

To study of social and Economic Factors in Women education

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Abstract: The following research study contains study of people of pratapgargh district, block lakshmanpur and village Handaur who are uneducated; less educated or left studies during mid classes or those persons who educate only boys and stop their girl child education in mid way and those who educate girls at low level constitute population. For the objective of research 102 families of the village were taken as the sample in which girls were backward or were not able to go school. The selection of the families was done in such a way that only one girl and the mother and father were selected from a family. In this selected girls are accepting the social factor play main hurdles in their education. Their parents are not willing to give them education and poverty does not allow to thinking in this direction. Social factors is also interfering in women education if educational opportunity and good financial position is present but education of a girl child is effected due to social traditions customs and sex difference. It has been concluded after the study of various aspects that economic factors play main hurdle in the co-education. According to her literacy has no value if the earning of bread and butter is not permissible. Today as there is much importance is availability of schools but need of the hour is improve the condition of women in the financial sphere and as well as in social sphere, According to girls the education factor does not play main hurdles in education. If the informal education is opened this will not affect their education due to their involvement in domestic works. According to girls the economic factor play main hurdle due to involvement in the domestic works and they do not have time to think about the study.

Key words: Economic factors, social factors, educational factors father, mother and girl child.

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I. Introduction

A child's education starts from his or her mother at home. In this context, what Gandhiji said was true. For, he said, "if you educate a man you educate an individual, but if you educate a women you can educated a women you can educate an entire family." In our country most people are not aware of women's right and thus they still think that girls inferior to boys. We are proud of India as our motherland. We are happy to name the rivers under female. Having been conceived in our mother's womb, having been born into this world through her, having been brought up by her, having sucked her milk, having been protected by her at the time of suffering and dangers, having been loved by her all the time, we overlook her when we are grown up. We see other women of her quality as our objects.

"Literacy is pivotal to human progress. All agree that the single most important key to development and to poverty alleviation is education. Adult education, literacy and lifelong learning must be combined with the fundamental recognition that education of women and girls is central to development" World Bank President, James D. Wolfensohn, While speaking on the occasion Of the World Literacy day- September 8- in 1999.

OPERATIONAL DEFINITION

Mainly three factors are noticed during discussion with educationist.

ECONOMIC FACTORS

All the factors related to economic sphere i.e. Agriculture, service, business and other income and expenditure comes under this head. Some way knowledge of there livelihood and financial assistance given by government is also provided.

SOCIAL FACTOR

It is related to social tradition customs, culture and thinking of society of that region.

EDUCATIONAL FACTORS

It relates with the matter which comes with problem of education.

OBJECTIVES OF THE STUDY

1. To study the financial problem in girls diversion towards of women education.
2. To study the social problem in girls diversion towards of women education.

HYPOTHESIS

1. There is no definite diversion of girls towards the social problem of the female education.
2. There is no definite diversion of girls towards the educational problem of the female education.
3. There is no definite diversion of girl’s towards any of the problems who are hurdles in women education.

POPULATION :-

The following research study contains study of people of pratapgargh in District, of Uttar Pradesh block lakshmanpur and village Handaur who are uneducated; less educated or left studies during mid classes or those persons who educate only boys and stop their girl child education in mid way and those who educate girls at low level constitute population.

SAMPLE

For the objective of research 102 families of the village were taken as the sample in which girls were backward or were not able to go school. The selection of the families was done in such a way that only one girl and the mother and father were selected from a family.

USE OF STATISTICS

For the results of any research statistical operation on the collected data is an essential operation. In the above research for the detection of the causes of main hurdles in women education the views of women, man and girls on the social, economic and educational aspects are studied under different categories. Thus in this research the researcher has used X^2 (Chisquare) to detect the causes of the problems.

In the mid of observed and expected results the value of chi square is :

$$x^2 = \sum \left[\frac{(f_0 - fe)^2}{fe} \right]$$

fo=observed frequency

fe = expected frequency

HYPOTHESIS -1

“ With reference to economic factors in women education, girl’s do not have any specific deviation.

Table-1

agreed	not sure	disagreed	x^2	Mean of the table		Hypothesis
f ₀ 55	16	31	22.7	.05 level	.01 level	rejected
f ₀ 34	34	34	22.7	5.99	9.21	

The value of chi square is 22.7, which is more than 5.99 and 9.21. Thus hypothesis- 1 is rejected. Where there is question of deviation of girl’s towards economic conditions, they have agreed with this fact. So we can say that girl’s agree with this fact that economic problems are major hindrance in the women education. According to girls they do not get enough time to study. According to them, due to large families everyone cannot get education because this poses a mojour load on their parents. They have to look after animals and labour which are major sources of income thus economic problem acts as a major hindrance in women education.

HYPOTHESIS-2

“With referene to social factors in women education, girl’s do not have any specific deviation”

TABLE-2

agreed	not sure	disagreed	x^2	Mean of the table		Hypothesis
f ₀ 52	20	30	15.7	.05 level	.01 level	rejected
f ₀ 34	34	34	7.7	5.99	9.21	

The value of chi square is 15.7 which is more than 5.99 and 9.2, thus hypothesis-2 is rejected. Where there is question of deviation of girl's towards social conditions, they have agreed with this fact. So we can say that girl's agree with this fact that social problems are major hindrance in the women education. According to girls all the available facilities are given to boys. They are engaged in household work, so they cannot concentrate on studies. Marriages at early age make education meaningless in their life.

HYPOTHESIS-3

“In main hurdles of women education, men do not have specific deviation towards any of the problem.”

TABLE 3

Views of men on effect of problems :

Economic	13	28.70	7.1	2.83	.05	.01	Rejected
					Level	Level	
Social	16	35.62	5.82	2.83	1.96	2.58	

The value of C.R. from table 3 is 2.83, which is more than 2.58. So mean of the table 2.58 with respect to derived mean 2.83 is reliable on .01 level.

In main hurdles of women education, men do not have specific deviation towards any of the problem.” is rejected. It is clear that mean of economic problems is less than mean of social problems. Thus, according to men social problems are main problems in women education.

II. Conclusion Of Study

- Selected girls are accepting the social factor play main hurdles in their education. There parents are not willing to give them education and poverty does not allow to thinking in this direction.
- Social factor is also interfering in women education if educational opportunity and good financial position is present but education of a girl child is effected due to social traditions, customs and sex difference.
- It has been concluded after the study of various aspects that economic factors play main hurdle in the co-education. Accroding to her literacy has no value if the earningh of bread and butter is not permissible.
- Today as there is much importance in availability of schools but neet of the hour is improve the condition of women in the financial sphere and as well as in social sphere.
- According to girls the educational factor does not play main hurdles in education. If the informal education is opened this will not effect their education due to their involvement in domestic works.
- According to girls the economic factor play main hurdle due to involvement in the domestic works and they do not have time to think about the study

EDUCATIONAL IMPORTANCE

1. Doubts will be cleared that only availability of schools are centre for women education.
2. Parents can provide thought of better way on importance of women education.
3. Government will pay more attention to formulate real progress and interfering factors in women education.
4. Non Government Organization will be profited and their work will be earsier.
5. School can pay more attention on women education by knowing the problems.

SUGGESTIONS

The suggestions by the researcher based on the result of this research study are as follows :

1. To develop girl's education, first of all economic conditions of their families should be improved.
2. For girl's education it is necessary to make them understand the value of and importance of education.
3. Women should aware of the education.

RECOMMENDATIONS

1. Elimination of negative cultural attitudes and practices against the girl child.
2. Elimination of all forms of discrimination against the girl child.
3. Awareness Creating Initiatives.
4. Elimination of discrimination against the girl child in education, skills development and training.
5. Elimination of discrimination against the girl child in healthand nutrition.
6. Elimination of girl child labour.

7. Eradicate violence against the girl child.
8. Promote the girl child's awareness of and participation unsocial, economic and political life.

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