

# CHALLENGES FOR RURAL GIRL STUDENTS IN HIGHER EDUCATION: A STUDY IN MYSURU DISTRICT

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## **Abstract:**

*Education plays a vital role in development of a country. Education is also significant in terms of the development of individual's level of intellectual ability which in turn elevates chances of employability. As the rapid development happened in the business sector also have impact on the education sector. But the accessibility of the education is not easy for everyone, at the same time the higher education is still dream of the many people. 200 under graduation female students were considered for the study in the Mysuru district rural areas. The study has revealed, in the urban area's educational institutions are providing the quality higher education. The number institutions in the rural areas are comparatively less with urban area. In addition to this larger portion of the rural family have mindset in educating their children based on their genders. Most of the times male have been encouraged to pursue their education compared to female. The financial condition of the families restricts them to pursue their higher education. Awareness about the opportunities from the higher education is comparatively less in the rural areas in parents and the potential candidates of the higher education. To reach education destination aren't at acceptable condition in terms safety and frequency of the public transport vehicles. The present study focuses on challenges faced by rural girl students in the rural areas to pursue their higher education.*

**Key words:** Rural girl students, higher education, rural area, financial status, awareness, facility.

## **I. INTRODUCTION**

In the present world, competition is an integrated part in all the sectors. Rapid development in in the information and communication technology in the last 40 years has given the thrust to the development of a country economically, socially, culturally and in many more aspects. In India after 1991 when the liberalization, privatization and globalization have come into existence, state of the country has taken the other shape. The development in the economy or the business has also created enormous amount of the employment opportunity to those qualified for the same. In other terms, the development needs highly educated people in order to bridge the

gap of the knowledge. The higher education is certainly facilitating to fill up the same gap. But the accessibility for the education is not easy for everyone, at the same time the higher education is still dream of the many people. Number of institutions provides the quality education in India but in the rural areas there very few institutions giving the higher education. The real challenges are here for the rural girls students who stay in the rural areas, the problems with the family, the external world social restriction have created issues to the rural girl students to participate in the higher education. In certain part of the rural area still the girls get married at the very young age by discontinuing their education or they stop their education soon after the graduation since they have dedicated themselves to the family. The gender based bias still exists in the rural area that the boys should be educated than the girls. Not only that but other problems like financial challenges for the higher education like the fee charged by the institution is high, the exams conducted by the institutions in order to get the seat felt difficult to the rural girls students since they have very less opportunity to access the coaching for those exams. The problems of the public transportation i.e., availability of the bus at the right time for the right route is difficult and frequency of the bus is very less. The cost of the personal transportation is too high and also it is not safe for the rural girls students to take the personal transport. The awareness about the significant role of higher education in the life of girls residing in rural areas is not up to the mark among parents and potential candidates. The present study has been undertaken in the rural areas of the Mysuru district to throw the light on the challenges faced by the girls students in the rural areas to pursue their higher education.

## II. REVIEW OF LITERATURE

Any research must be backed up by the considerable amount of the knowledge drawn from the earlier studies. It helps the researcher to frame the research idea. For the same purpose following studies have taken into consideration in order improve the quality of the research.

**Goswamy (1979)** studied the adolescent girls' educational challenges in continuing their studies further. The study has revealed that as they growing the issues to continue the studies were also growing. Adolescent girls faced number of issues in the emotional and mental related challenges. There were problems in schools and study and home areas. Other problems like social religious and moral and physical were also identified. The physical and sexual issues were not reported significantly compared other issues.

**Banboo (1983)** explained socio economic status difference in boys and girls. The study used correlation and critical ratio analysis. It found that the boys have higher socio economic status compared girls.

**Altbachi (1987)** has analyzed the challenges in the African higher education. The study identified that there were problems of financial assistance for the higher education. Managing issues of the higher education institution was also one of the major problems. Apart from those issues research issues and communication challenges, gender issues in entering the higher education and brain drain were identified as the major challenges of the African higher education system.

**Amano (1997)** has gathered the details of the enrollment of the students for the higher education based on the gender in top 4 universities of India. In all the four years the number male students were high. One of the importance factor noticed here is the female students who have completed the higher education in the reputed institution were from the families who were rich. The study also identified that there were good number female students in the traditional courses but men were dominated in the prestigious courses.

**Bradley (2000)** has done a cross national study over gender differentiation in the higher studies. The study concluded that the number women in higher education were surprisingly increased in the years between 1965 and 1990. The women were getting the degrees in several disciplines like education, arts, humanities, social sciences and law. But the study also identified the difference in higher education improvement in the socially and economically backward countries.

**Hannum (2002)** conducted study to identify the educational disparities in the People's Republic china. The study identified there was significant difference in the admission of the students for the education based on their social economic background. The number boys enrolled for the education was double to compare to the girls. The geographical area of the women had influence on the admission of the women.

**Gupta(2007)** identified the number women in the field of science that in the higher studies in the science stream. The percentage of the women in doctoral degrees was too less compared to men. It was clear that social environment factors were influencing the women who were coming for the higher studies in the science stream. The study also found women had lack of self-confidence and lower expectations for themselves.

### III. STATEMENT OF THE PROBLEM

Every research must have specific research problem to address. The research problem can be identified with detailed investigation of literature. The extensive survey conducted on existing literature on the women in the higher education and their challenges have given research gap to conduct the present study.

There are several studies conducted on the challenges faced by the women in education all over the globe. With respect to challenges faced by the women in higher education are very few, but in Karnataka very rarely researchers are touched upon the current issue. The problems in pursuing higher education are found everywhere. When it addresses the women participation the higher education its complications are still deeper. Women challenges in higher education in urban area are comparatively less to women in rural areas. The present study is aimed at throwing the light on women's challenges in the higher education with respect rural areas under Mysuru district.

#### IV. RESEARCH OBJECTIVES

To study the challenges in higher education faced by rural girl students the following research objectives were framed.

1. To study the perception about the women pursuing the higher education rural area.
2. To identify the quality of higher education in rural areas.
3. To identify the financial issues and level of moral support to pursue higher education.
4. To identify the commutation and safety issues.

#### V. SCOPE AND LIMITATION OF THE STUDY

Every research has its own limitation while conducting the study. Following is the scope of the study for the present study. The present research has taken 200 under graduation students who are pursuing the final year degree. The study has included three disciplines students i.e., Arts, Commerce & Management and Science. The geographical area is restricted to rural areas of Mysuru district.

#### VI. RESEARCH METHODOLOGY

Success of research depends upon the usage of the research methodology for the study. It is important to have best research techniques in order have best outcomes from the research. Following information explains the techniques used for the current research.

\*Simple random sampling technique was used to draw the sample from the population.

\*200 samples have taken from the population for the current study.

\*Detailed and Structured questionnaire were given to respondents and had the interaction with respondents to gather the data.

\*The data was analyzed with the help of the Microsoft excel.

\*Pie chart and bar graphs are used to interpret the results of the study.

#### VII. ANALYSIS AND INTERPRETATION

The right findings and suggestions of the study mainly depends on the way of analysis and interpretation of the study.

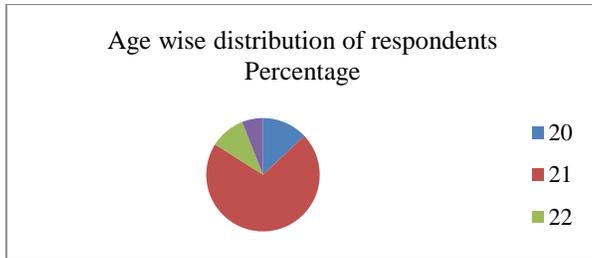
**Table No. 1 Showing Age-wise distribution of respondents**

Age Group	Percentage
20	13
21	71
22	10
23	6

Source: Primary Data

The above table shows the age wise distribution of the respondents. 13% of them are 20years old, 71% of them are 21 years old, 10 of them are 22 years old and 6 % of them are 23 years old. Hence, it can be viewed that majority of the respondents age is 20 years.

**Chart No. 1 showing Age wise distribution**

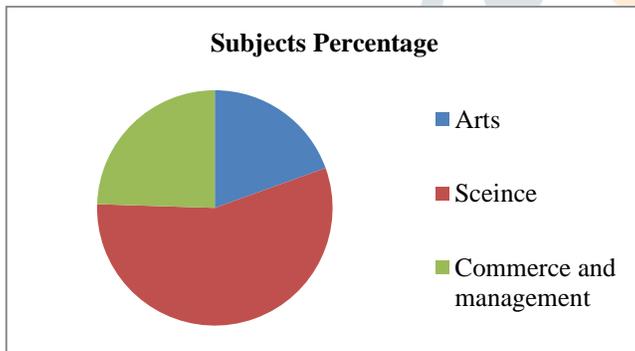


**Table No. 2 Showing Subject-wise distribution**

Subjects	
Years	Percentage
Arts	20
Science	56
Commerce and Management	25

Source : Primary Data

**Chart No. 2 Showing subject-wise distribution**



The above table depicts the information about subject wise distribution of the students.20% of them are studying arts, 56% of them are studying science stream 25% of them are studying commerce and management subjects. Hence it can be highlighted that Science stream of respondents are majority in number.

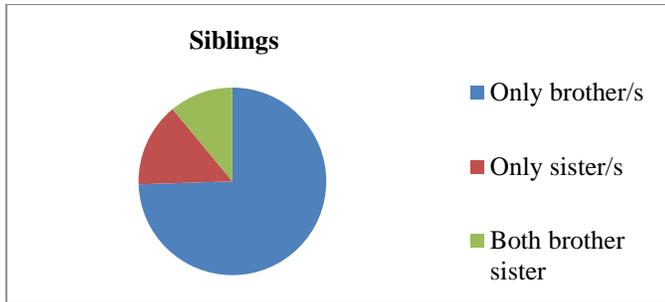
**Table No. 3 Showing Siblings details**

Siblings	
Siblings	Percentage
Only brother/s	74
Only sister/s	15
Both brother sister	11

Source : Primary Data

The above table reveals no of siblings of the respondents. 74% of them have only brother/s, 15% of them have only sisters and 11% of them have both and sisters as well. It can observed that more number of respondents are having only brother/s

**Chart No. 3 Showing details of Siblings**



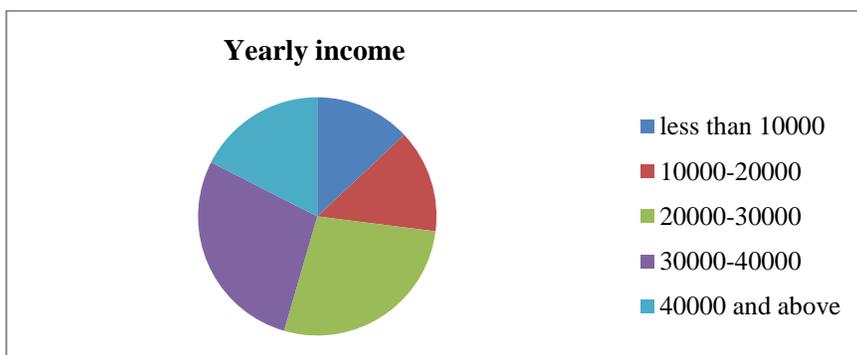
**Table No. 4 Showing Yearly Income**

Yearly income	
Income in Rs.	Percentage
less than 10000	13
10000-20000	14
20000-30000	28
30000-40000	28
40000 and above	18

Source : Primary Data

The above table depicts the income of the family of the respondents. 13% of them are having less than Rs.10,000.00, 14% of the have between Rs.10000 to 20000 28% of them have between 20,000 to 30,000 and 18% of them have more than Rs.40,000 income per annum. Hence , it is confined that more number of respondents are in the bracket of having income between Rs.10,000 to Rs.20,000.

**Chart No. 4 Showing Yearly Income**

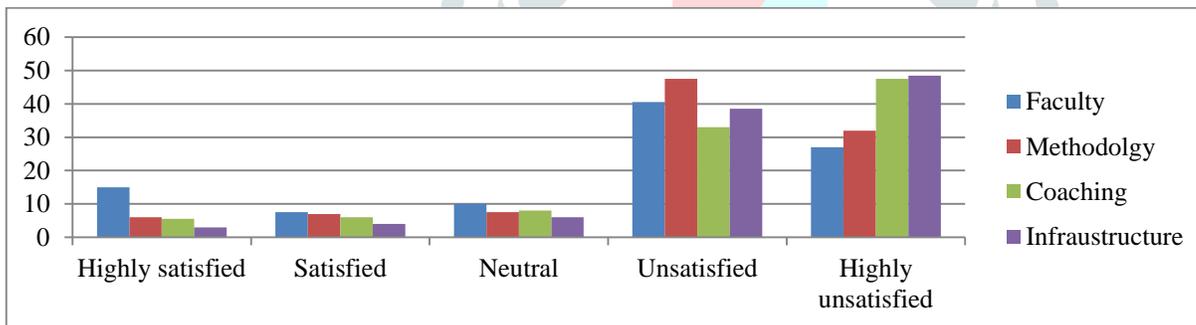


**Table No. 5 Showing Perception towards quality of education**

Quality Education				
Particulars	Faculty	Methodology	Coaching	Infrastructure
Highly satisfied	15	6	6	3
Satisfied	8	7	6	4
Neutral	10	8	8	6
Unsatisfied	41	48	33	39
Highly unsatisfied	27	32	48	49

Source: Primary Data

The above table shows satisfaction of the students towards the faculty members is 15% of them are highly satisfied, 8% of them satisfied, 10% of them are neutral about their perception, 41% of the of them are unsatisfied and 27% of them are highly unsatisfied. It clearly shows that quality of the faculty in the rural place is at poor quality. Methodology used to teach has also the the impact on the students. 6% of them are highly satisfied, 7% of them are satisfied, 8% of them are neutral towards their opinion towards the methodology used.

**Chart No. 5 showing Education Quality****Table No. 6**

**Showing perception towards Gender based motivation and unawareness of Parents & Students**

Gender based motivation and unawareness				
Level of Satisfaction	Girls are not motivated to go to higher education	Boys are motivated to go to higher education	Lack information to students	Lack information to parents
Strongly agree	33	30	43	48
Agree	35	39	34	29
Neutral	14	8	6	3

Dis agree	13	16	9	11
Strongly disagree	6	8	8	10

Source: Primary Data

The above table discusses about the gender based motivation and awareness about the higher education. 33% strongly agree that girls are not motivated to go higher education, 35% of them agree, 14% of them neutral, 13% of them disagree and only 6% of them strongly disagree. 30% strongly agree, 39% of them agree, 8% of them are neutral, 16% of them disagree and 8% of them strongly disagree that boys are only motivated to do higher education. 43% strongly agree, 34% of them agree, 6% of them neutral, 9% of them disagree and 8% of them strongly disagree that there is lack information for the students about higher education. 48% strongly agree, 29% of them agree, 3% of them neutral, 11% of them disagree and 10% of them strongly disagree that there is lack information for the parents about higher education.

Chart No. 6

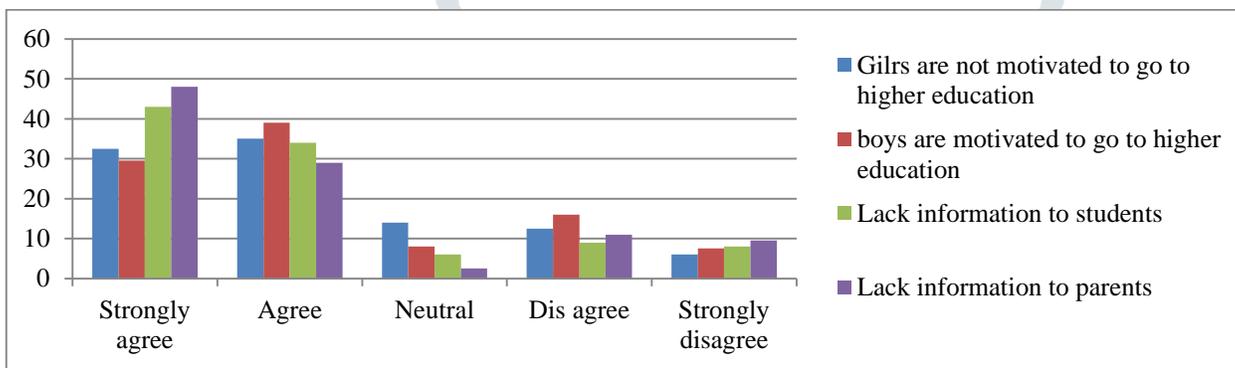


Table No. 7 Showing perception towards learning aids

Learning aids					
Particulars	Lack of AV facility	Unavailability of quality books	Difficulty to have Journals and periodicals	Absence of Quality equipment in Science labs	Absence of Language Labs
Strongly agree	48	44	56	48	49
Agree	44	38	31	22	39
Neutral	4	6	3	13	6
Dis agree	3	9	2	10	4
Strongly disagree	2	4	1	8	3

Source : Primary Data

The above table discusses about the learning aids used to teaching. 48% strongly agrees,44% of them agree, 4% of them neutral, 3% of them disagree and only 2% of them strongly disagree that there is lack of AV facility for teaching. 44% strongly agrees, 38% of them agree, 6% of them neutral,9% of them disagree and 4% of them strongly disagree that there is unavailability of quality books. 56% strongly agree, 31% of them agree, 3% of them neutral, 2% of them disagree and 1% of them strongly disagree that there is difficulty have journals and periodicals. 48% strongly agree,22% of them agree, 13% of them neutral, 10% of them disagree and 8% of them strongly there is absence of the quality lab equipment in the science lab.49% strongly agree,39% of them agree, 6% of them neutral, 4% of them disagree and 3% of them strongly disagree that absence of language labs.

Chart No. 7 Showing perception towards learning aids

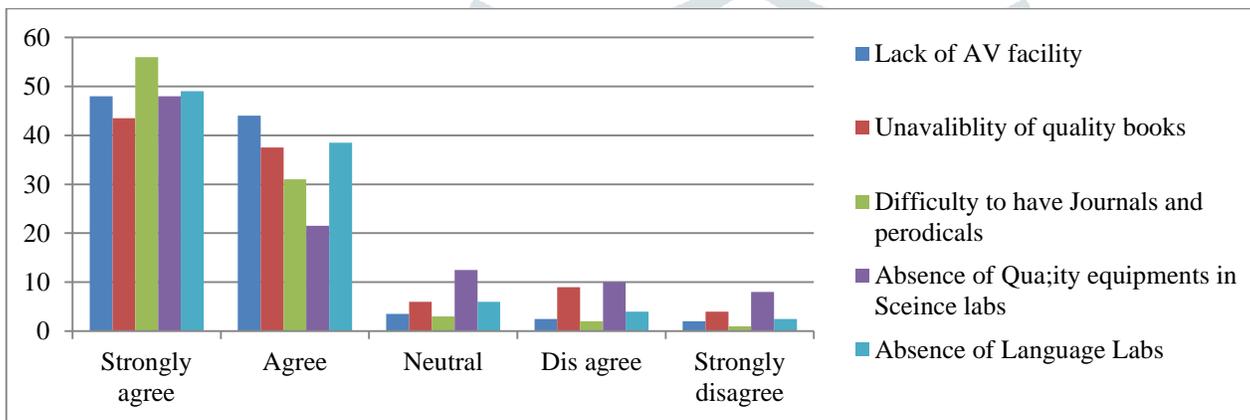


Table No. 8 Showing Financial position and Moral support

Financial position and moral support				
Perception	Inability to pay fee	Willingness to pay	Awareness supporting finance support	Lack of moral support
Strongly agree	40	37	50	43
Agree	29	34	44	35
Neutral	11	13	5	13
Disagree	13	14	2	8
Strongly disagree	8	3	1	3

Source: Primary Data

The above table explains about the financial position and the moral support available to the rural girls students. 40% strongly agree, 44% of them agree, 4% of them neutral, 3% of them disagree and only 2% of them strongly disagree about their inability to pay fee of higher education. 37% strongly agree, 34% of them agree, 13% of them neutral, 10% of them disagree and 3% of them strongly disagree about their willingness to pay for higher education. 50% strongly agree, 44% of them agree, 5% of them neutral, 2% of them disagree and 1% of them strongly disagree about their awareness supporting finance support. 43% strongly agree, 35% of them agree, 13% of them neutral, 8% of them disagree and 3% of them strongly disagree about their lack of moral support.

of them neutral, 14% of them disagree and 3% of them strongly disagree about lack of willingness to pay the higher education fee. 50% strongly agree, 44% of them agree, 5% of them neutral, 2% of them disagree and 1% of them strongly disagree that they don't have awareness about the financial supports available. 43% strongly agree, 35% of them agree, 13% of them neutral, 8% of them disagree and 3% of them strongly there is no moral support for them go with higher education.

Chart No. 8 Showing Financial position and Moral support

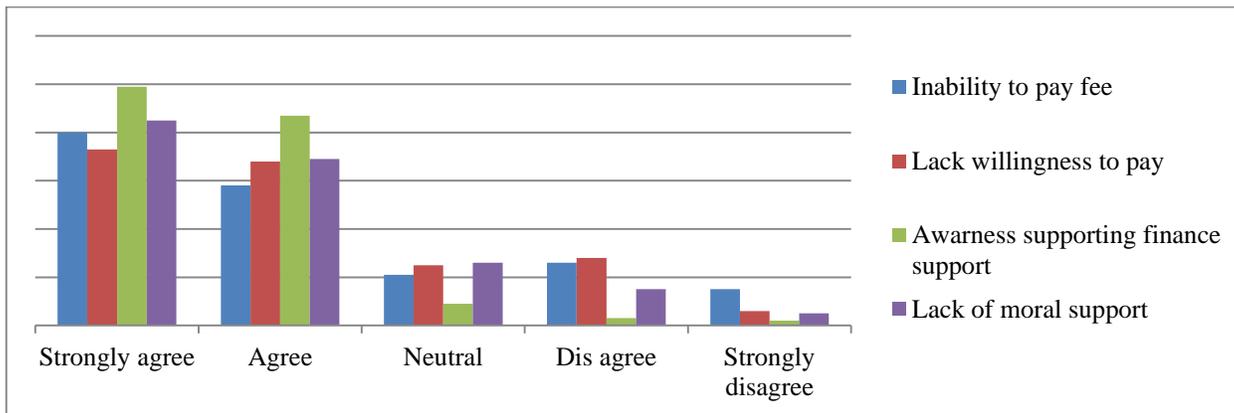


Table No. 9 Showing perception towards challenges of transportation

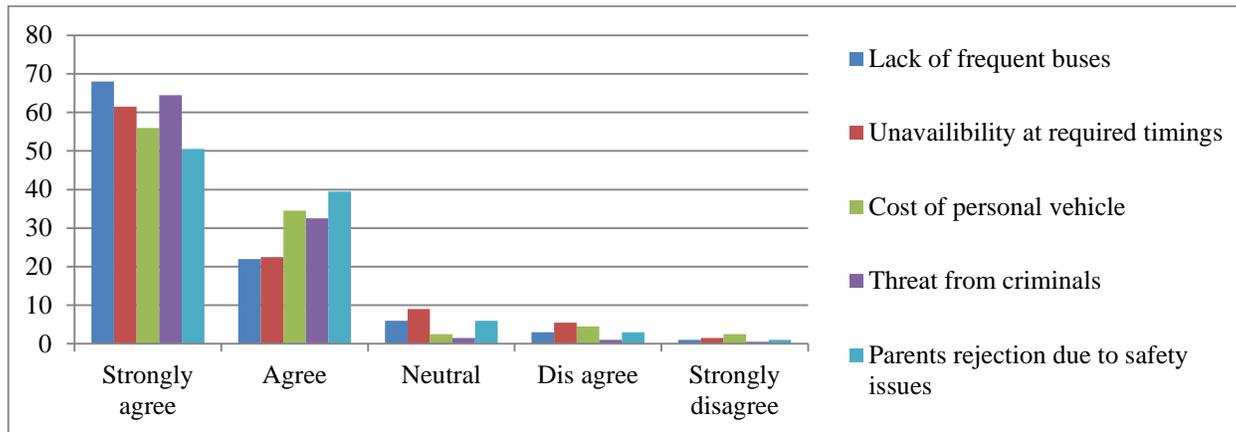
Challenges of transportation					
Perception	Lack of frequent bus	Unavailability at required timings	Cost of personal vehicle	Threat from discriminants	Parents rejection due to safety issues
Strongly agree	68	62	56	65	51
Agree	22	23	35	33	40
Neutral	6	9	3	2	6
Dis agree	3	6	5	1	3
Strongly disagree	1	2	3	1	1

Source : Primary Data

The above table shows the transportation problem of the rural rural girls students. 68% strongly agree, 22% of them agree, 4% of them neutral, 3% of them disagree and only 1% of them strongly disagree that there is lack of frequent buses. 62% strongly agree, 23% of them agree, 9% of them neutral, 6% of them disagree and 2% of them strongly disagree about unavailability of the buses at required timings. 56% strongly agree, 35% of them agree, 3% of them neutral, 5% of them disagree and 3% of them strongly disagree that the cost of the personal vehicle is heavy to have it. 65% strongly agree, 33% of them agree, 2% of them neutral, 1% of them disagree and 1% of them strongly disagree that they have threats from the discriminants to travel on their own vehicle to distant place. 51%

strongly agree, 40% of them agree, 6% of them neutral, 3% of them disagree and 1% of them strongly disagree that their parents are scared buy the personal vehicles to their daughters.

Chart No. 9 Showing perception towards challenges of transportation



## VIII. FINDINGS AND SUGGESTIONS

A research always aims to reach the best findings and providing clear suggestions to the beneficiaries of the research. The following the findings and suggestions of the study.

1. The students at the rural places have been facing the issues having the best faculty to teach them. Sometimes, even if they have knowledge they don't show much interest sharing their knowledge as opined by the respondents.
2. Methodologies of teaching (viz., case study, based on practical examples) aren't reaching the students up to the mark.
3. Infrastructure facilities provided by the institutions for the students are not at all satisfactory.
4. In the rural areas the girls are not motivated much to pursue higher studies as boys motivated to do the same.
5. Lack of the information about the higher studies i.e., best institutions, required information to attend the entrance examinations, benefits of the higher studies is not known to the students and parents, comparatively parents have the lesser knowledge.
6. The upgraded learning facility like Audio-Visual (AV) language labs are not at all seen in the rural areas.
7. Unavailability of the quality books in the library, Lab equipment and journals are difficult to find in the rural institutions.
8. The important factor i.e., the cost of the higher education is still unbearable by many of the parents, in some cases, even if some of the parents can bear, they are not willing to pay the huge money on girls higher education .
9. Some parents are not aware of the financial facility available of the higher education and some are scared to go towards education loan. The people who can morally support the students are very rare to find.

10. After passing all the difficulties discussed above the issue of transportation makes many of the students to stay back at their home. Lack of frequent buses, unavailability of the bus at right time is issue of the public transportation.
11. To have their personal vehicles, the cost of acquiring the vehicle is high along their maintenance too. The distance they travel, threat from the discriminant and scared parents are the fall back for the girl students in rural areas to pursue their higher education.

## IX. Suggestions

Based on the above research following suggestions are made to overcome from the problems.

1. The education institution must hire best and competitive faculty and they have to work hard to bring up the students to their fullest potentials.
2. The growing world forces use the advance methodology to teach and the students they have to be trained in the best methodologies provided with good infrastructure which helps to their overall development.
3. The mentality of the gender based bias in the mind of the parents must be erased by educating them with current scenario. Institutions must create awareness about the opportunities of the higher education in parents and students as well.
4. The current world is gadget world, the teaching aids like AV facility digital library, best books, advanced lab equipment and language labs must be there for the student to groom them up to face the advanced and competitive world.
5. Financial facility like education loan, availability of scholarship information must be passed on the students and parents.

## Conclusion

The above study reveals that in India still rural girls students have to be empowered to face the gender discrimination and they have to fight to get their constitution right. Quality of the education in the area should be uplifted. The financial assistance for the rural girls students must be given and should create awareness about sources of the finance. The parents at their home must give them moral support. The transportation facility must be developed and activities of discriminant people must be destroyed to the root. Rural girls students must be supported to perform to the fullest potential by making them to have their higher education, where it will mould them strong socially, economically and morally. The education makes her to participate in the different areas of the business environment in order succeed in her way. The obstacles to Pursue higher education is lie with rural girls students, parents and society , the root cause for this have to addressed from basic level to highest level in order make the rural girls students stronger in all the aspect of the life.

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