratory and descriptive research design to find out the various dimensions that Contributes to the challenges faced by rural women for accessing basic education in rural areas.

B. Data collection

Data has been collected from primary as well as secondary source. Primary data has been collected using structured questionnaire comprising of questions relating to the challenges faced by rural women for accessing basic education in rural areas. . Questions include closed type questions, wherein multiple-choice questions have been asked. Secondary data has been collected with the help of journals, magazines, newspapers, books, websites, etc.

C. Sampling

The universe of the study comprises of women of rural areas within the city limits. A sample is a part of the universe that is selected for the survey to examine the challenges faced by rural women for accessing basic education in rural areas. The researchers have selected 180 samples for the survey using non-random convenience sampling method. The samples have been collected from vikramgadh, jawhar and talasari village of palghar district.

V. DATA ANALYSIS AND INTERPRETATION

Appropriate statistical tools like SPSS 25 & Excel 2016 have been used for analysis.

Table I. KMO and Bartlett’s Test

Kaiser-Meyer-Olkin measure of sampling adequacy		.753
Bartlett’s Test of Sphericity	Approx.. Chi-square	921.828
	df	78
	Sig	.000

Table II. Communalities

	Initial	Extraction
preference to son	1.000	.634
negative parental attitude	1.000	.677
financial problem	1.000	.654
Dependent on male counterparts of the family	1.000	.629
societal attitude	1.000	.737
decision takers	1.000	.769
eve teasing	1.000	.727
conveyance problem	1.000	.774
lack of female teachers	1.000	.744
unavailability of schools in village	1.000	.740
reluctance for education	1.000	.764
family responsibility	1.000	.753
lack of ambition	1.000	.754

^a Extraction Method: Principal Component Analysis

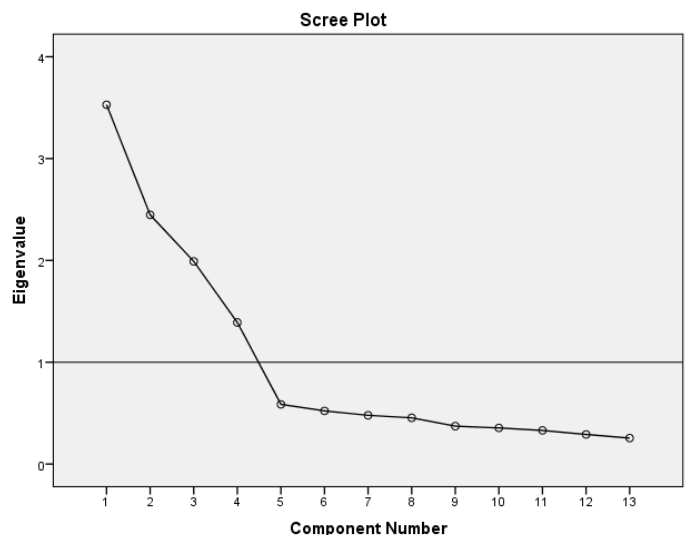


Figure 1 Scree plot

Table III. Total Variance Explained

component	Initial eigenvalues			Extraction Sums of squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.529	27.143	27.143	3.529	27.143	27.143	2.607	20.051	20.051
2	2.448	18.828	45.970	2.448	18.828	45.970	2.289	17.611	37.662
3	1.990	15.310	61.281	1.990	15.310	61.281	2.278	17.524	55.186
4	1.391	10.697	71.977	1.391	10.697	71.977	2.183	16.791	71.977
5	.586	4.508	76.485						
6	.522	4.015	80.500						
7	.478	3.680	84.179						
8	.454	3.493	87.673						
9	.372	2.862	90.535						
10	.354	2.726	93.261						
11	.330	2.539	95.800						
12	.291	2.236	98.036						
13	.255	1.964	100.000						

Kaiser-Meyer-Olkin test is 0.753 which means sample size is sufficient for factor analysis. Also Bartley test of sphericity is 0.000 which means the correlation matrix is distinct as compared to identity matrix. It is seen that first Four factors viz. Family problem, Personal problem, Infrastructure & Society Problem contributes to 71.977 percent of variation. So it can be concluded that 71.977% of challenges faced for non-acceptance of education by women's in the rural area.

The most important and allied factors that contribute to challenges is family issues that contributes 27.143 percent.

VI. CONCLUSION

There are total four important factors consisting 13 indicator variables that contribute to the challenges of accessing basic education among the rural women. Various measures must be taken by the government to promote education among rural women by setting up schools in the rural areas and by providing scholarship facilities. Education can also be promoted by motivating the girl child & by changing the perception of family members regarding importance of girl education by various campaign. Stringent action must be taken against the anti-social elements by the authorities.

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