



A COMPARATIVE STUDY OF EDUCATIONAL QUALIFICATIONS OF MEN AND WOMEN IN RESPECT TO GENDER INEQUALITY IN RURAL AREA OF INDALPUR, NAINI (ALLAHABAD)

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ABSTRACT

Despite progress in recent years, girls continue to suffer severe disadvantage and exclusion in education systems throughout their lives. An estimated 31 million girls of primary school age and 32 million girls of lower secondary school age were out of school in 2013. The current study focuses on the comparison of the educational qualifications of men and women in rural area of Indalpur. The research hypothesis of the study was "There will be no significant difference in the educational qualification of men and women in rural area of Indalpur." In this study, a self made interview schedule is used as a tool to collect the data. The tool is divided into two parts: Part 1 is consist of twelve questions to find out the gender inequality prevailing in the rural area of Indalpur.

Part 2 is consist of question with seven points on scale with marking 1-7 about the educational qualifications of the sample. It can be derived from the findings that there remains a difference in the educational qualifications of men and women. It was found that women are stereotyped to do the household chores and not do anything without taking the permission of men. Men are considered superior and they are born to govern or dominate women and this mind set is deeply embedded in the people of this rural area of Indalpur, Naini (allahabad).

Keywords: Educational Qualifications, Gender inequality, rural area, girl education.

Girls' education is both an intrinsic right and a critical lever to reaching other development objectives. Providing girls with an education helps break the cycle of poverty: educated women are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; and are more likely to send their children to school. When all children have access to a quality education rooted in human rights and gender equality, it creates a ripple effect of opportunity that influences generations to come.

Barriers to girls' education

While gender parity has improved, barriers and bottlenecks around gender disparities and discrimination remain in place, especially at the secondary school level and among the most marginalized children. There are various barriers to girls' education throughout the world, ranging from supply-side constraints to negative social norms. Some include school fees; strong cultural norms favouring boys' education when a family has limited resources; inadequate sanitation facilities in schools such as lack of private and separate latrines; and negative classroom environments, where girls may face violence, exploitation or corporal punishment. Additionally, schools often lack sufficient numbers of female teachers.



Increasingly, adolescent girls also face economic and social demands that further disrupt their education, spanning from household obligations and child labour to child marriage, gender-based violence and female genital cutting/mutilation. Recent estimates show that one-third of girls in the developing world are married before age 18, and one-third of women in the developing world give birth before age 20. If all girls had secondary education in sub-Saharan Africa and South and West Asia, child marriage would fall by 64 per cent, from almost 2.9 million to just over 1 million. Inadequate or discriminatory legislation and policies often inhibit girls' equal access to quality education. In countries such as Afghanistan and Pakistan, formal or written threats are common to close girls' schools or end classes for girls have fueled gender motivated attacks on schools.

The Indian Experience

India represents a picture of contrasts when it comes to education and employment opportunities for girls. Cultural, social and economic factors still prevent girls from getting education opportunities so the question of equality is still a mirage.

However, the rural and the urban areas present contrast.

In the rural areas the girl child is made to perform household and agricultural chores. This is one of the many factors limiting girls' education. Cleaning the house, preparing the food, looking after their siblings, the elderly and the sick, grazing the cattle and collecting firewood are some of the key tasks they have to perform. Households are therefore reluctant to spare them for schooling. Physical safety of the girls, especially when they have to travel a long distance to school and fear of sexual harassment are other reasons that impede girls' education.

In the urban areas, however, there is a discernible difference in the opportunities that girls get for education and employment. Though the figures for girls would still be low as compared to boys, what is heartening to see is that whenever given the opportunity, girls have excelled more than boys.

For instance, in the Central Board of Secondary Examinations for grades 10 and 12, which are at an All India level, girls have for over a decade now, bagged all the top positions and secured a higher over all percentage compared to boys.

In employment opportunities too, women in India today have stormed all male bastions. Be it piloting aircraft, heading multi-national corporations, holding top bureaucratic positions, leading industrial houses, making a mark as photographers, filmmakers, chefs, engineers and even as train and lorry drivers, women have made it to all hitherto considered male bastions in India.

However, this is not reason enough for cheer. For the number of girls and women who have been left out of education and employment opportunities, still far outweighs those who have got them. And what need to change this scenario, is not just governmental efforts but a change in societal norms, in cultural and traditional biases and in general mindsets of people. And in this the media, the civil society, and the youth, the women and girls have a lot to contribute.

1. Need and significance of the study

1. As the gender inequality is widespread prevalent in almost every country of the world so it is important to know how does this gender inequality is impacting the female education universally.
2. Gender inequality and women education is the current trend in the social science research in this era. So it is important to know the current scenario of women education in India.
3. Since the review shows that no study is conducted in the rural places of Allahabad district that are directly related to gender inequality and its effect on women education in comparison to men education.

So, the researcher found it necessary to conduct a study to find out the difference between the educational qualification of men and women of a rural area.



2. Statement of the problem

A comparative study of Educational Qualifications of men and women in respect to gender inequality in rural area of Indalpur, Naini (Allahabad).

3. Objectives of the Study

1. To identify the gender inequality in a rural area.
2. To know the educational qualifications of men in a rural area.
3. To know the educational qualifications of women in a rural area.
4. To compare the educational qualifications of men and women in rural area of Indalpur.

4. Research Hypothesis

There will be no significant difference in the educational qualification of men and women in rural area of Indalpur.

5. Delimitations

1. Only the men of age above thirty years will be taken for the study.
2. Only the women of age above thirty years will be taken for the study.
3. Population and sample will only be taken from the rural area of Indalpur.
4. Only twenty men and twenty women will be taken as a sample for the study.

6. Definitions of the key terms

1. Educational Qualification- Educational qualifications are the degrees, diplomas, certificates, professional titles and so forth that an individual has acquired whether by full-time study, part-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities or special examining bodies.
2. Gender Inequality- Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles.
3. Rural Area- An area which is generally smaller than the urban area and consists of people with low income and whose livelihood is based on agriculture and daily wage labourers.

7. METHODOLOGY

Nature and approach of the study:

In this study, researcher chose the technique according to the topic and the appropriate method of "Survey method" has been used.

Collection of data:

Population- In this study, the population consist of men and women of rural area.

Sample and Sampling:

In this study, the researcher had collected the data from samples at two level:

Selection of rural area- The rural area chosen for the study is Indalpur which is near to Naini.

Selection of Men and Women- After the selection of rural area, the sample of men and women were drawn from the population. Only the men and women of above thirty five years of age were taken as sample for the study. The technique of Incidental sampling was used due to paucity of time.

Table showing the sample from the rural area of Indalpur :

MEN	WOMEN
20	20

Tool:

In this study, a self made interview schedule is used as a tool to collect the data. The tool is divided into two parts:



1. Part 1 is consist of twelve questions to find out the gender inequality prevailing in the rural area of Indalpur.
2. Part 2 is consist of question with seven points on scale with marking 1-7 about the educational qualifications of the sample.

Statistical Methods

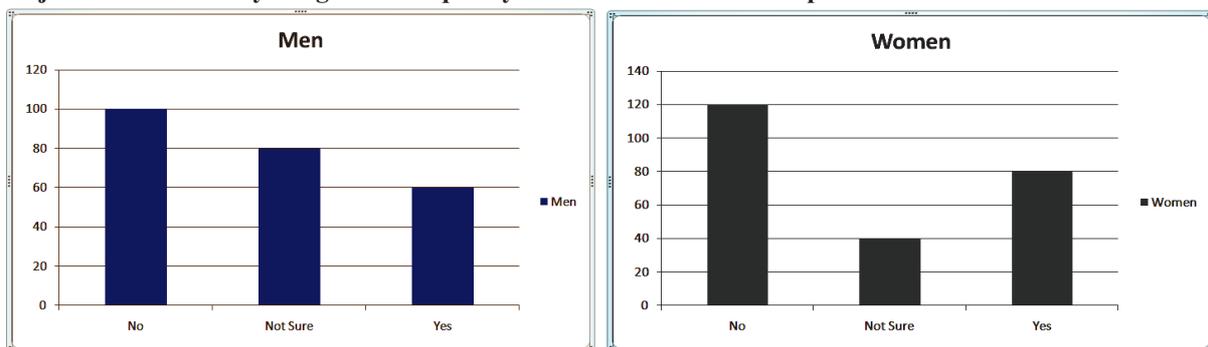
The data collected was treated with appropriate statistical techniques to derive results and test the hypothesis. The statistical techniques used in this study are:

1. Mean- Denoted by 'M'
Formula- $M = \frac{\sum X}{N}$
Where, $\sum X$ = sum total scores of the sample
 N = Total number of sample
2. Standard Deviation- Denoted by 'S.D'
Formula: $S.D = \sqrt{\frac{\sum x^2}{N}}$
Where, $x^2 = (X^2 - M)$, it is the deviation of each score from the mean
 N = total number of sample
3. t-test was conducted for comparative analysis of scores and to test the null-hypothesis of this study.
Formula: $t = \frac{M_1 - M_2}{SED} = \text{Difference between means / standard error of difference between means.}$
Pooled S.D. = $\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{(N_1 - 1) + (N_2 - 1)}}$
 $SED = S.D \sqrt{1/N_1 + 1/N_2}$

Analysis Of Data

1. First the classification and tabulation of all collected data have been done for this study and then the statistical analysis was done on the basis of raw scores.
2. Data related to the identification of Gender Inequality present in the rural area of Indalpur was collected through the part 1 of the interview schedule.
3. Data related to educational qualifications of men and women were collected through the part 2 of the interview schedule.
4. Data related to the educational qualifications of men and women have been analysed by mean, standard deviation and t-test.
5. 0.05% level of significance has been used to test the null hypothesis of this study.

Objective 1: To identify the gender inequality in the rural area of Indalpur.



Bar diagrams showing the pattern of responses by the men and women of the rural area of Indalpur.

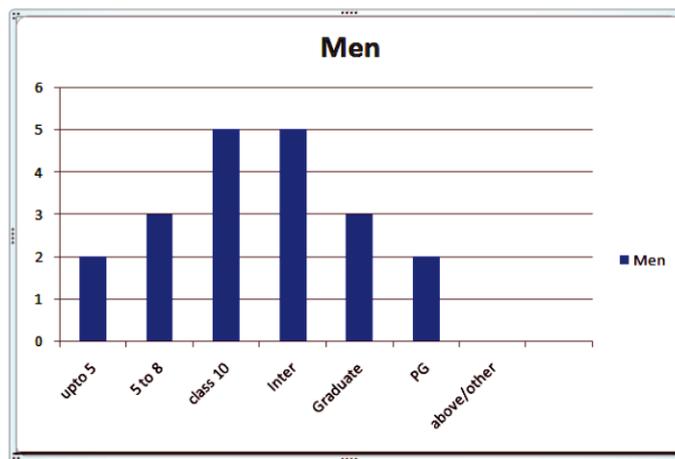
Interpretation:

1. From the above diagrams it can be interpreted that both men and women have responded more 'NO' and 'NOT SURE' than 'YES'. It means that both men and women feels and believe that men are superior to women and women should be subjected to suppression by the men.



2. Men have the feeling of dominancy and in most of the situations they believe that financial matters as well as decisions for home matters should solely be done by them and women should stay at home and take care of household chores. Yes are responded by men who are more educated than the other men that show that the education was helpful in modifying the mind set of these men a little.
3. Women on the other hand have a little different attitude. They are totally submissive as they responded more 'No' than men and more 'Yes' than men too. So it can be said that they are supposed to be submissive as they are always taught to be due to the upbringings of their narrow mind set of their families but some personally believe that they should not be kept or treated below par with men, these women with more yes responses are more educated than the previous class of women.

Objective 2 : To know the educational qualification of men in the rural area of Indalpur.

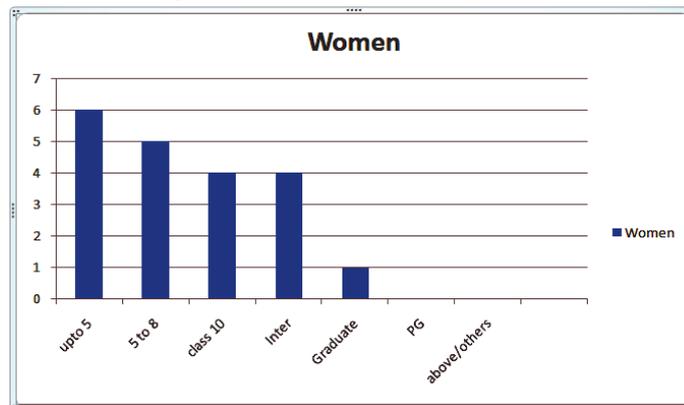


Bar diagram showing the pattern of educational qualifications of men of Indalpur.

Interpretation:

1. Out of sample of 20, it was found that only two men have studied till class 5.
2. Out of sample of 20, it was found that only 3 men have studied till class eight.
3. Out of sample of 20, it was found that only 5 men are educationally qualified till class tenth.
4. Out of sample of 20, it was found that 5 men have passed the inter class.
5. Out of sample of 20, it was found that 3 men have graduated.
6. Out of sample of 20, only 2 men have passed the post graduate level.

Objective 3 : To know the educational qualification of women of the rural area of Inderpur.



Bar diagram showing the educational qualifications of women of the rural area of Indalpur



Interpretation

1. From the above bar diagram it is clear that out of the sample of 20 women most of the women have studied only up to class 5 that is they are merely literate.
2. The next higher number of women lies in the category of class 5 to 8.
3. Only four women have passed class tenth and Inter examinations.
4. No woman is graduate or post graduate.
5. The bar diagram clearly tells that women education is still not considered to be important and that's why women lag behind men in the field of educational qualifications.

Objective 4

To compare the educational qualifications of men and women of the rural area of Indalpur, Naini (Allahabad).

Hypothesis

There will be no significant difference in the educational qualifications of men and women of the rural area of Indalpur, Naini (Allahabad).

Table 01

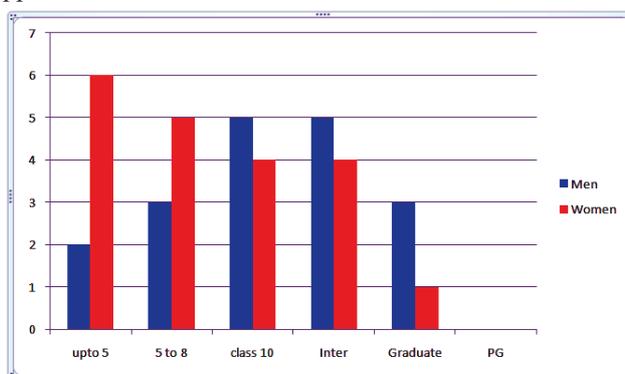
	Total Sample	Mean	Standard Deviation	t-test	Degree of freedom	Level of Significance	Significant or not significant
Men	20	3.5	1.35 pooled	7.407	38	0.05	Significant
Women	20	2.5					

Interpretation:

From the above table it is found that:

1. The mean scores of educational qualifications of men and women are found to be 3.5 and 2.5 respectively.
2. The pooled standard deviation of the mean scores of educational qualifications of men and women is found to be 1.35.
3. The calculated value of t-test for 38 degrees of freedom is 7.407.
4. At 0.05% level of significance, the tabulated value of 38 degrees of freedom is 2.02.
5. So from the above table it is clear that the calculated value 7.407 is much higher than the tabulated value of 2.02 and hence it is significant and thus the null hypothesis can be rejected.

So it can be said that the educational qualifications of men of the rural area of Indalpur is higher than that of the women as the t-test is found significant as well as the mean scores of men were higher than that of women. So it is proved that women education is still not considered important and women are left below par than the men in the field of education. Women are supposed to be submissive and men are dominant. It shows that our society is patriarchal.



Bar diagram showing the difference of educational qualifications between men and women category wise.



This bar diagram shows clearly that the women are lesser educated than men.

Conclusions And Suggestions

Conclusions:

It can be derived from the findings that there remains a difference in the educational qualifications of men and women. It was found that women are stereotyped to do the household chores and not do anything without taking the permission of men. Men are considered superior and they are born to govern or dominate women and this mind set is deeply embedded in the people of this rural area of Indalpur. Further it can be said though the sample was small yet the findings were strong and they can be generalised to other rural area also. The researcher was able to identify the gender inequality present in the rural area of Indalpur.

Suggestions:

1. Education can play an important role in breaking the jinx and stereotypes in the society so the people of rural area should be made aware of the possibilities and benefits of educating women.
2. Men should be taught to treat women equally right from the childhood.
3. Women should be made aware that they are neither below par or superior to men but they are equal with them they should be realised with the term women empowerment.

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